



Swiss  
Cottage  
School

Development &  
Research Centre

## London Borough of Camden

### JOB PROFILE

## Higher Level Teaching Assistant

<b>POSITION TITLE:</b> HLTA	<b>DIRECTORATE:</b> CSF
	<b>DIVISION:</b> EDUCATION
	<b>SECTION:</b> SWISS COTTAGE SCHOOL
<b>PAY LEVEL:</b> Scale 6	
<b>REPORTS TO:</b> Teacher	

### **JOB PURPOSE**

To complement the professional work of teachers by taking responsibility for agreed learning activities and lessons with an agreed system of supervision and support with teaching staff and in line with school policies and guidance. This may involve planning, preparing and delivering learning activities for individuals/groups or short term for whole classes and monitoring pupils and assessing, recording and reporting on pupils achievement, progress and development.

### **MAIN DUTIES AND RESPONSIBILITIES**

#### **Support for pupils:**

- Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning
- Establish productive working relationships with pupils and staff, acting as a role model and setting high expectations
- Develop and implement lessons which support the PLIMS and medium term planning set by teachers
- Promote the inclusion and acceptance of all pupils within the classroom
- Support pupils consistently whilst recognising and responding to their individual needs
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities
- Promote progress through your expertise and research for teaching approaches
- Provide feedback to pupils through their communication method
- Use the school's processes for planning, formative assessment, and reflection to engage pupils in meaningful and enjoyable learning opportunities

#### **Support for staff:**

- Organise and manage appropriate learning environment and resources
- Within an agreed system of supervision, plan challenging teaching and learning opportunities and reflect on progress and next steps
- Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies
- Provide objective and accurate feedback and reports as required on pupil achievement, progress and other matters through the school's systems
- Record progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment through the school's systems
- Work within the school's Positive Behaviour Policy to anticipate and manage behaviour constructively with appreciation that behaviour can be a form of communication
- Lead the class team of teaching assistants in a way that promotes harmonious working and leads to engaging learning for pupils
- Engage in reflection with teaching assistants to evaluate the impact of learning opportunities

#### **Support for the curriculum:**

- Deliver learning activities to pupils within agreed system of supervision, adjusting activities according to pupil responses/needs
- Deliver school, local and national learning strategies e.g. literacy, numeracy, KS1, KS2, early years and make effective use of opportunities provided by other learning activities to support the development of pupils' skills
- Use ICT effectively to support learning activities, communication, and develop pupils' generalisation and independence
- Select and prepare resources necessary to lead learning activities, taking account of pupils' interests and language and cultural backgrounds
- Advise on appropriate deployment and use of specialist aid/resources/equipment

#### **Support for the school:**

- Comply with policies and procedures
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
- Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others
- Engage with the school's professional learning community ethos proactively to promote the development of self and others.

## **WORK ENVIRONMENT**

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The postholder will be based at Swiss Cottage School, Development and Research Centre

Due to the nature of the school there are certain slightly enhanced risks associated with the post including:

- Infection
- Pupil behaviour & incidents including aggression

## **WORK CONTEXT**

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### **Communications and working relationships**

Frequent liaison with Senior and Middle Leadership, Class Teachers, and Teaching Assistants.

Frequent liaison with external agencies including NHS and other support organizations.

### **Innovation (decision making and creativity)**

The post involves a high degree of independence, creativity and decision-making, particularly around the development of strategies to allow students to fully access the curriculum

Outcomes, for children will be substantially enhanced by the successful fulfilment of this role, significantly affecting their life chances.

### **Resource management**

The postholder will be responsible for all equipment personally issued to them

## **QUALIFICATIONS**

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### **Essential:**

- GCSE Qualifications or equivalent, with minimum Level 2 Literacy and Numeracy
- SEN & Disability specific training such as:
  - Moving and Handling training; Tube Feed training; First Aid training
  - Communication training such as Makaton and/or PECS;
  - Positive Behaviour Management training such as Team Teach.

### **Desirable:**

- Formal HLTA Qualification
- Experience as Unqualified Teacher
- Qualified Teacher Status

## **KNOWLEDGE**

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**Essential:**

- Knowledge of special educational needs, particularly complex needs
- Understanding of safeguarding and how this applies in an educational setting
- Understanding of how to effectively use ICT software to support learning and pupil-led communication

**Desirable:**

- Experience with research to inform practice

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**SKILLS****Essential:**

- Active listening
- Able to effectively use ICT software to support learning (specify packages) and facilitate the learning of others
- Understand the teaching content and teaching strategies in order to assist the teacher in delivering intended outcomes
- Understanding the context and environment in which you work and being able to contribute towards achieving common goals
- Active listening skills (expand)
- Being able to consider others' perspectives, have open and honest conversations in a solution-focused manner
- Ability to communicate effectively with a wide variety of audiences, both in written and oral form
- Ability to understand complex information, gather key points, and implement strategies accordingly.
- Ability to confidently implement behaviour management strategies with appropriate training
- Ability to manage time effectively in order to deliver agreed objectives to time and quality standards
- Ability to cope effectively and appropriately with situations involving emergent or unplanned pressures using a calm and measured manner
- Ability to work cooperatively as part of a team
- Ability to implement individual learner behaviour management strategies
- Ability to organise, lead and motivate a team
- Mentoring-coaching skills.

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**EXPERIENCE****Essential:**

- Experience in the classroom with pupils with complex needs

- Experience of effectively adapting approaches according to pupils strengths and needs
- Experience of creating suitable resource materials that best meet the needs of pupils
- Effective experience of working with pupils with a range of complex or challenging needs