



<b>Role:</b>	Higher Level Teaching Assistant
<b>Department:</b>	R.E.A.L. Independent Schools
<b>Location:</b>	Various R.E.A.L. sites
<b>Accountable to:</b>	Curriculum Lead
<b>Responsible for:</b>	Teaching Assistants

### **Function of role**

To support Curriculum Leads and Site Lead Teachers with the planning, preparation and assessment of an innovative and flexible curriculum. To teach 1:1 and small group sessions as required. To use a collaborative and multi-agency holistic approach to delivering an education provision which includes attention to health and safety awareness, risk management and the safeguarding of young people.

To line manager and mentor a delegated group of Teaching Assistants across the Company.

### **Accountabilities**

1. To support the Site Lead Teacher and Curriculum Leads to plan and prepare innovative sessions, ensuring that Teaching Assistant are using the resources effectively.
2. To deliver holistic and engaging sessions either on a 1:1 or group basis, ensuring that the tracking and sequencing of learning is robust.
3. To effectively line manage Teaching Assistants including being responsible for the completion of their CPOMs (Continuous Performance Management process), 1:1s, and complete tasks in line with our Wellness policy such as timely submission of Return to Work meetings and Recorded Conversations as and when required.
4. To be responsible for accurately recording any incidents pertaining to the Learner on CPOMs, ensuring that the record is logged on the same day as the incident and relevant people are notified i.e. Learner's Learning Manager and Head of Safeguarding & Standards where the incident is deemed high risk.
5. Monitoring and accurately recording Learner's behaviour and progress, liaising with the Learning Manager and Site Lead Teachers.
6. Transportation of Learners from their home to either a school site, hub site or an approved community venue.
7. To inform Timetable if a Learner is absent from the session in a timely manner so that this can be recorded and the Teaching Assistant made available for the cover board.
8. Act in accordance with the organisation's policies and procedures under the guidance of the designated Learning/Provision Manager and adhere to the organisation's Equal Opportunities and Diversity policy.
9. Advocate on behalf of the young people and their families in your care. Encourage their involvement in the decision making and the management of their programmes. Assist with the assessment, preparation, delivery and review of a learner's curriculum including contributions to lesson plans. Offer a variety of approaches and opportunities to focus on an

engagement with learning and seek advice from designated subject leads where appropriate.

10. Have knowledge and understanding of all safeguarding procedures on a day to day basis, adhering to these where appropriate through the Designated Safeguarding Officer, and be aware of all policies and practice in relation to the safety of young people and vulnerable adults
11. Be responsible for all aspects of learner health and safety, informing the designated Learning Manager of any accidents or identified risks, and using the significant incident reporting form appropriately. Support the Learning Manager to ensure venues used are appropriate and risk assessed, and that Health and Safety guidance supplied by the company is adhered to.
12. To support the Learning Manager with the collection and collation of pupil information including learner profiles, pen pictures, risk management procedures and special educational needs and suitably differentiate your delivery to meet the identified needs.
13. To support all designated Learning Managers with the completion of all assessments, pupil tracking documents, progress reports and feedback reports to commissioning bodies e.g. Education, Health and Care plans, KS3 & KS4 transition planning, and post 16 opportunities.
14. Carry out additional duties as reasonably requested by a Head of Service/Site Lead Teacher/Deputy Head Teacher/Hub Manager or a Director.
15. Be responsible for your own continuous professional development, ensuring that a minimum of 6 hours CPD are completed each academic year (please note that Inset days do not count towards 6 hours CPD).

### **Performance indicators**

Able to meet annual performance management criteria to a good or outstanding standard.

Able to meet lesson observations to a good or outstanding standard.

Adherence to the accountabilities and responsibilities in this job description, and adherence to organisational policies and procedures.

Able to demonstrate outcomes, thinking through regular support and supervision.

Achievement of positive outcomes for young people.

### **Key values and ethos of organisation**

Trust, Innovation & Achievement

## Person Specification

Knowledge	Essential	Desirable	How*
Knowledge of SEN/D, Autism, ADHD and other neurodiverse conditions.	X		
Knowledge of planning, preparing and assessing curriculum lead sessions.	X		
Have an understanding of the perception of the expected life prospectus associated with children and young people who do not thrive in mainstream school.		X	
Some awareness of current internal and external verification frameworks and inspection frameworks		X	
Awareness of relevant legislation and guidance and implications for local policy, procedure and practice (e.g. The Children's Act 2004, Children and Families Act 2014, Apprenticeship, Skills and Children Learning Act 2009)		X	
Experience			
Extensive experience of working with Learners who have SEN requirements including Learners who portray behaviours associated with ADHD, Autism and other neurodiverse conditions.	X		
Evidence and experience of developing effective resources for young people with additional needs	X		
Some experience of peer support and mentoring with those in junior roles.		X	
Some experience of line managing people.		X	
Skills			
Be able to positively demonstrate and role model the positive values, attitudes and behaviours that are expected of our Learners.	X		
To be able to effectively communicate with Learners, their families/careers and other external agencies.	X		
The ability to work flexibly and adapt sessions without prior warning to promote successful Learner outcomes.	X		
Be able to work on a 1:1 or with small groups of Learners.	X		
Demonstrate a wide variety of ICT skills (e.g. an understanding	X		

of google cloud and associated applications, microsoft packages and e-safety)			
Demonstrate effective record keeping with an awareness of the Data Protection Act and sharing information protocols	X		
Can demonstrate recognised skills in working with young people or vulnerable adults with additional needs	X		
Able to demonstrate effective communication	X		
<b>Education and Training</b>			
To hold a minimum Level 4 Higher Level Teaching Assistant qualification or an appropriate and relevant level 4 qualification	X		
To be able to produce evidence of previous continuous professional development including Safeguarding, Data Protection and Autism training.	X		
<b>Qualities</b>			
Must hold a full UK Driving Licence, have access to a road worthy vehicle and have Business Insurance.	X		A
Be committed to adhering to the organisation's policies, procedures and practices.	X		A, I
Be committed to delivering holistic family interventions.	X		I
Be driven to provide positive outcomes to children, young people and vulnerable adults.	X		A, I
To support the core values of Trust, Innovation and Achievement.	X		I
Comply with necessary Enhanced DBS and Social Media checks.	X		I

***Where internal employees do not meet particular essential criteria but have proven outstanding performance, the organisation reserves the right to further progress their application.***

\*How

A - Knowledge, understanding and experience will be scored using the application form.

I - Knowledge, understanding and experience will be tested at Interview

T - Knowledge, understanding and experience via a practical test.