

Higher Level Teaching Assistant

PURPOSE OF POST

To complement the professional work of teachers and leaders by taking responsibility for agreed learning activities and specialist provision within The Bridge and wider inclusion support across school. The role will involve planning, preparing and delivering highly adapted learning activities for pupils with SEND and additional needs under an agreed system of supervision. The postholder will support pupils' academic, social, emotional and communication development through personalised provision, targeted interventions and inclusive practice. They will monitor, assess, record and report on pupils' achievement, progress and wellbeing, whilst promoting high expectations, independence and successful inclusion within school life.

Reporting To

The Senior Leadership Team (SLT)

RESPONSIBILITIES

Inclusion Base Lead

- Lead structured, nurturing and appropriately adapted learning for pupils with SEND, under the direction of teachers and the SENDCo.
- Plan and deliver activities linked to individual needs, targets and EHCP outcomes; monitor and share progress.
- Build positive relationships, support emotional regulation and develop communication, independence and confidence.

Whole-class cover

- Deliver planned lessons and PPA cover confidently across all primary year groups.
- Adapt teaching, manage behaviour positively and maintain high expectations for learning and presentation.
- Provide clear feedback to teachers on pupil learning and any concerns.

Interventions and wider responsibilities

- Deliver targeted individual or small-group interventions suited to pupil needs and your strengths.
- Work closely with staff, families and external professionals to support inclusion and pupil progress.
- Maintain appropriate records; follow safeguarding, confidentiality and school policies.
- Contribute flexibly to school life, professional development and the school's DREAM values.

This post is subject to an enhanced DBS disclosure check through the Disclosure & Barring Service.

Personal Specification

N.B any candidate with a disability who meets the essential criteria will be guaranteed an interview

HLTA	How identified (AF / I / LO)
Essential	
Education & Qualifications	
NVQ 3 for Teaching Assistants, or equivalent qualification or level of experience	AF
Literacy and Numeracy skills equivalent to Level 2 of the National Qualification & Credit Framework	AF / I
Experience	
Experience of preparing and delivering resources which contribute to pupils learning objectives	AF / I / LO
Experience of effectively using ICT to support learning and the completion of work tasks	AF / I
Experience of preparing, contributing to and implementing support learning programmes	AF / I
Experience of preparing feedback on pupil's achievement and progress to contribute to the overall feedback produced by the class/subject teacher	AF / I
Experience of working with children in an education setting who may have different individual needs and learning styles.	AF / I / LO
Experience of working in a team and individual working	AF / I
Experience of keeping accurate and up to date records	AF / I
Skills & Abilities	
Ability to teach whole classes across Early Years to Key Stage 2 age range	AF / I / LO
Interpersonal and communication skills to build and maintain effective relationships with all pupils and colleagues and to be able to liaise sensitively with parents and carers to demonstrate and promote the positive value, attitudes & behaviour you expect from pupils with whom you work	AF / I / LO
Creative skills to contribute to and adapt learning activities relating to the National Curriculum and other learning objectives	AF / I / LO
Team-work skills to work collaboratively with colleagues and to carry out your role effectively knowing when to seek help and advice	AF / I
Effective organisational skills to work under pressure to complete tasks to potentially conflicting deadlines	AF / I
To constantly improve own practice/ knowledge through self-evaluation and learning from others	I
Self-reliance, resourcefulness and the ability to work on own initiative	AF /
Ability to embrace and utilise the latest technology to improve efficiencies	AF / I

Knowledge	
Working knowledge of the policies/codes of practice/legislation relevant to the role, including the promotion of pupil's welfare	AF / I / LO
Knowledge of the National Curriculum and other learning programmes.	AF / I / LO
Understanding of child development and learning styles and processes	AF / I / LO
Knowledge of appropriate resources available in the Early Years Foundation Stage, and Key Stages 1 and 2, to support learning programmes	AF / I / LO
Understanding of equal opportunities and inclusion, and how they apply in a school setting	AF / I / LO I
Work Circumstances	
To support the Christian ethos of the school	I
To work flexibly as the workload demands	AF / I
Occasional out of hours working to support school functions	AF / I
Willingness to undertake training as required as part of continuous professional development	AF / I
Desirable	
Knowledge of a Community language, e.g. British Sign Language, Urdu or Polish	AF
Paediatric First Aid certificate	AF
Team teach / behaviour de-escalation training	AF
<i>AF– Application Form , I – Interview, LO – Lesson Observation,</i>	