



St Paul's Steiner School

Job Title:	High Level Teaching Assistant (HLTA)
Reports to:	SENCo
Salary:	From £8,887 p.a
Hours:	Term time only post from 8.30am to 12.30pm
Start date:	ASAP
Line management:	N/A

The role at times requires additional hours on occasions to fulfil the requirements of the post.

Job Purpose:

The [TA/HLTA] will:

- Work with class teachers to raise the learning and attainment of pupils
- Help promote independent learning, self-esteem and social inclusion
- Work on differentiated activities with identified children/groups in class, so they can access the curriculum, take part in learning and experience a sense of achievement
- Assist in the educational and social development of pupils under the direction and guidance of the class teacher and the SENCO
- Assist in the implementation of Individual Education Programmes for students and help monitor their progress
- Provide support for individual students outside the classroom to enable them to fully participate in whole class activities
- Assist and collaborate with the SENCO as required
- Work with other professionals, such as educational psychologist, speech and language therapist, occupational therapist, and other educational professionals as necessary
- Maintain appropriate student records
- Support students with emotional or behavioural problems and help develop their social skills
- Support the aims and ethos of St Paul's Steiner School
- Attend IEP, annual reviews and staff meetings as required
- Meet with parents and class teacher to advise them of the child's progress as required

Duties and Responsibilities:

Teaching and learning

- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all pupils including, where appropriate, those with special educational needs and disabilities (SEND)
- Promote, support and facilitate inclusion by encouraging participation of pupils in learning and activities
- Use effective behaviour management strategies consistently in line with the school's policy and procedures
- Support class teachers with maintaining good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment
- Organise and manage teaching space and resources to help maintain a stimulating and safe learning environment
- Observe pupil performance and pass observations on to the class teacher

- Supervise a class if a class teacher is temporarily unavailable
- Use ICT skills where necessary to advance pupils' learning
- Undertake any other relevant duties given by the SENCo
- To cover and lead class teaching (under supervision) as and when appropriate
- Direct the work, where relevant, of other adults in supporting learning

Planning

- Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role
- Read and understand lesson plans shared prior to lessons, if available
- Prepare the classroom for lessons
- Use their area(s) of expertise to contribute to the planning and preparation of learning activities, and to plan their role in learning activities
- Use allocated time to devise clearly structured activities that interest and motivate learners and advance their learning
- Plan how they will support the inclusion of pupils in the learning activities

Working with colleagues and other relevant professionals

- Communicate effectively with other staff members and pupils, and with parents and carers under the direction of the class teacher
- Communicate their knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision
- With the class teacher, keep other professionals accurately informed of performance and progress or concerns they may have about the pupils they work with
- Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers
- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Develop effective professional relationships with colleagues

Whole-school organisation, strategy and development

- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's values and vision
- Make a positive contribution to the wider life and ethos of the school

Health and safety

- Promote the safety and wellbeing of pupils, and help to safeguard pupils' well-being by following the requirements of Keeping Children Safe in Education and our school's child protection policy
- Look after children who are upset or have had accidents

Professional development

- Help keep their own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school
- Take part in the school's appraisal procedures

Personal and professional conduct

- Uphold public trust in the education profession and maintain high standards of ethics and behaviour, within and outside school

- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality
- Demonstrate positive attitudes, values and behaviours to develop and sustain effective relationships with the school community
- Respect individual differences and cultural diversity

The HLTA will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the teacher will carry out. The postholder may be required to do other duties appropriate to the level of the role.

Person Specification

- A University Bachelor's Degree or its equivalent
- Two or more years' experience teaching children with Learning Educational needs in a Steiner Waldorf environment or
- Two or more years' experience teaching children with Learning Educational needs in any School environment
- Experience and understanding of Steiner Waldorf Schools, how we work and what we strive to achieve.
- To be prepared to attend training courses in First Aid, Food and Hygiene, SEN, Child protection etc. as deemed necessary to work with young children
- To have a working knowledge of Health & Safety regulations
- Ability to recognise and set down appropriate boundaries of behaviour and discipline in the
- Ability to be organised and systematic about one's own work load and prioritise
- Ability to work on own initiative and as part of a team
- Ability to be flexible and co-operative under pressure of time and the multifarious demands of school life.
- Committed to safeguarding and promoting the welfare of children and young people.

This job description may be amended at any time in consultation with the postholder. Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Assistant SENCO will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Headteacher or Line Manager.

Notes

St Paul's Steiner School is committed to equality of opportunity. We encourage applications from individuals of any of the many BAME backgrounds.

St Paul's Steiner School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The offer of this post is subject to statutory clearance by Disclosure and barring Service and Teacher's prohibition list check. The appointment will be subject to two satisfactory references, one of which must be from the candidate's most recent employer.