



HIGHER LEVEL TEACHING ASSISTANT

Part Time, Permanent

Job Advert



**Small enough to care,
big enough to deliver a positive impact**



Astley Community High School

Elsdon Avenue
Seaton Delaval
Tyne and Wear
NE25 0BP
0191 237 1505

Higher Level Teaching Assistant

Band 5, SCP 12 to 17 £27,711 to £30,060 (£18,989 to £20,598 actual)

Permanent, Part Time

30 hours per week, term time plus 1 day

Small enough to care, big enough to make a positive impact

Are you passionate about inclusive education and supporting students with Special Educational Needs (SEN)? We have an exciting opportunity for a Higher Level Teaching Assistant to join our SEN team in our Additionally Resourced Provision (ARP). The ARP provides support for young people with an EHCP for Autism Spectrum Disorder (ASD) or related diagnoses, as well as some students with social, emotional, and mental health (SEMH) needs.

As part of this dynamic new role, you will work closely with the **SENDCo** and **ARP Lead** to provide tailored support and intervention for our students, helping them to thrive in both mainstream and ARP settings. Our students attend mainstream lessons for the majority of their timetable and use the ARP for specific interventions, making this role a crucial part of their educational journey.

Across Astley Community High School and Whytrig Middle School we have a very experienced and dedicated team of Learning Support Assistants who work closely with all staff to ensure the best outcomes for our more vulnerable and SEN children. The team is coordinated on a day-to-day basis by an experienced Assistant SENDCo and SENDCo.

We have excellent facilities in terms of SEN teaching and intervention rooms and an extensive range of intervention programmes to cater for the individual needs of our SEN students. The team has a regular time slot one evening per week where professional development takes place in the form of training sessions, team meetings or individual planning/work time in order to constantly improve the service we provide for the young people in our care.

We strive for the best outcomes for all our students. We are a small school with a strong sense of community, and we believe that every child should have the opportunity to succeed in all aspects of school life. With our 'Good' Ofsted rating and a focus on continual improvement, we are dedicated to ensuring the very best educational experience for our students.

Staff are able to fully get to know the students in both an academic and pastoral sense. Behaviour across the schools is good with the vast majority of students putting into practice our behaviour expectations of being ready, respectful and safe on a daily basis.

Visits to the school are also warmly welcomed and encouraged. Please contact Kath Lennon, Assistant Headteacher - SEN & Disadvantaged on 0191 2371505 or email vacancies@svf.org.uk to make an appointment.

How To Apply

Please visit www.svf.org.uk/vacancies to apply for this post. Please read through all of the information on the role and click on the link to apply, this will take you to mynewterm, our application portal, where you will be able to complete an application form online.

Deadlines for applications is Friday 30th May 2025

It is expected that interviews will take place on Friday 6th June.

Please note that we do not accept CVs.

We are committed to safeguarding and promoting the welfare of children and young people. It is essential that all staff and volunteers share this commitment. An enhanced criminal records check from the Disclosure and Barring Service is required for all posts.

Job Description

NORTHUMBERLAND COUNTY COUNCIL JOB DESCRIPTION

Post Title: Higher Level Teaching Assistant	Director/Service/Sector: Children's Services	Ref: S584
Band: 5	Workplace: Astley Community High School	
Responsible to: LINE MANAGER MANAGING SUPPORT STAFF/MEMBERS OF THE SCHOOL'S MANAGEMENT TEAM	Date: December 2010	
Job Purpose: To work under the guidance of teaching/senior staff and within an agreed system of supervision. To compliment teacher's delivery of the national curriculum and contribute to the development of other support staff, pupils and school policies and strategies. To work collaboratively with teaching staff and assist teachers in the whole planning cycle and management/preparation of resources. To supervise whole classes occasionally during the short term absence of teaching staff or more regularly for PPA cover. To provide support for pupils, the teacher and the school in order to raise standards of achievement for all pupils, by utilising advanced levels of knowledge and skills when assisting with planning monitoring, assessing and managing classes, and to encourage pupils to become independent learners, to provide support for their welfare, and to support the inclusion of pupils in all aspects of school life.		
Resources	Staff Finance Physical Clients	Other teaching assistants Collecting Money School and Classroom Resources Teachers, Groups of Children, Parents/Carers
<u>Duties and key result areas:</u> <u>Planning</u> 1. Plan and prepare lessons / interventions with teachers, participating in all stages of the planning cycle, including in lesson planning, evaluating and adjusting lessons/work plans. 2. Develop and prepare resources for learning activities in accordance with lesson plans and in response to pupil need. 3. Contribute to the planning of opportunities for pupils to learn in out-of-school contexts in line with schools policies and procedures. <u>Teaching and Learning</u> 4. Within an agreed system of supervision and within a predetermined lesson framework, teach small classes. 5. Provide detailed verbal and written feedback on lesson content, pupil responses to learning activities and pupil behaviour, to teachers and pupils. 6. Motivate and progress pupils' learning by using clearly structured, interesting teaching and learning activities. 7. Support the teaching of the National Literacy Strategy, e.g. by delivering the ALS, ELS, FLS and Progress units to groups of pupils, support the teaching of the National Numeracy Strategy and assist pupils to access the full curriculum. Be familiar with lesson plans, IEP targets and learning objectives. 8. Be aware of and support learning differences and ensure all pupils have equal access to opportunities to learn and develop. 9. Promote and support the inclusion of all pupils, including those with specific needs, both in learning activities and within the classroom. 10. Use behaviour management strategies, in line with the school's policy and procedures, to contribute to a purposeful learning environment and encourage pupils to interact and work cooperatively with others 11. In accordance with arrangements made by the head teacher, progress pupils' learning in a range of classroom settings, including working with individuals, small groups and whole classes where the assigned teacher is not present, in line with regulations and guidance under Section 133 of the Education Act 2002 and STPCD 2003. 12. Organise and safely manage the appropriate learning environment and resources 13. Promote and reinforce children's self esteem and independence and employ strategies to recognise and reward achievement of self-reliance 14. Assist the class teacher in encouraging acceptance and integration of children with special needs, or from different cultures and/or with different first language 15. Support the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress, achievement and behaviour, maintaining sensitivity and confidentiality at all times. <u>Monitoring and Assessment</u> 16. With teachers, evaluate pupils' progress through a range of assessment activities. 17. Assess pupils' responses to learning tasks and where appropriate, modify methods to meet individual and/or group needs.		

18. Monitor pupils' participation and progress and provide constructive feedback to pupils in relation to their progress and achievement.
19. Assist in maintaining and analysing records of pupils' progress.
20. Contribute to programmes of observation and assessment as planned by the teacher and provide reports, evaluations and other information to assist in the provision of appropriate support for specific children.
21. Support the teaching staff with reporting pupils' progress and achievements at parents meetings which are usually held outside school hours.

Mentoring, Supervision and Development

22. Manage other teaching assistants and undertake recruitment, induction, appraisal, training and mentoring for other teaching assistants.
23. Assist teachers in offering mentoring support and guidance to other teaching assistants undertaking formal training.
24. Offer mentoring support and guidance for older pupils undertaking work experience activities within secondary schools.
25. Support and guide other less experienced teaching assistants' work in the classroom when required and lead training for other teaching assistants.
26. Contribute to the overall ethos, work, aims of the school by attending relevant meetings and contributing to the development of policies and procedures within the school. Also participate in staff meetings and training days/events as requested.

Behavioural and Pastoral

27. Recognise and challenge any incidents of racism, bullying, harassment, victimisation and any form of abuse of equal opportunities, ensuring compliance with relevant school policies and procedures and making sure the individual/s involved understand it is unacceptable.
28. Understand and implement school child protection procedures and comply with legal responsibilities.
29. Assist in maintaining good discipline of pupils throughout the school and escort and supervise pupils on planned visits and journeys
30. Provide support and assistance for children's pastoral needs, for example, dressing, caring for sick, injured or distressed children.
31. Provide physical support and maintain personal equipment used by the children at the school. Administer medication as agreed.
32. Foster and maintain constructive and supportive relationships with parents/carers, exchanging appropriate information, facilitating their support for their child's attendance, access and learning, and supporting home to school and community links.
33. Supervise pupils in the playground and plan and organise play time activities
34. Assist teachers by receiving instructions directly from professionals or specialist support staff involved in the children's education. These may include social workers, health visitors, language support staff, speech therapists, educational psychologists, and physiotherapists.

Other

35. Any other duties required by the teacher, SENCo, assistant head teacher, or the head teacher, which is within the scope of this post.
36. At all times carry out duties with due regard to the school's Health and Safety policy.
37. To work within and encourage the school's Equal Opportunity policy and contribute to diversity policies and programmes in relation to discriminatory behaviour.

The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the grade has been established on this basis

Person Specification

Northumberland County Council PERSON SPECIFICATION

Post Title: Higher Level Teaching Assistant	Director/Service/Sector: Children's Services	Ref: S584
Essential	Desirable	Assess by
Education and experience		
Meet HLTA standards or equivalent qualification or experience Hold relevant qualifications at a level equivalent to at least NQF Level 3 A minimum of 2 years experience of working with children (paid or unpaid) preferably in an educational setting Experience of using ICT in a classroom situation	Demonstrate levels of numeracy and literacy equivalent to GCSE (A-C) or NVQ Level 2 or by test Relevant training e.g. NLS,NNS, ALS, ELS Evidence of specialism in specific curriculum areas or areas of a particular learning difficulty	a, i, r, o
Knowledge and understanding		
Knowledge of the requirements of the national literacy and numeracy strategies Knowledge and understanding of the National Curriculum including the literacy and numeracy strategies and /or EYFS Curriculum Understanding of behaviour management strategies	Understanding of First Aid procedures (First Aid Qualification)	a, i, r, o
Skills		
Effective oral and written communication skills Excellent interpersonal skills both in working relationships with young pupils and in forming effective professional relationships with a wide range of contacts Good organisational and time management skills The effective use of ICT to support learning: e.g. computer/DVD/photocopier/whiteboards/CD ROM	Sound ICT skills to support learning and maintain electronic information systems	a, i, r
Abilities		
Able to organise, lead and motivate a team. Able to supervise pupils effectively both in and out of school in line with the school's behaviour policy. Ability to organise the classroom activities e.g. preparing and setting out resources/implementing strategies for teaching and learning Ability to deal with sensitive information in a confidential manner Ability to help children and young people to transfer their learning to other parts of their lives. Ability to provide a good role model to young pupil Ability to work in partnership with parents and teachers Ability to use own initiative and work flexibly		a, i, r
Other		
Willingness to participate in development and training opportunities Empathy with pupils facing barriers to their learning A commitment to helping young pupils achieve through education and learning An understanding of and a genuine commitment to Equal Opportunities		a, i, r, o

Key to assessment methods; (a) application form, (i) interview, (r) references, (t) ability tests (q) personality questionnaire (g) assessed group work, (p) presentation, (o) others e.g. observation, case studies/visits, (c) recruitment and vetting checks e.g. DBS criminal record check