



Principal: Rhodri Bryant

Higher Level Learning Support Assistant (HLTA)

REQUIRED SEPTEMBER 2017

Hearing Resource Base (HRB)

**Term-time only: 37hrs/week. Salary: Level 5A 1/3 £21,724 pro rata
(Actual Salary £18,456 per annum)**

This is an exciting opportunity to join a strong, supportive team working closely with students who have a hearing impairment. Previous experience in this field is not essential as training will be given. We are looking for a qualified HLTA or highly experienced colleague who is enthusiastic, organised and a strong leader, committed to the ethos of the academy.

Ideally we want to appoint someone who already has the HLTA qualification but applications from others who have appropriate experience and who are willing to undertake the HLTA assessment process are equally welcome to apply. Several of our previous HRB HLTAs have moved on to be outstanding teachers with a strong understanding of SEND.

You will need to show initiative and flexibility and enjoy working with individuals, groups and whole classes. Good literacy and numeracy skills essential.

The successful candidate will be part of our exciting new Trust working with two primary schools as well as the secondary.

If you are interested in this post, please complete the online application form (www.langleyacademy.org) and email to Sarah Friend, (sarah.friend@langleyacademy.org). The closing date is 7th June 2017 at noon. Interviews will be week commencing 12th June 2017.

The Langley Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

All appointments are subject to a DBS check

Job Description

Post held

Higher Level Teaching Assistant

Salary/Grade

L5a

Purpose of the job

To undertake, under the direction of the HRB Manager, the management, training and support of a team of Learning Support Assistants.

To provide specialist HLTA support within a curriculum area

Reporting to

Head of HRB

Liaising with

The Executive Principal, Head of School, Directorate, Leadership Team, Heads of Faculty, Raising Standards Leaders, Heads of House, SENCO, Subject Leaders, Student Support Managers

KEY FUNCTIONS

- To be responsible for the management and development of a specialist area within the Academy and the management of other Learning Support Assistants, including allocation and monitoring of work, appraisal and training.
- To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision. This may involve planning, preparing and delivering learning activities for individuals/groups or, short term, for whole classes as well as monitoring students and assessing, recording and reporting on students' achievement, progress and development.

SPECIFIC RESPONSIBILITIES

The main responsibilities of the post are to:

- lead and manage the HRB team of LSAs ensuring that they carry out their duties effectively and efficiently
- support the learning within their allocated Faculty (HRB) by taking responsibility for agreed learning activities including taking groups and classes
- within an agreed system of supervision, plan and deliver challenging teaching and learning activities and to evaluate and adjust lessons/work plans as appropriate
- use ICT effectively to support learning activities and develop students' competence and independence in its use

- select and prepare resources necessary to lead learning activities, taking account of students' interests and language and cultural backgrounds
- monitor and evaluate the needs of students and use detailed knowledge and specialist skills to support students' learning
- establish productive working relationships with students, acting as a role model and setting high expectations
- develop and implement IEPs together with class teachers
- promote the inclusion and acceptance of all students within the classroom
- encourage students to interact and work co-operatively with others and engage all students in activities
- promote student independence
- play a leading role in supporting the Head of Faculty, Principal and other staff as required in the development of literacy across the curriculum, working with staff and students as needed
- provide objective and accurate feedback and reports, as required, on student achievement, progress and other matters, ensuring the availability of appropriate evidence
- work within the positive discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence
- support the role of parents in students' learning and contribute to/lead meetings with parents to provide constructive feedback on student progress/achievement etc
- advise on appropriate deployment and use of specialist aid/resources/equipment

GENERIC RESPONSIBILITIES:

- 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
- be aware of, and support difference, and ensure all students have equal access to opportunities to learn and develop
- contribute to the overall ethos/work/aims of the Academy
- establish constructive relationships and communication with other agencies/professionals, in liaison with the teacher, to support achievement and progress of students
- deliver out of class learning as agreed within guidelines established by the Academy
- liaise between managers/teaching staff and LSAs. Hold regular team meetings with LSAs
- undertake appraisal/training/mentoring for other learning support assistants
- take part in the duty programme at breaks and lunchtimes
- attend and participate in regular meetings and participate in training and other learning activities, as required
- actively support and participate in the museum learning programme
- participate in and support the performance management policy
- undertake other tasks as reasonably required by the Executive Principal

Person Specification

Qualifications and experience	Essential	Desirable
HLTAs will be able to demonstrate the competencies identified for Teaching Assistants Level 4 and, in addition will be:		
NVQ Level 3, STAC or an equivalent qualification		✓
Management qualification e.g. CMS is desirable		✓
Individuals are likely to be working towards or have achieved assessment as an HLTA		✓

	Essential	Desirable
Able to deliver learning activities to small and larger groups of pupils	✓	
Able to differentiate learning activities	✓	
Able to report on the monitoring and assessment of student's work	✓	
Able to plan the deployment of the TA team	✓	
Able to lead, manage and motivate people	✓	
Able to demonstrate supervisory skills		✓
Able to use coaching and mentoring skills to develop others		✓
Able to work effectively with teaching professionals	✓	
Able to plan and organise at a high level	✓	
Able to use administrative procedures and ICT effectively	✓	

Personal Qualities and Skills	Essential	Desirable
Ideally, we are looking for someone:		
Person of integrity	✓	
Ability to maintain confidentiality	✓	
Ability to remain impartial	✓	
Is sympathetic to the needs of the school community	✓	
Have an openness to learning and change	✓	
Have a positive attitude to personal development and training	✓	
Have good interpersonal skills	✓	
Is a good role model for students	✓	
Has passion and believes that every student can succeed	✓	
Is energetic, creative and enthusiastic	✓	
Is co-operative, flexible and responsible	✓	
Is reliable, well organised and committed to high standards	✓	
Is patient, optimistic and has a fantastic sense of humour	✓	
Is able to prioritise	✓	
Is punctual, with a smart appearance	✓	

Safeguarding	Essential	Desirable
<p>Staff uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school by;</p> <ul style="list-style-type: none"> treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position having regard to the need to safeguard students' well-being, in accordance with statutory provisions showing tolerance of and respect for the rights of others not undermining fundamental British Values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	
Staff must have a proper and professional regard for the ethos, policies and practice of the academy and maintain high standards in their own attendance and punctuality	✓	
Staff must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities	✓	

Health and Safety	Essential	Desirable
Be familiar with and adhere to relevant parts of the Academy's Health and Safety policy	✓	
Promote and safeguard the welfare of children and young people you are responsible for or come into contact with	✓	
Be aware of and comply with policies and procedures relating to safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person	✓	

SS - Supporting Statement
 Ref - Written references
 FI - Formal interview
 Activity - Selection of activities