****

**Children & Young People’s Service**

**Hutton Rudby Primary School**

***JOB DESCRIPTION***

|  |  |
| --- | --- |
| **POST:** | **Higher Level Teaching Assistant (HLTA) – SEND pupil - one to one post** |
| GRADE:  | Grade G |
| RESPONSIBLE TO: | Head Teacher / Senior Management Team/ SENCO/Inclusion Manager |
| STAFF MANAGED: | None |
| POST REF: |  | JOB FAMILY: | 7 |
| **JOB PURPOSE:** | To complement the professional work of teachers by taking responsibility for agreed learning activities under a defined system of liaison and supervision.To advance an individual pupil’s learning in the classroom – this is a bespoke role working on a one-to-one basis with a complex but gifted learner. Activities will involve jointly planning, modifying / preparing and delivering lessons and / or interventions as well as record keeping, monitoring, feeding back to both the teacher and a wider external team. To be an active practitioner supporting achievement, progress and development, under the direction of family and specialist advisors and therapists. |
| **JOB CONTEXT:** | This school is committed to safeguarding and promoting the welfare of our pupils and young people. We have a robust Child Protection Policy and all staff will receive training relevant to their role at induction and throughout employment at the School. We expect all staff and volunteers to share this commitment. This post is subject to a satisfactory enhanced Disclosure and Barring Service criminal records check for work with children.An ability to fulfil all spoken aspects of the role with confidence through the medium of English |
| **ACCOUNTABILITIES / MAIN RESPONSIBILITIES** |
| **Supporting Learning & Development** | * Within an agreed system of supervision, jointly plan and modify

teaching and learning objectives, prepare and deliver learning activities and evaluate and adjust lessons/work plans according to the individual pupil’s needs * Monitor, record and evaluate the pupil’s responses to learning

 activities through a range of assessment and monitoring strategies against pre-determined learning objectives* Interact with the pupil in ways that support the development of their ability to think and learn, and work independently
* Support the development and implementation of specialist learning strategies, to support independence when appropriate
* Be a strong practitioner with the use of specialist ICT equipment and software and be willing to develop further knowledge about this.
* Support the pupil with his social and emotional wellbeing, and develop and implement related social, health and physical programmes in partnership with the wider independent team and family.
* Take account of the parents’ views and aspirations and provide excellent home school liaison on a very regular basis.
* Encourage and motivate the pupil to promote independence and resilience and increase self-esteem
* Accompany the pupil on educational visits, and other activities outside of the classroom, supervising the pupil in unstructured times.
 |
| **Communication**  | * Establish constructive and respectful relationships with parents and external professionals, exchange appropriate information, facilitate

access to learning and support effective delivery of interventions and pupil progress.* Provide detailed daily record keeping as required by the school, family and wider team.
 |
| **Sharing Information** | * Provide objective and accurate feedback and reports on the pupil’s attainment, progress and other matters, ensuring the availability of appropriate evidence via annotation of work and recording systems.
* Participate in meetings with other staff, external professionals, and parents, regarding the pupil, in a support capacity to the teacher.
* Pay due regard to professional boundaries, maintaining appropriate levels of confidentiality
* Participate in staff meetings
* Share information about the pupil with teachers and other professionals as required
 |
| **Safeguarding and Promoting the Welfare of Children/Young People** | * Assist the pupil with personal hygiene, and welfare, including physical and medical needs, whilst encouraging independence
* Be responsible for promoting and safeguarding the welfare of the pupil that you are responsible for and report concerns as appropriate
 |
| **Administration/Other** | * Organise and manage an appropriate learning environment and resources
* Support the use of specialist ICT to advance the pupil’s learning
* Assist with administrative support e.g. dealing with correspondence, compilation/ analysis of information, making phone calls and sending emails
* Supervise and provide access arrangements for the pupil sitting internal and external assessments, ensuring that examinations comply with Examination Board Regulations if needed.

 * Participate in training and appraisal
 |
| **Data Protection** | * To comply with the County Council’s policies and supporting documentation in relation to Information Governance this includes Data Protection, Information Security and Confidentiality
 |
| **Health & Safety**  | * Be aware of and implement your health and safety responsibilities as an employee and where appropriate any additional specialist or managerial health and safety responsibilities as defined in the Health and Safety policy and procedure
* Work with colleagues and others to maintain health, safety and welfare within the working environment
 |
| **Equalities** | * Promote inclusion and acceptance of all pupils
* Ensure services are delivered in accordance with the aims of the equality Policy Statement
* Develop own and team members understanding of equality issues
 |
| **Flexibility** | * North Yorkshire County Council provides front line services, which recognises the need to respond flexibly to changing demands and circumstances. Whilst this job outline provides a summary of the post, this may need to be adapted or adjusted to meet changing circumstances. Such changes would be commensurate with the grading of the post and would be subject to consultation. All staff are required to comply with County Council Policies and Procedures
 |
| **Customer Service** | * The County Council requires a commitment to equity of access and outcomes, this will include due regard to equality, diversity, dignity, respect and human rights and working with others to keep vulnerable people safe from abuse and mistreatment
* The County Council requires that staff offer the best level of service to their customers and behave in a way that gives them confidence. Customers will be treated as individuals, with respect for their diversity, culture and values
 |
| Date of Issue: | March 2021 |

**PERSON SPECIFICATION**

**JOB TITLE: Higher Level Teaching Assistant (HLTA) Grade G**

|  |  |
| --- | --- |
| **Essential upon appointment** | **Desirable on appointment** |
| **Knowledge*** Good understanding of child/young people’s development and learning processes
* Understanding of individual children and young peoples’ needs
* An understanding that children/Young people have differing needs and knowledge of inclusive practice
 | * Knowledge of Behaviour Management techniques
* Knowledge of Child Protection and Health & Safety legislations and procedures
 |
| **Experience*** Significant experience of working with children in an education setting
 | * Experience of delivering evidence based interventions that accelerate learning
* Experience in a relevant specialism e.g. Art/Music/Sport
 |
| **Occupational Skills** * Demonstrable ICT skills and ability to use them as part of the learning process, or, the ability to develop ICT skills in a reasonable timeframe
* Good written and verbal communication skills: able to communicate effectively and build good relationships with all teachers, children, young people, families and carers
 |  |
| **Qualifications** * Level 2 numeracy & literacy qualification or equivalent
* HLTA status or QTS \*\*
* \*\* It is essential that Higher Level Teaching Assistants are assessed against and meet the HLTA standards, or have Qualified Teacher Status to enable them to deliver teaching and learning activities to a whole class
 | * Relevant NVQ level 4 or foundation degree
* Appropriate first aid training (Dependent on the schools needs - insert as appropriate)
 |
| **Personal Qualities*** Demonstrable interpersonal skills
* Ability to work successfully in a team
* Able to exercise judgement
* Confidentiality
* Flexibility
 | * Creativity
 |
| **Other Requirements*** Enhanced DBS clearance
* To be committed to the school's policies and ethos
* To be committed to Continuing Professional Development
* Motivation to work with children and young people
* Ability to form and maintain appropriate relationships and personal boundaries with children and young people
* Emotional resilience in working with challenging behaviours and attitudes
* Ability to use authority and maintaining discipline
* An empathy for equality & diversity
* The ability to converse at ease with customers and provide advice in accurate spoken English is essential for the post
 |  |

NB – Assessment criteria for recruitment will be notified separately.

Optional - Statement for recruitment purposes: You should use this information to make the best of your application by identifying some specific pieces of work you may have undertaken in any of these areas. You will be tested in some or all of the skill specific areas over the course of the selection process.

**HLTA Standards**

**Professional Attributes**

1. Have high expectations of children and young people with a commitment to helping them fulfil their potential
2. Establish fair, respectful, trusting, supportive and constructive relationships with children and young people
3. Demonstrate the positive values, attitudes and behaviour they expect from children and young people
4. Communicate effectively and sensitively with children, young people, colleagues, parents and carers
5. Recognise and respect the contribution that parents and carers can make to the development and wellbeing of children and young people
6. Demonstrate a commitment to collaborative and cooperative working with colleagues
7. Improve their own knowledge and practice including responding to advice and feedback

**Professional Knowledge and Understanding**

1. Understand the key factors that affect children and young people's learning and progress
2. Know how to contribute to effective personalised provision by taking practical account of diversity
3. Have sufficient understanding of their area(s) of expertise to support the development, learning and progress of children and young people
4. Have achieved a nationally recognised qualification at level 2 or above in English/literacy and Mathematics/numeracy
5. Know how to use ICT to support their professional activities
6. Know how statutory and non‐statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support
7. Understand the objectives, content and intended outcomes for the learning activities in which they are involved
8. Know how to support learners in accessing the curriculum in accordance with the special educational needs (SEN) code of practice and disabilities legislation
9. Know how other frameworks, that support the development and well‐being of children and young people, impact upon their practice

**Professional Skills\***

**Planning and Expectations**

1. Use their area(s) of expertise to contribute to the planning and preparation of learning activities
2. Use their area(s) of expertise to plan their role in learning activities
3. Devise clearly structured activities that interest and motivate learners and advance their learning
4. Plan how they will support the inclusion of the children and young people in the learning activities
5. Contribute to the selection and preparation of resources suitable for children and young people's interests and abilities

**Monitoring and Assessment**

1. Monitor learners' responses to activities and modify the approach accordingly
2. Monitor learners' progress in order to provide focused support and feedback
3. Support the evaluation of learners' progress using a range of assessment techniques
4. Contribute to maintaining and analysing records of learners' progress

**Teaching and Learning Activities**

1. Use effective strategies to promote positive behaviour
2. Recognise and respond appropriately to situations that challenge equality of opportunity
3. Use their ICT skills to advance learning
4. Advance learning when working with individuals
5. Advance learning when working with small groups
6. Advance learning when working with whole classes without the presence of the assigned teacher
7. Organise and manage learning activities in ways which keep learners safe
8. Direct the work, where relevant, of other adults in supporting learning

*\*Teaching and learning activities must take place under the direction of a teacher and in accordance with arrangements made by the headteacher of the school*