

JOB DESCRIPTION

Higher level Teaching Assistant

Reporting to: Learning Leader/Class Teacher

Grade: BCP Council Band G

Points: 18-22

1. Job Purpose & Objectives

- To be allocated to a specific area of the school and work to promote the best learning environment and support to the students.
- To deliver high standards of learning, care and support to children and young people within the school by facilitating their educational, physical, emotional, psychological and recreational development.
- To complement the professional work of teachers by taking responsibility for agreed learning activities and the management of students.

2. Main Duties & Responsibilities

Work in partnership with Teachers to:

- Plan, prepare and lead the delivery of learning activities for individuals, groups and whole classes as required such as during Teacher PPA time, meetings involving Teachers, Teacher training time and short-term absence.
- Prepare the learning environment and produce resources with the support of Teaching Assistants.
- Promote all aspects of personal and social development.
- Develop and promote the implementation of Personalised Learning Plans, Care Plans, Therapy Programmes, Individual Behaviour Guidelines and Individual Risk Assessments.
- Contribute to ongoing assessment, data collection and recording and support teaching assistants in this process.
- Liaise and feedback on students' progress with professionals and families and attend any relevant multi-disciplinary meetings.
- Safeguard and promote the welfare of all students in the school by being familiar with and aware of the School's Safeguarding and protection policies, procedures and guidelines and to adhere to them at all times.

- Work within an established behaviour policy to manage behaviour constructively, demonstrating consistency, respect, warmth, empathy and compassion and be a good role model for all pupils and staff.
- Supervise and support students, promoting their safety and access to learning, in a variety of community contexts including work experience and off-site activities, and complete activity risk assessments as required.

In addition:

- Establish positive working relationships with all students and colleagues.
- Attend and participate in staff meetings, including appropriate team meetings and staff debriefings and act on decisions and agreed processes.
- Engage fully with formal supervisions and the appraisal process.
- Participate in training, including INSET days as required, external courses and conferences in order to enhance professional knowledge and skills and keep abreast with current trends.
- Follow the Staff Code of Conduct which includes guidance in the following areas: Professionalism, Dress Code, Teaching and Learning, Behaviour Management, Communication, Acceptable use of ICT.
- Be aware of and follow all school policies and procedures.

3. Supervisory / Managerial responsibility

- Assist with the mentoring of newly appointed Teaching Assistants throughout their probationary period, providing support and guidance as appropriate.
- When leading learning activities in the absence of the Teacher, direct and manage Teaching Assistants.
- Provide support and guidance for students during work experience placements.
- Provide support and guidance for Agency Teaching Assistants.

4. Communication/Contacts

Support positive home/school communication:

- In liaison with Teachers and/or other professionals, write in home school log books.

Additional Information

The School

Linwood School is a Group 8, day special school which comprises of a number of campuses.

We welcome pupils from a wide geographical area and support a comprehensive range of special educational needs.



Linwood Main Provision

Provides for 210 pupils aged 3-19. All pupils have an identified learning difficulty that manifests itself through a comprehensive range of special educational needs:

- *Speech, language and communication needs (SLCN)* including pupils with Autism and Asperger's.
- *Cognition and learning needs* covering a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
- *Specific learning difficulties (SpLD)* which affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
- *Social, emotional and mental health needs.*
- *Sensory and/or physical needs.*

Springwood Campus

Provides for 42 pupils aged 3-19, diagnosed with autistic spectrum condition and associated learning difficulties and 18 pupils with Asperger's Syndrome aged 7-16. The students may also have significant social communication difficulties, high anxiety and sensory needs that may impact on their behaviour.

Summerwood Campus

Provides for 30 students aged 16-19, who have a diagnosis of Asperger's Syndrome.

CHI - Classroom in the Heart of the Industry based at Marsham Court Hotel and Tesco (Riverside).

This is an industry programme to provide quality opportunities for young people to gain the skills they need for employment. It is a provision for students aged 16-19, predominately with more moderate learning needs.

There is an Executive Headteacher who is supported by Linwood Senior Middle Leadership Team. In addition to the Class Teachers there is one HLTA and a large number of Teaching Assistants. The school has an administrative team who work under the direction of the School Business Manager.

The Aims of the School

The school aims to promote a caring and happy community in which all pupils feel valued. We strive to make learning a pleasurable and rewarding experience and to offer an opportunity for all pupils to develop as high a standard of achievement as individually possible.

We aim to provide an environment which challenges pupils with high expectations, yet is sensitive to the needs of individuals and their varying circumstances, stages of development and abilities.

Curriculum

All pupils at Linwood have access to a broad, balanced, differentiated, relevant, rich and stimulating curriculum.



The Linwood curriculum is underpinned by a shared set of values, which form the basis of curriculum planning and organisation. These values include the conviction that all pupils are of equal worth regardless of their sex, race, ability or circumstances. It includes the belief that all pupils are entitled to high quality, well planned, well organised and effectively delivered teaching throughout their period at Linwood and that they should be actively involved in their own learning whilst exploring ways of learning and expressing themselves.

The school has a talented and highly motivated staff and a high expectation of all pupils is an integral part of the school's ethos.

Equality of Opportunity

Each pupil has equality of opportunity and an entitlement to access a curriculum designed to meet individual needs.

Staff Development

All staff have the opportunity to extend their knowledge, skills and expertise in order to meet the aims of the school. There is a strong ethos of staff working together to share expertise.

Statutory Inspection

The school was inspected in June 2005, July 2008, March 2013 and January 2018. The reports can be found on the OFSTED website. The overall judgements were that the school is an 'Outstanding' school in all respects and demonstrates a clear vision and enthusiasm for improvement and innovation.