



Role Title	HLTA- PPA Cover
Band	H (SCP25 -SCP28)
Job Reference	E561
School	Stanley School

Main Purpose of the Role

The role of the Higher Level Teaching Assistant (HLTA)- PPA Cover is to work across the school to provide PPA release time for teachers and cover as and when required.

- The role of HLTA PPA Cover is to provide and deliver learning activities to whole classes of pupils when the class teacher is not present. The HLTA will plan, prepare and deliver lessons and be involved in assessment, recording and reporting on the individual pupils' development, progress and attainment.
- To lead a team of teaching assistants within each class to deliver teaching and learning opportunities, and support the individual needs of the pupils in the class group.
- To be instrumental in the development of a specialist area within the school, as agreed with your line manager.

Core Responsibilities and Tasks

1. Support for Pupils

- To assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning
- To establish productive working relationships with pupils, acting as a role model and setting high expectations
- To promote the inclusion and acceptance of all pupils within the classroom to develop and implement IEPs
- To support pupils consistently whilst recognising and responding to their individual needs
- To encourage pupils to interact and work co-operatively with others and engage all pupils in activities
- To promote independence and employ strategies to recognise and reward achievements of self-reliance

2. Support for Teachers

- To produce lesson plans, plan challenging teaching and learning objectives, evaluate and adjust lesson/work plans as appropriate within an agreed system of supervision
- To monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives
- To provide objective and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
- To record progress and achievement in lessons/activities systematically and provide evidence of range and level of progress and attainment
- To work within an established discipline policy to anticipate and manage behaviour constructively, promoting self control and independence
- To support the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement etc.

3. Support for the Curriculum

- To deliver learning activities to pupils within agreed system of supervision, adjusting activities

according to pupil responses/needs

- To deliver local and national learning strategies and make effective use of opportunities provided by other learning activities to support the development of pupils' skills
- To use ICT effectively to support learning activities and develop pupils' competence and independence in its use
- To select and prepare resources necessary to lead learning activities, taking account of pupils' interests and language and cultural activities
- To advise on appropriate deployment and use of specialist aid/resources/equipment

4. Support for the School

- To comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person.
- To be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- To contribute to the overall ethos/work/aims of the school
- To establish constructive relationships and communicate with other agencies /professionals, in liaison with the teacher, to support achievement and progress of pupils
- To take the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils
- To recognise own strengths and areas of specialist expertise and use these to lead, advise and support others
- To deliver out of school learning activities within guidelines established by the school
- To contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class

5. Line Management Responsibilities

- To manage other teaching assistants
- To liaise between managers/teaching staff, teaching assistants and a multi-disciplinary staff
- To hold regular team meetings with managed staff
- To represent teaching assistants at teaching staff/management/other appropriate meetings
- To undertake recruitment/induction/appraisal/training/mentoring for other teaching assistants

The above list of job duties is not exclusive or exhaustive and the post holder will be required to undertake such tasks as may reasonably be expected within the scope and grading of the post.

Additional Information

Safeguarding

Post holder will be subject to enhanced DBS check and;

- 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
- to ensure that the Headteacher is made aware and kept fully informed of any concerns which they may have in relation to safeguarding and / or child protection

This job description is intended to be a broad outline of duties and is not intended to be exhaustive. The post holder will be expected to take on other duties and responsibilities commensurate with the grade of the post as directed by the Head teacher.

Person Specification

	Essential	Desirable
Qualifications	NVQ Level 3 or equivalent, with relevant experience and or skills to fulfil the role of a HLTA within a SEND school. Ability to meet Higher Teaching Assistant Standards. Possess good Literacy and Numeracy	Level 4 (HLTA) qualification or equivalent Additional specialist skills/training in curriculum or specific area to support the role of HLTA- PPA cover within an SLD/CLD school. First aid training as appropriate

	skills- Basic skills Level 2 or equivalent	
Experience	<p>Significant experience working as at least a TA3 to support pupils with severe and complex learning difficulties including autism.</p> <p>Experience of planning and delivering small and whole group learning opportunities to support individual learning needs and styles of pupils with CLD.</p> <p>Experience of general clerical/ administrative work essential to the role of HLTA.</p>	<p>Experience of contributing to bespoke assessment models including SCERTS, ILS, Quest/Routes for Learning</p> <p>Experience of promoting a total communication environment including the use of ACC and Makaton.</p>
Knowledge, Skills & Understanding	<p>Can use ICT effectively to support delivery of teaching and learning, and to effectively communicate with key stakeholders.</p> <p>An understanding of classroom roles and responsibilities.</p> <p>Good understanding of child development and learning processes and in particular barriers to learning.</p> <p>Ability to organise, lead and motivate self and others to work constructively as part of a team.</p> <p>Ability to relate well to children and adults</p> <p>Ability to provide necessary personal care to children including manual handling and toileting.</p> <p>Ability to stay calm and be patient and understanding when working with children</p> <p>To be able to deal with behaviours in a calm and non-judgemental way following school guidance.</p> <p>Ability to understand roles of parents and carers in pupils learning and demonstrate ability to liaise with them sensitively and effectively.</p>	<p>Good understanding and appreciation of individual needs of pupils</p> <p>Sound understanding of behaviour management consistent with principles outlined within Team Teach or similar.</p> <p>Good working knowledge of relevant policies and codes of practice and awareness of relevant legislation.</p>
Other	<p>A desire to constantly improve own practice / knowledge through self-evaluation and learning from others</p> <p>To be responsible for promoting and safeguarding the welfare of children within the school.</p>	<p>Relevant qualification, or willingness to complete, to drive the school Minibus</p>