

ERF Higher Level Teaching Assistant Job Description

<u>Job Title:</u>	Higher Level Teaching Assistant within ERF
<u>Line Manager:</u>	ERF Lead Teacher/SLT
Purpose of Job:	
	<ul style="list-style-type: none"> • to plan, prepare, teach and assess under the direction of the ERF Lead Teacher • lead a group of children with complex special educational needs • direct a small team of TAs to ensure appropriate support for children in the group • Promote pupils' independence, self-esteem and social inclusion • Create opportunities and adapt learning so that barriers to learning are overcome and every child can succeed
Specific Responsibilities:	
	<p>Teaching and learning</p> <ul style="list-style-type: none"> • Under direction/supervision of a qualified teacher contribute to specified work and learning activities via: • Planning of lessons • Preparation of resources and equipment • Lead a group of children with complex SEND and direct a small team of TAs to support the children's needs • Assess and report on need and achievement • Liaise with parents/external professional/agencies • Support and adhere to school's safeguarding policies and practices • Use effective behaviour management strategies consistently in line with the school's policy and procedures • Support health and safety of all pupils e.g. support of pupils using Team Teach strategies or via administration of First Aid as necessary and appropriate to training • Organise and manage teaching space and resources to help maintain a stimulating and safe learning environment • Undertake any other relevant duties given by the ERF Lead Teacher • Maintain own CPD to inform good practice. • Support children to develop their own emotional regulation, while supporting with coregulation strategies.
	<p>Working with colleagues and other relevant professionals</p> <ul style="list-style-type: none"> • Communicate effectively with other staff members and pupils, and with parents and carers under the direction of the ERF Lead Teacher • Communicate their knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision

- With the ERF Lead Teacher, keep other professionals accurately informed of performance and progress or concerns they may have about the pupils they work with
- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Develop effective professional relationships with colleagues

Whole-school organisation, strategy and development

- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's values and vision
- Make a positive contribution to the wider life and ethos of the school

Initiative and Independence

Under the direction and supervision of a qualified teacher:

- Deliver specified work/ activities
- Plans and prepare for individuals, groups, class
- Show initiative in adapting and adjusting in accordance with judgement of pupils needs/progress
- Able to respond to many circumstances but know when to call for assistance or refer to more senior staff.
- Assist with delivering therapy or care programme designed and supervised by a therapist/ care professional following appropriate training.

Health and safety

- Promote the safety and wellbeing of pupils, and help to safeguard pupils' well-being by following the requirements of Keeping Children Safe in Education and our school's child protection policy
- Look after children who are upset or have had accidents
- To meet the care and welfare needs of pupils, to include toileting, changing and feeding as required.

Professional development

- Help keep their own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school
- Take part in the school's appraisal procedures

Personal and professional conduct

- Uphold public trust in the education profession and maintain high standards of ethics and behaviour, within and outside school
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality
- Demonstrate positive attitudes, values and behaviours to develop and sustain effective relationships with the school community
- Respect individual differences and cultural diversity

Physical Demands

- Normal physical effort, with a mixture of sitting, standing, walking
- Work may be indoors in a classroom or other venues in school, or outside during all seasons.
- Accompany pupils on educational journeys or day trips that may require standing outdoors all day
- May be requested to take part in residential trips

	<ul style="list-style-type: none"> • Some carrying of minor loads, equipment, furniture. <p>Mental Demands</p> <ul style="list-style-type: none"> • Mental concentration and alertness is a regular feature of this job • Some work will be routine and repetitive and follow a set organised predictable programme • Ability to switch between varied tasks/ activities and switch back again • Unavoidable interruptions will occur • Deadlines, time constraints will apply, usually with plenty of advance notice • Ability to adapt to changing circumstances and change tack and make judgements to solve day to day challenges/problems • Know boundaries of your responsibilities/authority and when to refer matters on to more senior staff • Positive work-related pressures to achieve expected results will always apply <p>Emotional Demands</p> <ul style="list-style-type: none"> • Can be subject to emotional pressure due to disturbing behaviour of the minority of pupils either low level or more severe • Need to know how to defuse situations and lower the temperature • Need to have positive motivational skills to engage pupils in a favourable educational atmosphere and environment • Operate the schools Behaviour Policy with positive reinforcements and rewards and sanctions. • Know when to refer matters to the appropriate staff • Positive relationships, mutual respect and confidence can be beneficial. <p>Performance Measures</p> <ul style="list-style-type: none"> • Will co-operate with schools appraisal / Performance management procedures including <ul style="list-style-type: none"> – Review of Job descriptions – Appraisal of work by more senior staff – Setting of targets, performance measures – Assessment of professional development needs – Review of progress in implementing targets • Will be involved in performance management of support staff for whom supervision management, development has been given after appropriate training.
Safeguarding	
	<ul style="list-style-type: none"> • To be fully aware of and understand the duties and responsibilities arising from the Children’s Act 2004 and Working Together in relation to child protection and safeguarding children and young people as this applies to this role in our school • To be fully aware and compliant to ‘Keeping Children Safe in Education’ and the school’s ‘Safeguarding and Child Protection’ policy • To ensure that the Headteacher or Designated Safeguarding Lead is made aware and kept fully informed of any concerns which may arise in relation to safeguarding and/or child protection.