



Higher Level Teaching Assistant for Wellbeing and Alternative Provisions

Description

Post Title: Higher Level Teaching Assistant

Salary: GS-6

Location: Kings College Guildford

Job Purpose

- Supports the teacher with their responsibility for the development and education of children in schools.
- Uses routine supervision and care skills to support groups of pupils and individuals.
- Assess students' wellbeing and social skills using criteria supplied by the school to identify SEMH or other needs
- Plan and deliver tailored sessions for individuals and small groups to improve their access to the curriculum
- Ensure that students are able to make progress with their SEMH skills
- Oversee the quality assurance of alternative provisions through contact with all parties including meetings, record keeping and visits to external providers

Organisational Relationship

Directly responsible to the SENCO

Main Duties

The principle accountabilities of the role are set out below but they are not intended to reflect an exhaustive list of duties.

1. To work as part of a team to ensure that the education, well-being, behaviour and personal development of pupils enhances their learning opportunities and life skills.
2. Supervise and support pupils in small groups and individually ensuring their safety and access to learning.
3. Identify students in need of additional support through classroom observations, discussions with students and their families and by running assessments.
4. Oversee the timetable and quality assurance for students accessing alternative provisions.
5. Liaise with families to ensure alternative provisions continue to meet their needs
6. Liaise with providers to ensure good relationships and accurate attendance, progress and behaviour concerns are shared and documented in a timely manner
7. Attend and document termly reviews with children, families, providers and SENCO to review the success of alternative provisions and support the decision of recommendations for next steps.
8. Arrange schedules for intervention for SEMH in school, communicate this with staff and log sessions on school systems
9. Measure the impact of interventions and report to the SENCO the findings
10. Establish good relationships with families, providing feedback and listening to their concerns and communicating needs with other staff.
11. Establish good relationships with pupils, acting as a role model and being aware of and responding appropriately to individual needs.
12. Promote the inclusion and acceptance of all pupils and encourage pupils to interact with others and engage in activities led by the teacher.



13. Encourage pupils to act independently as appropriate.
14. Assist in the delivery of educational work programmes by participating in day to day learning activities including supporting pupils to understand instructions and use of ICT as directed by the teacher.
15. Discuss with and report back to class teacher on the planning and assessment of pupil work.
16. Prepare and maintain equipment/resources as directed by the teacher and assist pupils in their use.
17. Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
18. Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtimes.
19. Accompany teaching staff and pupils on visits, trips and out of school activities as required.
20. Plan and deliver tailored sessions for individuals and small groups to improve their access to the curriculum.
21. Ensure that students are able to make progress with their SEMH skills.

Additional Duties

1. Comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
2. Responsibility to promote and safeguard the welfare of children and young people who you have responsibility for or come in to contact with.
3. To participate in appropriate meetings with colleagues and parents as required.
4. To participate in the college Performance Management/Staff Appraisal Scheme and other training as required.
5. To adhere to and promote college policies on equal opportunities and race equality.
6. Contribute to the overall ethos/work/aims of the school.

Working Time

This is a permanent post for 35 hours per week during term time only (39 weeks per year)

General

Whilst every effort has been made to explain the main duties and accountabilities of the post, each individual task undertaken may not be identified.

The College will endeavour to make any necessary reasonable adjustments to the Job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment of any employee who develops a disabling condition.

This Job Description is current at the date shown but following consultation with you, may be changed by Leadership to reflect changes in the job which are commensurate with the salary and Job Title

Updated December 2024



Person Specification

	Essential	Highly Desirable
Qualifications/ Experience	<ul style="list-style-type: none"> ▪ Good general education with GCSE passes in Maths and English ▪ Good level of written and spoken English ▪ Good basic numeracy/literacy skills ▪ Excellent communication skills both written and verbal ▪ Appropriate knowledge of first aid ▪ Basic IT skills 	<ul style="list-style-type: none"> ▪ First Aid certificate ▪ Relevant Level 1 qualification ▪ Previous relevant work experience ▪ Experience of working with children in a Secondary setting
Professional Qualities	<ul style="list-style-type: none"> ▪ Ability to follow instructions ▪ Ability to plan and prioritise regular and irregular tasks ▪ Ability to communicate effectively with and motivate pupils ▪ Ability to explain and clarify instructions to pupils ▪ Ability to assist with the organisation of the learning environment ▪ Ability to undertake routine tasks under the direction of a teacher ▪ Ability to plan and deliver tailored sessions for individuals and small groups ▪ Committed to safeguarding and promoting the welfare of children and young people 	<ul style="list-style-type: none"> ▪ Participation in development and training opportunities
Personal Qualities	<ul style="list-style-type: none"> ▪ Work constructively as part of a team, understanding classroom roles, responsibilities and your own position within these ▪ Ability to work effectively with adult team members ▪ The ability to ensure that there is equality of access to educational attainment and that all aspects of equal opportunities are adhered to 	

Updated May 2023