

Bemrose School - HLTA Job Description

Post:	HIGHER LEVEL TEACHING ASSISTANT
Remuneration:	Scale 5 points 12 to 17 32.5 hours 52 weeks [1265 hours including INSET]
Area:	Whole School
Line manager:	SENCO or other delegated staff

PURPOSE OF THE JOB

The SEMH HLTA will lead the delivery of an innovative curriculum that will support, enhance and contribute to the needs of the pupils with social, emotional and mental health needs. The HLTA will work collaboratively with teaching staff and teaching assistants to support pupil learning including leading a group or class under the direction of the line manager or teacher. Promote independence, self-esteem and inclusion across the school whilst supporting pupils to achieve through access to the curriculum.

The HLTA may be required to supervise whole classes during the short-term absence of teachers including in other areas of the school.

The role focusses on fostering positive relationships enabling pupils to achieve their full potential. The HLTA will draw upon their enhanced knowledge and skills when assisting with planning, monitoring, assessing and managing classes, and will encourage pupils to become independent learners, providing support for their welfare, and supporting the inclusion of pupils in all aspects of school life.

As with all roles in school, there is a commitment to ensuring the safety of young people.

Main Duties

Curriculum and Planning:

- To design and implement a creative and engaging curriculum tailored to meet the needs of the pupils with SEMH.
- To plan and prepare lessons with teachers, participating in all stages of the planning cycle, including in lesson planning, evaluating and adjusting lessons/work plans
- To develop and prepare resources for learning activities in accordance with lesson plans and in response to pupil need especially within literacy.
- To plan effective behaviour management strategies consistently in line with school policy and procedure
- To organise a safe and stimulating learning environment

- To contribute to the planning of opportunities for pupils to learn in out-of-lesson contexts in line with schools policies and procedures.
- Provide a nurturing environment that promotes wellbeing and the ability to thrive and grow through positive behaviour.

Teaching and Learning:

- To teach whole classes within an agreed system of supervision and within a pre-determined lesson framework
- To provide detailed verbal and written feedback on lesson content, pupil responses to learning activities and pupil behaviour, to teachers and pupils
- To motivate and support pupils' learning by using clearly structured, interesting teaching and learning activities
- To be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- To promote and support the inclusion of all pupils, including those with specific needs, both in learning activities and within the classroom
- To use behaviour management strategies, in line with the school's policy and procedures, to contribute to a purposeful learning environment and to encourage pupils to interact and work co-operatively with others
- In accordance with arrangements made by the Executive Headteacher or Head of School, to support pupils' learning in a range of classroom settings, including working with individuals, small groups and whole classes where the assigned teacher is not present, in line with regulations and guidance
- To organise and safely manage the appropriate learning environment and resources
- To promote and reinforce children's self-esteem and independence and employ strategies to recognise and reward achievement of self-reliance
- To assist the class teacher in all aspects of inclusion in line with school policy
- To support the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress, achievement and behaviour, maintaining sensitivity and confidentiality at all times.
- Lead interventions such as SEAL and Zones of Regulation to support SEMH pupils

Monitoring and Assessment:

- With teachers, to evaluate pupils' progress through a range of assessment activities
- To assess pupils' responses to learning tasks and where appropriate, modify methods to meet individual and/or group needs.
- To monitor pupils' participation and progress and provide constructive feedback to pupils in relation to their progress and achievement.
- To assist in maintaining and analysing records of pupils' progress.
- To contribute to programmes of observation and assessment as planned by the teacher and provide reports, evaluations and other information to assist in the provision of appropriate support for specific children
- To support the teaching staff with reporting pupils' progress and achievements at parents meetings which are usually held outside school hours.

Mentoring, Supervision and Development:

- To support and guide other less experienced teaching assistants' work in the classroom when required and to lead training for other teaching assistants
- To contribute to the overall ethos, work and aims of the school by attending relevant meetings and contributing to the development of policies and procedures within the school
- To participate in staff meetings and training days/events as requested.
- Participate in professional development opportunities to enhance skills and SEMH practice

Behavioural and Pastoral:

- Build positive relationships with pupils that supports and culture of belonging
- Work collaboratively with colleagues and external agencies to offer holistic support
- To recognise and challenge any incidents of racism, bullying, harassment, victimisation and any form of abuse of equal opportunities, ensuring compliance with relevant school policies and procedures and making sure the individual/s involved understand it is unacceptable.
- To understand and implement school safeguarding procedures and comply with legal responsibilities.
- To assist in maintaining good discipline of pupils throughout the school and escort and supervise pupils on planned visits and journeys.
- To foster and maintain constructive and supportive relationships with parents/carers, exchanging appropriate information, facilitating their support for their child's attendance, access and learning, and supporting home to school and community links.

Other

- Promote the safety and wellbeing of pupils. Ensuring they are looked after and the correct safeguarding procedures are followed.
- To cover lessons for absent teachers when required in response to the 'Rarely Cover' arrangements.
- Take opportunities to build appropriate skills, qualifications or experience to support the role

To carry out any other duties as reasonably required by the Executive Headteacher or Head of School.