

## JOB DESCRIPTION

Job Title: **SRP Higher Level Teaching Assistant**

Reports to: **SRP Lead Teacher**

### Purpose of Job:

- To lead learning and teaching activities for an SRP class, under the direction and supervision of the SRP Lead Teacher, in accordance with agreed planning, learning objectives, provision plans and school policies.
- To work with the SRP Lead Teacher to organise and support teaching and learning activities for SRP pupils.
- To support all SRP pupils in the SRP class and mainstream classes in accessing learning activities to enable them to progress towards their targets.
- To plan and deliver interventions to groups of specified SRP pupils or individuals as outlined on Provision Plans in order to support them with their learning and raise levels of achievement and attainment, under the direction of the SRP Lead Teacher.
- To assist the SRP Lead Teacher.
- To work under the professional direction and supervision of the SRP Lead Teacher. The SRP Lead Teacher retains overall responsibility for the curriculum, educational provision, assessment arrangements and progress of pupils within the SRP. The postholder will implement agreed programmes and learning objectives and will plan, assess, review and evaluate within agreed systems of supervision.

### Principal Accountabilities:

- Under the direction and supervision of the SRP Lead Teacher plan, prepare and deliver specified learning activities and the content of lessons for an SRP class, small groups or individuals.
- Under the direction of the SRP Lead Teacher use teaching and learning objectives to plan, evaluate and adjust lessons/work plans as appropriate within agreed systems of supervision.
- Assess, record and report on development, progress and attainment.
- Contribute to the assessment of SRP pupils' learning and support needs, using specialist knowledge and skills to inform provision and teaching approaches.
- Support SRP pupils with social and emotional well-being and assist with the development of social skills to promote positive behaviour patterns, raise self-esteem and improve independent working.
- Implement individual or group programmes devised by other professionals e.g speech therapist, occupational therapist etc.
- Provide day-to-day supervision and support for SRP pupils with individual timetables throughout the school day, in accordance with their agreed provision, risk assessments and individual support plans.
- Contribute to and monitor the implementation and effectiveness of interventions as part of the Plan, Do, Review process, under the guidance and supervision of the SRP Lead Teacher and relevant professionals.
- Attend, and contribute, to annual reviews.
- Mark SRP pupil books according to the Feedback Policy.
- Assist in national and school-based assessments and their arrangements e.g SATS, Boxall/Thrive assessments, phonics screening, EYFS assessment.
- Assist the SRP Lead Teacher with observations and monitoring of the progress of SRP pupils.
- Maintain accurate records and ensure that all documentation of interventions is recorded and filed appropriately (especially matters of confidentiality and Safeguarding).
- Communicate and share information regarding SRP pupils with the SRP Lead Teacher.
- Provide information and written contributions regarding pupils' learning, progress and interventions for use in meetings and reports to parents/carers, under the direction of the SRP Lead Teacher.

## Garlinge Primary School and Nursery

- Provide day-to-day guidance, support and mentoring to SRP TAs, model good practice and contribute to the monitoring of the quality and consistency of support provided.
- Attend relevant staff meetings (during working hours) and feedback to SRP TAs.
- Be aware of and support differences to ensure all SRP pupils have access to opportunities to learn and develop.
- Support SRP pupils' learning and behaviour in class under the direction of the SRP Lead Teacher.
- Develop SRP pupils' use and understanding of language structures and vocabulary.
- Help SRP pupils to learn as effectively and independently as possible, both in group situations and on their own.
- Assist with SRP pupils at the beginning and end of sessions and on educational trips as required.
- Implement and promote the school's Equalities Policy at all times and to value diversity.
- Meet SRP pupils' physical needs, while encouraging independence.
- Assist SRP pupils with personal care needs including changing and toileting when required, with regard to respectfulness and pupil dignity.
- Ensure the maintenance of a clean, orderly and safe working environment making sure that equipment, resources and materials are set out on time and as per instructions received.
- Be aware of and comply with policies and procedures relating to child protection, health, safety, security and confidentiality reporting all concerns to an appropriate person to ensure the wellbeing of all pupils.
- Contribute to the overall work and aims of the school and appreciate and support the role of colleagues and other professionals to enable the school to fulfil its development plans.
- Provide Lunchtime cover.

### **To support the curriculum including the following:**

- Support SRP pupils' work in any curricular area under the guidance of the SRP Lead Teacher.
- Make and prepare differentiated activities and materials to support SRP pupils' learning across the curriculum under the guidance of the SRP Lead Teacher.
- Regularly update SRP pupils' resources.

### **General:**

- Present the school in a positive way in the community.
- Respect the confidential nature of all information acquired in the performance of the job either verbally or in writing.
- Support the aims and ethos of the school, showing respect for self, each other and the environment.
- Promote equality for all individuals.
- Set a good example in terms of dress, punctuality, attendance and behaviour.
- Attend team and staff meetings during working hours as required.
- Regularly check emails and pigeonhole for correspondence during working hours as required.
- Undertake professional duties that may be reasonably assigned by Senior Leaders.
- Undertake professional development and training opportunities to secure own working knowledge of new initiatives and practice.
- Comply with all school policies and procedures in particular those relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.

**The Job Description is subject to the changing needs of the school and other duties may be required from time to time. It will be reviewed as part of the Appraisal Process.**

**SIGNED .....**

**DATE .....**



## Person Specification for SRP Higher Level Teaching Assistant

**Information provided on the application form will be assessed against the criteria listed on this Person Specification to shortlist candidates for interview.**

|                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Qualifications</b>               | <ul style="list-style-type: none"> <li>• HLTA qualification / status, or equivalent (essential)</li> <li>• Qualifications in Autism, SEMH, Speech and Language or SEN are desirable</li> <li>• Good standard of general education with a minimum GCSE Grade C in English and Maths, or equivalent is desirable</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Experience</b>                   | <ul style="list-style-type: none"> <li>• Experience of working with children with Autism is essential</li> <li>• Experience of planning and leading small groups and assessing pupil progress is essential</li> <li>• Experience of working with primary age children with SEMH needs and barriers to learning is desirable</li> <li>• Experience of supporting other TAs in their development is desirable</li> <li>• Experience of working in a school setting is desirable</li> </ul>                                                                                                                                                                                                                                                                                                                                                        |
| <b>Desirable Skills</b>             | <ul style="list-style-type: none"> <li>• Ability to adapt plans to meet the needs of children with SEN</li> <li>• Ability to assess pupil learning and keep up-to-date records</li> <li>• Effective user of ICT and other specialist equipment and resources</li> <li>• Competency with communication techniques</li> <li>• Knowledge of policies and procedures relating to safeguarding, health &amp; safety, security, equal opportunities and confidentiality</li> <li>• Good interpersonal skills and an ability to relate and communicate effectively with children, staff and parents</li> <li>• Good influencing skills to encourage pupils to interact with others and be socially responsible</li> <li>• Ability to work well as part of a team and show initiative when appropriate</li> <li>• Clear, legible handwriting</li> </ul> |
| <b>Essential Knowledge</b>          | <ul style="list-style-type: none"> <li>• Good standard of spoken and written English</li> <li>• Good understanding of child development, the learning process and the range of developmental needs of children</li> <li>• Understanding of the importance of SRP in schools</li> <li>• Knowledge of a range of behaviour management strategies and techniques</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Essential Personal Qualities</b> | <ul style="list-style-type: none"> <li>• Well-organised and self-motivated</li> <li>• Positive role model to children and staff</li> <li>• Caring, approachable, understanding, consistent, assertive and calm</li> <li>• Positive attitude</li> <li>• Excellent communication skills</li> <li>• Understanding of children's needs and a clear belief in inclusion for all</li> <li>• Understanding and respecting the need for absolute confidentiality</li> <li>• Adaptability, flexibility and willingness to assist with other aspects of school life</li> <li>• Willingness to continue own professional development</li> </ul>                                                                                                                                                                                                            |