



## Job Description

<b>Job Title</b>	Higher Level Teaching Assistant
<b>Department</b>	SGS Pegasus School
<b>Reporting to:</b>	SGS Pegasus School Headteacher
<b>Post reference:</b>	
<b>Main Purpose of the role</b>	
<ul style="list-style-type: none"> <li>• To promote and secure high standards of teaching and learning, pupil achievement and progression</li> <li>• To actively contribute to SGS Pegasus School vision, aims and objectives</li> <li>• To complement the professional work of teaching staff by:               <ul style="list-style-type: none"> <li>○ leading learning and/or social communication/interaction activities with pupils</li> <li>○ leading a specialist focus area within the school</li> <li>○ having responsibility for whole class in the absence of the teacher</li> <li>○ line management or supervision of other teaching assistants working at the school</li> </ul> </li> </ul>	
<b>Key Tasks / responsibilities:</b>	
<p>The specific duties of the HLTA will be determined by the Senior Leadership Team and will depend upon the needs of the school.</p> <p><b><u>TEACHING &amp; LEARNING</u></b></p> <ul style="list-style-type: none"> <li>• To work alongside the class teacher and/or support staff in delivering learning and/or social communication/interaction activities to individuals, groups or whole class of pupils. <b>This may be with or without the teacher being present in the class</b></li> <li>• To take a lead role for whole class activities either as:               <ul style="list-style-type: none"> <li>i) a planned and scheduled activity within the school timetable (i.e PPA cover) or</li> <li>ii) an occasional requirement arising from short-term teacher absence</li> </ul> </li> </ul> <p style="text-align: center;"><b>For each of these responsibilities, the HLTA may be required to plan learning activities</b></p> <ul style="list-style-type: none"> <li>• To lead groups or whole class sessions with lively, rich and enthusiastic lesson delivery, with flexibility and creativity to promote effective participation, enhance individual learning, raise aspirations and achieve full potential</li> <li>• To maintain and actively utilise individual learning and/or behaviour plans</li> <li>• To work alongside teaching staff and make a significant contribution to the planning and preparation of activities and work programmes for pupils</li> <li>• To provide teacher(s) with appropriate feedback on pupil achievement, progress and development</li> <li>• To contribute to reports required for pupils i.e. for Annual Reviews, Parent/Carer meetings</li> <li>• Actively contribute to SGS Pegasus School Development Plan</li> </ul> <p><b><u>LEARNING ENVIRONMENT</u></b></p> <ul style="list-style-type: none"> <li>• To contribute to creating a safe, stimulating and supportive learning environment</li> <li>• To arrange resources, equipment and materials to be accessible to encourage pupils to become independent learners</li> <li>• To create and maintain up to date displays with pupils which support learning and achievement</li> <li>• To work with staff to organise and participate in educational visits, assemblies and other events for pupils to enrich the curriculum</li> </ul>	

## AREA OF RESPONSIBILITY

- To take a lead role in the organisation and development of a specialist focus area within the school (areas to be discussed at the onset of the school year and will be reviewed annually)
- This may involve:
  - planning and delivering activities linked to the specialist focus area to classes, groups or individual pupils
  - supporting staff, parents and families by providing training and/or information linked to specialist focus area
  - organising and maintaining suitable resources to support the specialist focus area
  - liaising and reporting, as necessary, to the school leadership team and/or governors

## DEVELOPING SELF ESTEEM / BEHAVIOUR EXPECTATIONS

- Promote equality and to treat everyone with fairness and dignity
- Develop an ethos of inclusion
- Promote positive values, attitudes and behaviour
- Implement strategies to support pupils' self-esteem and self confidence
- Understand how individual pupils develop and how progress may be affected by a range of influences
- Ensure high standards of behaviour, and share in whole school responsibility for the safety, well-being and behaviour of all pupils including the safe supervision as required of all pupils e.g. at playtimes

## COMMUNICATION AND TEAM COLLABORATION

- To work with staff to provide pupils, colleagues, parents and carers with timely, accurate and constructive feedback on progress and areas for development
- Be part of a whole school team, involved in decision-making on the preparation and development of policies and programmes of study, teaching materials, resources, methods of teaching and pastoral arrangements
- Be proactive in identifying opportunities for working with colleagues, developing and sharing effective practice
- Liaise with commissioned therapists/agencies e.g. Speech & Language Therapist, Educational Psychologist

## LINE MANAGEMENT/STAFF SUPERVISION

- To be responsible for/contribute to the day-to-day support of learning support assistants. This may include:
  - leading support team staff meetings or briefings
  - contributing to induction, mentoring and training programmes and performance reviews
  - supervising volunteer helpers and/or pupil work experience placements
  - liaising with the Headteacher/other appropriate teaching staff on relevant issues

## HEALTH AND WELL – BEING / SAFEGUARDING

- To support the social development and welfare needs of individual pupils in accordance with school practices and policies. This may include the administration of medicines or assisting other health or mobility needs of pupils **subject to relevant training**.
- Adopt SGS Pegasus School policies and procedures and be aware of local and national policies and guidance on the safeguarding and well-being of pupils
- Keep up to date with safeguarding training
- Know how to identify and support pupils whose progress, development or well-being is affected by changes to their circumstances
- Undertake risk assessments for individual pupils, activities and working areas as required
- Recognise health and safety is a responsibility of every team member, taking responsibility of the care of self and others
- Adhere to SGS Pegasus School Health and Safety policy and any school-specific procedures / rules that apply to this role

## PERSONAL AND PROFESSIONAL DEVELOPMENT

- Improve personal practice and performance and take responsibility for identifying and meeting own professional development
- Participate and contribute to performance appraisal reviews
- Attend staff meetings and training as required

## FRAMEWORKS

- Maintain up to date knowledge and understanding of the professional duties of support team in schools
- Work within SGS Pegasus School policies, procedures and practice and contribute to their development as required

## ALL STAFF

- **This job description is not an exhaustive list. The post holder may be required to undertake other duties commensurate with their role as directed by the Headteacher**
- **An annual review of this job description and allocation of particular responsibilities will take place as part of the Performance Appraisal Policy**

### **Role Dimensions**

- When the school is full, all staff will support the Head teacher's responsibility for the care and education of 80 full time pupils

### **Key Interfaces**

- The Board and the Governing Body of the LGB and SGS Academy Trust
- Parents of pupils (both existing and prospective)
- Local mainstream and special schools
- Senior Leadership teams of SGS Academy Trust and partners

### **Supporting SGS Academy Trust Goals and Values – all roles**

In addition to the particular requirements and characteristics of individual roles, all people employed by SGS Academy Trust are expected to actively support the achievement of the Trust's goals and, at all times, both internally and externally, to behave in a manner consistent with the Trust's mission and values.

This means:

- Performing your role and delivering your service in a way that helps the Trust achieve its strategic objectives and annual development and improvement plans - taking account of available resources and national developments.
- Promoting the image of the Trust as one that is committed to the highest standards of delivery and service.
- Sharing the Trust's commitment to safeguarding and prioritising the welfare of children, young people and vulnerable adults and demonstrating it in your day to day work.
- Sharing and prioritising the effective implementation of the Trust's Equality and Diversity Policy.
- Promoting and implementing best practice in Health and Safety,

### **Measurable Performance Standards for this role**

The responsibilities of the post are to be performed in accordance with:

- SGS Pegasus School Performance Appraisal Policy

### **Level of Disclosure and Barring (DBS) disclosure required**

Enhanced with barred list checks

Author and Date					
Sara Goldhawk (Headteacher). January 2017					
Job Evaluation (for HR Completion)					
Score		Profile		Level	

As the needs of the Trust change, so the above job profile, duties and location of the role within the Trust may be adjusted accordingly.

Where an employee indicates a disability, every effort will be made to make reasonable adjustments. If, however, a certain task proves to be unachievable, job redesign will be given full consideration.

## Person Specification

SGS Pegasus School – HLTA (Primary Phase)

Criteria	Essential	Desirable	Assessed by
<b>Qualifications and attainments</b>			
A qualification in English/Literacy and Mathematics/Numeracy equivalent to at least level 2 of the National Vocational Qualifications framework	✓		Application
HLTA qualification		✓	Application
Evidence of commitment to Continuing Professional Development	✓		Application
Further qualifications related to special educational needs		✓	Application
First Aid training (including resuscitation procedures for children)		✓	Application
<b>Experience and knowledge</b>			
Proven track record of recent experience of working within Primary Phase	✓		Application/Interview
Experience of supporting pupils with SEN within Primary Phase	✓		Application/Interview
Experience of delivering the National Curriculum to groups or whole class within Primary Phase			
Experience of leading groups or whole class in the absence of the class teacher within Primary Phase	✓		Application/Interview
Experience of working to class teachers plans and working with a range of assessment tools within Primary Phase	✓		Application/Interview
Experience of and commitment to promoting and safeguarding the welfare of pupils	✓		Application/Interview
Understanding and awareness of the needs, aspirations and concerns of families of pupils with SEN	✓		Application/Interview

<b>Criteria</b>	<b>Essential</b>	<b>Desirable</b>	<b>Assessed by</b>
Experience of establishing clear expectations and constructive working relationships through team working and mutual support	✓		Application/Interview
Experience of leading a specialist focus area		✓	Application/Interview
Commitment to an involvement in extra-curricular activities		✓	Application/Interview
Experience of working alongside external providers/outside agencies within a school environment		✓	Application/Interview
<b>Skills and abilities</b>			
A personal commitment to working to the highest professional standard promoting a culture of continuous improvement to support the delivery of innovative and responsive services for pupils, young people and families	✓		Application/Interview
Able to relate and communicate with a range of different audiences	✓		Application/Interview
Able to communicate with enthusiasm, integrity, resilience, sensitivity, good humour and energy	✓		Application/Interview
Able to inspire, motivate and support pupils, parents and staff	✓		Application/Interview
Able to build and develop teams capable of achieving excellence in goals and objectives	✓		Application/Interview
Ability to investigate, solve problems and make decisions	✓		Application/Interview
Able to use own initiative and motivate others	✓		Application/Interview
High level of organisational and planning skills	✓		Application/Interview
Flexible in adapting to the teaching approaches used at the school	✓		Application/Interview
Able to work effectively with staff colleagues, Governors and Trustees	✓		Application/Interview
<b>Essential College attributes</b>			
Initiative: Demonstrating the willingness and ability to use initiative – whether that means deciding on necessary action and following it through - or suggesting ways to work in a better way	✓		Application/Interview
Influencing skills: The ability to persuade others	✓		Application/Interview
Interpersonal Skills: The ability to communicate and interact with other people in a way that promotes cooperative relationships	✓		Application/Interview
Teamwork: The willingness and ability to collaborate and work closely with colleagues in a mutually supportive manner	✓		Application/Interview
<b>Circumstances of role</b>			
A willingness to support out of hours activities i.e. School Fairs, field trips etc.	✓		Application/Interview