

Job Roles: Specialist HLTA,
Instructor,
Senior EYFS Practitioner,

Pay Points: 16 - 21

Locality: School Role with Full Mobility
Central 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
- EYFS Statutory Framework
- Activity specific qualification if required.

JOB PURPOSE

Specialist Higher Level Teaching Assistants will complement the professional work of teachers by taking responsibility for the implementation and design of specific support or specialist activities. The role will involve planning, preparing and delivering activities for individuals, small groups, classes or rooms to access specific support or a specialist activity and also to develop other support staff. It may also include monitoring and assessing pupils under an agreed system of supervision.

Specialist Higher Level Teaching Assistants will be expected to have expertise/specialism and where appropriate/required qualifications in working with pupils in a chosen activity. They will use their expertise and experience to support pupils to access the chosen activity; to interpret information or situations; to solve various problems; to teach elements of the curriculum and to achieve 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/Academy Head, whether with the whole class/room, a small group, or an individual pupil.

It is the expectation that Higher Level Teaching Assistants will support, develop and train small groups of identified staff in specific areas of expertise.

All duties will be carried out within recognised procedures or guidelines relevant to the age of the child and the Teacher/Academy Head 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

- Design and use and disseminate effective strategies to promote positive behaviour and allow access for all levels of ability
- Use a range of skills, including ICT where necessary, 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
- Use their expertise to plan their role in learning activities
- Devise clearly structured activities that interest and motivate learners and advance their learning

MONITORING AND ASSESSMENT

- Monitor learners' responses to activities and modify the approach accordingly
- Monitor learners' progress in order to provide focused support and feedback
- Support the evaluation of learners' progress using a range of assessment techniques
- Contribute to maintaining and analysing records of learners' progress in the required format

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
- 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

- Have achieved a suitable qualification to support the required activity
- Have high expectations of children and young people with a commitment to helping them fulfil their potential
- Demonstrate the positive values, attitudes and behaviour they expect from pupils
- Improve their own knowledge and practice including responding to advice and feedback
- 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
- Undertake basic First Aid

ROLE SPECIFICATIONS

PROFESSIONAL ATTRIBUTES - SPECIALIST HLTA

- The specialist HLTA will complement the professional work of teachers across the Trust by taking responsibility for the implementation and design of support activities and interventions.
- The role will involve planning, preparing and delivering activities for individuals or small groups that struggle to access the curriculum due to emotional behavioural difficulties (EBD) or Special Educational Need and Disabilities (SEND) and developing other support staff.
- Extensive experience of supporting pupils with EBD and SEND (Essential) using their specialism to support pupils to interpret information or situations and to solve varied problems.
- Establish fair, respectful, trusting, supportive and constructive relationships with pupils, parents and families, liaising with them on a regular basis.
- 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

EXTERNAL PROFESSIONALS LINK

- Liaise with external professionals such as Occupational Therapy, Speech and Language Therapists, Physiotherapy Therapists, CAMHS and Social Care Teams.
- Provide training and share advice, guidance and procedures to other relevant staff.
- Monitor specific pupils' progression and review/amend plans if necessary.
- Manage team of professional NHS visits to the setting
- Chair regular meetings between relevant parties
- Produce a pupil centred action plan
- Monitor impact of provision and write reports on pupils if required.

COMMUNICATIONS

- Supporting children by programming and maintaining communication aids, updating PECS books and communication books under the direction of a SALT/Teacher
- Contribute to pupil annual reviews, termly plans and pupils IEP's
- Support with monitoring communications across the school
- Lead on training of communications across the school

- Produce and update the action plan for embedding communications
- Assess progress of pupil communications skills
- Help support the communications elements identified in pupils EHCPs are in place and monitored effectively.

TEACHING AND LEARNING

- To support the AAH of the improvement of teaching and learning
- Provide class teaching cover where required
- Support teachers with teaching and learning
- When necessary to plan, prepare and deliver lessons and activities for whole classes.
- Manage support staff within the lesson to support outcomes for children.
- Create lesson plans linked to the curriculum in conjunction with the class teacher.
- Assess pupil outcomes and record and report data as directed by the class teacher in line with school policy
- Feedback to pupils in line with the school's marking and feedback policy
- Establish a safe and stimulating environment for pupils, rooted in mutual respect
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.
- Follow EHCPs or personalised plans for pupils as directed by the class teacher

SENSORY

- Supporting the development and implementation of the school's sensory based strategy across the whole school
- Liaison with external specialist eg Occupational Therapist to meet the needs of individual pupil's sensory development and self- regulation.
- Support, develop and train small groups of identified staff in specific sensory interventions for individual pupils and class groups
- Help support the sensory elements identified in pupils EHCPs are in place and monitored effectively.
- Provide training and support to colleagues
- Provide support to individual pupils, small groups and whole class groups.

PE/SWIMMING

- The Instructor will complement the professional work of teachers across the Trust by taking responsibility for the implementation and design of specific activities/lessons as part of the curriculum.
- The role will involve planning, preparing and delivering lessons and activities for individuals, small groups and classes. If appropriate may include the development of other support staff.
- Create lesson plans linked to the curriculum in conjunction with the Class Teacher or Academy Head.
- Have achieved a suitable qualification to support the required activity.
- Teaching swimming techniques, swimming strokes, and water safety rules to students with varying swimming abilities.
- Assisting more experienced swimmers to enhance their swimming abilities.
- Assessing the progress of students and adjusting teaching programs accordingly.

- Monitoring students to prevent accidents and injuries.
- Implementing ground rules for each swim session.
- Planning swimming lessons that take into account students' abilities and progressive development.
- Identifying incorrect swimming techniques and correcting students accordingly.
- Ensuring that the swimming pool and locker rooms are kept clean and tidy.

OUTDOOR LEARNING

- The Instructor will complement the professional work of teachers across the Trust by taking responsibility for the implementation and design of specific activities/lessons as part of the curriculum.
- The role will involve planning, preparing and delivering lessons and activities for individuals, small groups and classes. If appropriate may include the development of other support staff.
- Create lesson plans linked to the curriculum in conjunction with the class teacher or Academy Head.
- Have achieved a suitable qualification to support the required activity.
- Deliver a portfolio of outdoor learning activities, for which you are qualified and trained to deliver, that support required learning outcomes.
- Maintain high standards of Health and Safety
- To maintain current industry knowledge and maintain personal professional development skills
- Provide high levels of customer care by interacting politely and professionally with all customers
- To be first aid qualified and record all accidents and incidents in line with reporting procedures

PROFESSIONAL ATTRIBUTES – QTS LEVEL HLTA

- To plan, prepare and deliver lessons and activities for whole classes.
- Manage support staff within the lesson to support outcomes for children.
- Create lesson plans linked to the curriculum in conjunction with the class teacher.
- Have achieved QTS.
- Assess pupil outcomes and record and report data as directed by the class teacher in line with school policy
- Feedback to pupils in line with the school's marking and feedback policy
- Establish a safe and stimulating environment for pupils, rooted in mutual respect
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.
- Follow EHCPs or personalised plans for pupils as directed by the class teacher
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy and the correct use of standard English in all lessons

INSTRUCTOR

- The Instructor will complement the professional work of teachers across the Trust by taking responsibility for the implementation and design of specific activities/lessons as part of the curriculum.

- The role will involve planning, preparing and delivering lessons and activities for individuals, small groups and classes. If appropriate may include the development of other support staff.
- Create lesson plans linked to the curriculum in conjunction with the class teacher or Academy Head.
- Have achieved a suitable qualification to support the required activity.

SENIOR EYFS PRACTITIONER

- In conjunction with all other staff members maintain appropriate staffing levels relevant to the age ranges ensuring that compliance with regulations is adhered to including in relation to sickness and absence cover and that everyone is informed and bank staff arranged.
- To ensure that when leaving the room for other activities or purposes, that staff are aware of where you are going and the duration. When leaving the room to ensure that it will not compromise the existing staff or impose undue pressure on their abilities to perform the childcare.
- To deliver the Early Years Foundation Stage framework and any other appropriate guidance for young children in accordance with nursery policy and guidelines.
- Observe each child's progress and report on achievements, looking for progression and continuity alongside the Early Years Foundation Stage.
- To assist the room leader in ensuring that you have a clear understanding of the settling of new children into your room as well as the transfer of children from your room to others in the nursery, or those going to school.
- Assist children with personal care, including changing nappies, assisting with toileting and other associated welfare duties. Ensure you have a completed and up to date care plan for each child in your room.
- Support the children in serving their own food, milk, drinks and snacks and encourage good nutrition and sociable eating.
- Action and monitor all child protection issues and accidents to ensure that any remedial action is taken immediately.
- Maintain accurate records for all children including attendance registers, accidents and incidents.
- Ensure children have adequate access to the garden and outside trips.
- Assist and attend regular parents meetings and open days.
- Actively promoting the nursery in the local area to increase the pupil numbers on role

BEHAVIOUR SUPPORT

- To implement behaviour modification interventions specific to issues raised by teachers & SENDCO with particular focus on students with emotional or mental health issues.
- To support the holistic progress of individuals and small groups by facilitating emotional and behavioural support using a variety of intervention strategies - including; Lego Therapy, bereavement support, family break up support, anxiety
- To deliver programmes of specific intervention e.g. mental and emotional health, self-esteem, anger-management, self-awareness etc. to groups and individuals
- To create a calm, working atmosphere with the minimum of disturbance and confrontation whilst applying the whole school expectations assertively and fairly
- To implement behaviour modification interventions specific to issues raised by teachers.
- To observe lessons and assist teachers to evaluate students individual behaviour management needs and advise on strategies to help improve behaviour and engagement in lessons.
- To advise and train staff in engaging challenging students - Staff training as regards to TIS practices.

- Support other schools within Consortium to deliver TIS training, support/advise strategies for behaviour management and promote and deliver TIS practise across the school.

CLASS LEAD (This post will attract additional calculated paid time according to FTE negotiated locally)

- Non QTS/degree qualification
- To plan, prepare and deliver lessons and activities for whole classes.
- Manage support staff within the lesson to support outcomes for children.
- Create lesson plans linked to the curriculum in conjunction with the class teacher.
- Assess pupil outcomes and record and report data as directed by the class teacher in line with school policy
- Feedback to pupils in line with the school's marking and feedback policy
- Establish a safe and stimulating environment for pupils, rooted in mutual respect
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.
- Follow EHCPs or personalised plans for pupils as directed by the class teacher
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy and the correct use of standard English in all lessons

COVER SUPERVISOR (This post may attract additional calculated paid time, which will be negotiated locally on a case-by-case basis)

- QTS/ Non QTS/degree/non-degree qualification
- Supervise and deliver lessons and activities for whole classes.
- Manage the behaviour of pupils during the lessons ensuring a constructive working environment
- Guide support staff within the lesson to support outcomes for children.
- Feedback to pupils in line with the school's marking and feedback policy
- Establish a safe and stimulating environment for pupils, rooted in mutual respect
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.
- Follow EHCPs or personalised plans for pupils as directed by the class teacher
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy and the correct use of standard English in all lessons
- Report as appropriate on the behaviour of pupils during the class and any issues arising.
- Dealing with any immediate classroom problems or emergencies according to school policies
- Occasionally create lesson plans linked to the Trust Drivers with the support of the Trust Driver Lead.

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.