**JOB DESCRIPTION**

**JOB TITLE: HIGHER LEVEL TEACHING ASSISTANT**

**PROVISIONAL GRADE: Graveney Pay Spine points 12-20**

**RESPONSIBLE TO**

**AND RECEIVES SENDCo/SEND Manager**

**INSTRUCTIONS**

**FROM:**

**RESPONSIBLE FOR:**

**LINE MANAGER: SENDCo**

**PURPOSE OF JOB: To plan, prepare, deliver, assess, report and mark learning activities for individuals and groups and occasionally for whole classes under an agreed system of supervision.**

**To provide in class support for students with Special Educational Needs to enable them to access the curriculum**

**To be responsible for the management and development of a specialist area within the SEN department, for example ASC, HI, VI**

**MAIN RESPONSIBILITIES:**

1. **SUPPORTING THE STUDENTS**

* Assess the needs of students and use detailed knowledge and specialist skills to support students’ learning
* Establish productive working relationships with students, acting as a role model and setting high expectations
* Develop and implement IEPs, or similar
* Promote the inclusion and acceptance of all students within the classroom
* Support students consistently whilst recognizing and responding to their individual needs
* Encourage students to interact and work co-operatively with others and engage all students in activities
* Promote independence and employ strategies to recognize and reward achievement of self-reliance
* Provide feedback to students in relation to progress and achievement
* Key working for individual students and their families
* Plan, organize and deliver small intervention groups for students with different areas of identified need

1. **SUPPORTING THE TEACHER**

* Organise and manage appropriate learning environment and resources
* Use teaching and learning objectives to plan challenging individualized objectives for specific students in the class and evaluate and adjust lessons and work plans for them as appropriate within agreed systems of supervision
* Monitor and evaluate student responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives
* Provide objective and accurate feedback and reports as required on student achievement, progress and other matters, ensuring the availability of appropriate evidence
* Be responsible for recording progress and achievement in lessons and activities systematically and providing evidence of range and level of progress and attainment
* Establish a clear framework for discipline in line with established policy, anticipate and manage behaviour constructively, promoting self-control and independence
* Supporting the role of parents in students’ learning and contributing to and leading meetings with parents to provide constructive feedback on student progress/achievement etc.
* Administer, assess and mark tests and invigilate exams and tests
* Produce lesson plans, worksheets etc. as required.

1. **SUPPORTING THE SCHOOL**

* Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person
* Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop
* Contribute to the overall ethos, work and aims of the school
* Mentor and contribute to the Induction procedures of new Teaching Assistants and/or Senior Teaching Assistant as instructed
* Establish constructive relationships and communicate with other agencies and professionals, in liaison with the teacher, to support achievement and progress of students
* Take the initiative to develop appropriate multi-agency approaches to supporting students
* Take a whole school lead in a specialist area and share expertise and skills with others
* Act as keyworker for a group of students with SEND/EHCPs – to include collection and preparation of feedback and paperwork for EHCP Reviews
* Recognise own strengths and areas of expertise and use these to advise and support others
* Consolidate and extend work carried out in class
* To follow policies and procedures relating to child protection, health and safety, reporting all concerns to the appropriate person
* To support the SEN team to cover absences for lessons/duties when needed

**Safeguarding Children**

* To be fully aware of and understand the duties and responsibilities arising from the Children’s Act 2004, Working Together and Keeping Children Safe in Education in relation to child protection and safeguarding children and young people as this applies to the post holder’s role within the organisation.
* To also be fully aware of the principles of safeguarding as they apply to children and young people in relation to the post holder’s role.  
  To ensure that the worker’s line manager is made aware and kept fully informed of any concerns which the potholder may have in relation to safeguarding and/or child protection.

Other duties that are commensurate with the role may be allocated by the line manager or a member of SLT as appropriate.

**Person Specification**

**Experience:** Substantial successfulexperience of working with secondary age children with special needs in an educational setting

**Qualifications:** A first degree or other accredited HLTA qualification

English and Maths GCSE or equivalent

**Knowledge and Skills:**

Excellent numeracy and literacy skills

Specialist skills or training in a particular area of SEN

Competent user of ICT to support learning

Knowledge and experience of implementing national curriculum and other relevant learning programmes

Good understanding of child development and learning processes

Understanding of the statutory frameworks relating to teaching

Ability to organise, lead and motivate a team

Commitment to ongoing professional development

Ability to develop equal opportunities and inclusion for all students

Ability to work constructively as part of a team, understanding classroom roles and responsibilities

Ability to provide advice and guidance on an area of specialism to others, some of whom will be in a position of seniority, with tact, professionalism and credibility