

Job Roles: Higher Level Teaching Assistant
EYFS Lead Practitioner
SEN Higher Level Teaching Assistant

Pay Points: 9 - 15

Locality: School Role with Full Mobility
Special School Role with Full Mobility
Nursery Role with Full Mobility



The Consortium Trust is a lifelong learning community. It recognises, will promote and expects sharing of best practice. All employees are expected to participate with this ethos and there may be opportunities where you will be expected to mentor, advise or share best practice with colleagues.

Consortium Trust schools and settings provide education for children between the ages of 6 months to 19 years old, many with complex additional needs and challenging behaviour. It is likely that there will be occasions where it will be necessary to adjust or amend a role to continue to provide the appropriate educational support for individual children. All job descriptions are subject to interpretation and alterations according to the setting and age, requirements and capabilities of the child.

***Please note the relevant professional standards should be read in conjunction with this document, including but not restricted to**

- Higher Level Teaching Assistant Professional Standards
- SEN Code of Conduct
- Early Years Framework

JOB PURPOSE

Higher Level Teaching Assistants and EYFS Lead Practitioner will complement the professional work of Teachers/Senior EYFS Practitioners by taking responsibility for agreed learning activities under an agreed system of supervision. This may involve planning, preparation and delivering learning activities for individual/ groups or short term for whole classes. It may also include agree monitoring and assessing pupils under an agreed system of supervision.

The Teacher/Senior EYFS Practitioner plans lessons and directs learning and caring. Higher Level Teaching Assistants use their expertise to create weekly learning opportunities and provide an increased level of support to the Teacher/Senior EYFS Practitioner and through this to pupils and to the teaching of the curriculum and achieving Early Learning Goals. Higher Level Teaching Assistants are expected to be able to undertake or contribute to the development of strategies and policies and should be able to work with greater freedom and initiative whilst still remaining under the direction of the Teacher/Senior EYFS Practitioner, whether with the whole class/room, a small group, or an individual pupil.

All duties will be carried out within recognised procedures or guidelines relevant to the age of the child and the Teacher/Senior EYFS Practitioner will be available for support and guidance. The level of expertise is relevant to the pay point and experience of the employee

There will be some need to interpret information or situations to solve both straightforward problems and there may be the need to respond independently to unexpected more complex problems. The employee has access to a line manager for advice and guidance.

TEACHING AND LEARNING ACTIVITIES

- Work with pupils, either one-to-one or in small groups, some of whom may have Special Educational Needs and may need further support with learning e.g. supporting literacy and numeracy work, listening to reading etc.
- Use curricular/learning skills and experience to support pupils and assisting with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes.
- Establish productive working relationships with pupils, acting as a role model and setting high expectations while encouraging pupils to interact and work co-operatively with others.
- To meet the personal care needs of pupils whilst encouraging independence (including toileting, position changing and gastrostomy feeding).
- Supporting the management of health needs such as seizures, administration of medication and implementing therapy programmes
- To contribute to a high standard of physical, social, emotional and intellectual care.
- Promote inclusion and acceptance of pupils while encouraging constructive relationships within the classroom and with parents.
- Undertake a range of specialised tasks to support learning eg Makaton, symbol communication
- Design and use and disseminate effective strategies to promote positive behaviour.
- Use ICT skills to support and enhance pupil's learning.
- Advance learning when working with individuals and small groups.
- Design, organise and manage learning activities in ways which keep learners safe.
- Direct the work, where relevant, of other adults in supporting learning.
- Using their expertise to contribute to the planning and preparation of learning activities.
- Devise or contribute to clearly structured activities that interest and motivate pupils and advance their learning.
- Organise and monitor key person system ensuring observations on the children are informative, accurate and up to date.
- Be flexible and prepared to help in other areas of the setting, with domestic duties, preparation of snacks, or duties that may be reasonable required of you.
- To be flexible, responsible and caring at all times, providing a positive role model for other staff members.
- To support pupil transitions into and when leaving school
- Develop a dedicated resource bank
- Undertake Basic First Aid

MONITORING AND ASSESSMENT

- Monitor learners' responses to activities and modify the approach accordingly.
- Monitor learners' progress in order to provide focused support and feedback.
- Be responsible for keeping and updating records as agreed with the Teacher/ Senior EYFS Practitioner, contributing to reviews of systems/records as requested and undertaking marking of pupils' work and accurately recording achievement/progress. If setting appropriate, administer and assess routine tests and invigilate exams/tests.
- Work with the Teacher or alongside curriculum LTP in lesson planning, evaluating and adjusting lessons/work plans as appropriate, and establishing an appropriate learning environment. Provide

general clerical/admin support e.g. administer coursework, produce worksheets for agreed activities etc.

- Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives and provide objective and accurate feedback and reports as required, to the teacher/ Senior EYFS Practitioner on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Liaise sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/meetings with parents with, or as directed.

PERSONAL SPECIFICATION

PROFESSIONAL ATTRIBUTES

- Have high expectations of children and young people with a commitment to helping them fulfil their potential.
- Establish fair, respectful, trusting, supportive and constructive relationships with pupils.
- Demonstrate the positive values, attitudes and behaviour they expect from pupils.
- Communicate effectively and sensitively with children, young people, colleagues, parents and carers.
- Recognise and respect the contribution that parents and carers can make to the development and wellbeing of all.
- Demonstrate a commitment to collaborative and cooperative working with colleagues.
- Improve their own knowledge and practice including responding to advice and feedback.
- If setting appropriate, able to supervise larger numbers of pupils when on duty break/lunchtime.
- Able to work with small groups of pupils when carrying out specific tasks or on educational visits.
- Creative ways of learning/making learning interesting.
- Effective time management and organisational skills
- Ability to use judgement and common sense, and be able to work on own initiative
- Ability to model good practice to staff

PROFESSIONAL KNOWLEDGE AND UNDERSTANDING

- Understand the key factors that affect children and young people's learning and progress.
- Know how to contribute to effective personalised provision by taking practical account of diversity.
- Have sufficient understanding of their area(s) of expertise to support the development, learning and progress of children and young people.
- Have achieved a nationally recognised qualification at grade C/4 or above in English/literacy and Mathematics/numeracy.
- Know how to use ICT to support their professional activities.
- Use of guillotine, craft knives, glue guns etc when displaying work or helping pupils in practical lessons.
- Know how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support.

- Understand the objectives, content and intended outcomes for the learning activities in which they are involved.
- Know how to support learners in accessing the curriculum in accordance with the special educational needs (SEND) code of practice and disabilities legislation.
- Know how other frameworks that support the development and well-being pupils, impact upon their practice.
- Basic knowledge of First Aid/Paediatric First Aid.
- Ability to access and follow school and Trust policies and procedures.
- Attend and participate in regular meetings and take part in training and other learning activities as required by both the school and Trust.
- Ensure that practise and provision in the nursery meets the requirements of the relevant statutory body
- Liaise with SENDCO to ensure children with additional needs are supported effectively, EHCP's and SEN plans are followed and met
- Provide evidence of ability to manage, lead and support a team.
- If setting appropriate complete DSL training and take responsibility for safeguarding procedures in DSL absence
- Liaise with external specialists to meet a pupil's communications development.
- Attend and contribute to SEND and other review meetings, if required and where appropriate, disseminate information to others colleagues.

NOTES

1. The above responsibilities are subject to the general duties and responsibilities contained in the statement of Conditions of Employment.
2. This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed
3. The job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post.
4. This job description may be varied to meet the changing demands of the setting at the reasonable discretion of the Academy Head.
5. This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out in the foregoing.
6. The duties and responsibilities of any post may change from time to time, and post holders may be expected to carry out other work not explicitly mentioned above which is considered to be appropriate to their existing level of experience and responsibility.