



Our Lady & St Joseph Catholic Primary School

Job Description: Higher Level Teaching Assistant (HLTA) with specialism in Positive Behaviour Support

Responsible to: Headteacher, Deputy Headteacher and Governing Body

PURPOSE OF THE JOB:

To work across the whole school in order to positively impact upon pupils exhibiting behaviour which is adversely affecting their progress, attainment and attendance at school and / or the education and safety of other pupils.

In addition to this, you will provide higher level teaching and learning support in order to raise standards of attainment and achievement for all pupils.

Under the direction and supervision, to work with whole classes, smaller groups and individuals, carrying out '*specified work*' as outlined in regulations and guidance under Section 133 of the Education Act 2003.

JOB SUMMARY:

- to support children who are encountering behavioural needs which are impacting their learning and/or the learning of others
- to work across the school to provide cover for teachers (PPA cover/absence from school)
- to run daily morning playtime and lunchtime physical activity sessions for children (note: the post holder's lunchtime may be before or after the pupils');
- to run daily after-school clubs that are physically active in nature;
- to support learners in the classroom;
- to work with small groups on specific interventions.

PURPOSE OF THE JOB:

- to be responsible for the organisation and delivery of high quality behaviour support for vulnerable pupils and their families.
- to proactively collaborate with teachers in order to contribute to the provision for learning for these pupils.
- to be a part of a team that supports the families by improving communication links between home and school.
- to support learners in class or through specific interventions, under the direction of a class teacher.



MAIN FUNCTIONS:

Under the guidance and direction of teaching staff:

- Support identified pupils with emotional and behavioural needs through the planning and delivery of 1:1 or group programmes, or supporting in class where appropriate
- Co-ordinate their caseload with the Headteacher and contribute to the writing of the Behaviour Support Plans (BSPs), Individual Education Plans (IEPs) or any other reports which may support pupils in their attainment, progress or behaviour.
- Assess the needs of identified pupils and their families and be part of the team that offers support, advice and guidance with parenting and behaviour management issues as required through engaging with parents/carers at the start and end of the school day, regular meetings, support programmes and through making and developing contacts
- Liaise with school staff regarding the interventions and support in place for identified pupils
- Prepare and complete referral paperwork, under the guidance of the Headteacher in order for pupils to access support from external agencies and to signpost parents/carers to other sources of support
- Write reports for, attend and liaise with professionals regarding Team Around the Child/Family meetings
- Assist in preparing lessons and learning activities for individuals, groups of pupils and whole classes.
- Use teaching and learning objectives to plan, evaluate and adjust lessons/work plans as appropriate within an agreed system of supervision.
- Plan, prepare and deliver specified learning activities to individuals, groups of pupils and whole classes, modifying and adapting activities and the approach as necessary, under the direction and supervision of a teacher.
- Assess the needs of pupils and use knowledge and specialist skills to support pupils' learning.
- Promote high standards of behaviour, employ effective de-escalation strategies and, where necessary, exercise appropriate physical intervention.
- Support pupils in emotional and social well-being, reporting problems to the teacher or designated safeguarding lead as appropriate.
- Provide support to pupils in any or all of the following areas: pupils with learning, behavioural, communication, social, sensory or physical difficulties; gifted and talented pupils; pupils where English is not their first language; pupils who are not working to the normal timetable; or specific curriculum areas.
- Support independent learning and the inclusion of all pupils.
- Within defined parameters and guidelines, share information concerning pupils with staff; parents/carers/guardians; and internal and external agencies as appropriate.
- Assist in liaising with education, health and other specialists and outside agencies to develop multi-agency approaches to support pupils.



- to support learners in class or through specific interventions, under the direction of a class teacher and using own initiative, as required .
- to support the raising of educational aspiration in all pupil/parent contact and provide constructive feedback on pupil behaviour strategies, attainment, learning, and achievement.
- to record and report on the behaviour, progress and achievement of pupils and participate in reviews of pupils' behaviour, progress and attainment.
- to provide feedback to pupils and parents/carers in relation to progress, achievement, behaviour, attendance and other relevant areas.
- to run daily morning playtime and lunchtime physical activity sessions for targeted children.
- to run daily after-school clubs that are physically active in nature.
- to assist in administering and invigilating tests and examinations.
- to provide advice, information and demonstrations to classroom and teaching assistants to assist in the development of their skills

GENERAL REQUIREMENTS:

- attendance at, and participation in, training and development activities and schemes of assessment, professional development and review.
- attendance at meetings and liaising, communicating and establishing constructive relationships with colleagues in school, parents/carers, outside agencies and other relevant bodies.
- use ICT effectively to support learning activities and develop pupils' competence and independence in its use.
- supervise classes during the short-term absence of teachers within an agreed system of supervision.
- be an effective role model for pupils by demonstrating and promoting the positive values, attitudes and behaviour expected from pupils.
- have due regard to confidentiality, child protection procedures, health and safety, behaviour management, equal opportunities, special educational needs and other policies of the governing body and/or local education authority.
- Awareness of and commitment to the School's Equality and Diversity Policy.

It is an expectation of the role that jobholders will engage with all pupils as directed by the school in line with the overall goals of the school and the needs of all pupils.

The post holder will be required to undertake some or all of the duties and general requirements associated with a Higher Level Teaching Assistant as directed.