



Merefield School

Post Title: Higher Level Teaching Assistant
Fixed term until 31st August 2025
 Hours: 36 Hours per week, term time only
 Grade: Band G SCP 20-25
 Accountable to: Headteacher and the Governing Body
 Line Manager: Deputy Headteacher

Job Description Higher level teaching assistant.

Merefield School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

This role is classified as 'Regulated Activity'. It is a criminal offence to apply for this role if you are barred from working with children or adults. This post is exempt from the provisions of the Rehabilitation of Offenders Act 1974 and relevant care/safeguarding legislation and appointment will only be confirmed if a satisfactory Enhanced Disclosure is obtained from the Disclosure & Barring Service (DBS). A Barred List Check will be carried out prior to any offer of employment being made.

Job Purpose	To work with and supervise individuals and groups of children with significant Special Educational Needs under the direction / instruction of teaching and / or senior staff, inclusive of specific individual learning needs, enabling access to learning for all pupils and assistance and support in classroom management and behaviour techniques and providing specialist support with regard to children with severe and complex learning difficulties. To provide PPA cover for teachers and cover during short term absence of the teacher as directed by the Headteacher. To coordinate extra-curricular activities including lunch time clubs and after school club.
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Main Duties

Higher level teaching assistant	<p>Support for the pupil:</p> <ul style="list-style-type: none"> ● Establish good working relationships with pupils, acting as a role model and setting high expectations ● Provide consistent support to all pupils, responding appropriately to individual needs ● Assist with the development and implementation of Individual Education Plans ● Promote inclusion and acceptance of all pupils. ● Encourage pupils to interact with others and engage in activities led by the teacher. ● Promote self-esteem and independence, employing strategies to recognise and reward achievement within established school procedure ● Provide feedback to pupils in relation to progress and achievement under the guidance and direction of the teacher ● Use specialist (curricular / learning) skills, training and experience to support pupils ● Provide additional support for individual pupils enabling them to maintain their access to learning, this will include personal care, pastoral support, facilitating use of specialist equipment etc Provide additional support for individual pupils enabling them to maintain their access to learning, this will include personal care, pastoral support, and using specialist equipment to support pupil's mobility. ● Pastoral Care — follow individual personal care plan, which includes toileting, dressing/undressing, washing, teeth cleaning and any other individual pupil/students' needs. ● Pastoral Support — to support individual behaviour plans, social, emotional, wellbeing programs and any other pupil/students' needs including supporting pupils with challenging behaviour.
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- Specialist Equipment — to use specialist equipment to support pupil's mobility/therapy such as standing frames, side lyers, walkers, hoists and any other individual pupil/students needs.
- Assisted Feeding — to provide support for students/pupils in their eating and drinking plans using specialist equipment such as Peg feeding, pump feeding and any other specialist equipment needed to support individual students/pupils.
- Medical Needs — willingness to support student/pupils individual medical needs providing such support as suctioning, administering emergency rescue medication, following appropriate training, and any other specific individual requirements.
- To lead on clubs/activities within working hours to enhance the learning experience of the students/pupils as directed by Headteacher.

Support for the teacher

- Provide minimal clerical / administration support (e.g. photocopying, typing, filing, collecting money, etc.)
- Contribute to the creation of specialist resources e.g. visual supports for individuals / groups of pupils
- Provide support for curriculum development by having responsibility for a specific area which supports the curriculum coordinators as directed by the Headteacher.
- Assist with the display of children's work.
- Establish and maintain an appropriate learning environment under the supervision of the teacher
- Contribute to lesson planning, evaluating and adjusting lessons / work plans as appropriate
- Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against predetermined learning objectives
- Provide objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
- Be responsible for keeping and updating records in agreed format with the teacher, contributing to reviews of systems / records as requested
- Administer and assess routine primary tests and accurately record achievement / progress
- Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents and encouraging pupils to take responsibility for their own behaviour in line with established school policy
- Liaise sensitively and effectively with parents / carers as agreed with the teacher within role / responsibility and participate in feedback sessions / meetings with parents under teacher's supervision

Support for the curriculum

- Support the delivery of agreed learning activities / learning programmes, adjusting activities according to pupil learning styles and individual needs.
- Support the delivery of literacy / numeracy programmes, effectively utilising all alternative learning opportunities to support extended development
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
- Assist pupils to access learning activities through specialist support, e.g. curriculum / SEN specialism
- Determine the need for, prepare and maintain general and specialist equipment and

resources

Support for the school

- Be aware of and comply with school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection. Report all concerns to the appropriate person (as named in the policy concerned).
- Be aware of and support differences and ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to the school ethos, aims and development / improvement plan.
- Provide consistency by acting as cover supervisor in the absence of the teacher
- Establish constructive relationships and communicate with other agencies / professionals, in liaison with the teacher, to support achievement and progress of pupils
- Attend and participate in regular meetings as appropriate
- Participate in training and other learning activities as required.
- Establish own best practice and use to support others
- Assist in the supervision, training and development of classroom support staff
- Assist with the planning of opportunities for pupils to learn in out-of-school contexts, according to school policies and procedures and within working hours.
- Accompany teaching staff and pupils on visits, trips and out of school activities as required.

The post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated.

Merefield School
Person Specification: Higher level teaching assistant.

	Essential	Preferred
Skills	<ul style="list-style-type: none"> • Ability to work effectively within a team environment, understanding classroom roles and responsibilities • Ability to build effective working relationships with all pupils and colleagues • Ability to promote a positive ethos and role model positive attributes • Good personal numeracy and literacy skills • Good ICT skills including the use of Microsoft Office programmes, Google Suite, emails, specific visual software such as Wigit. • Ability to plan, implement and evaluate individual teaching programmes for children with special education needs • Ability to motivate and manage a class team • Ability to communicate well and develop effective relationships/partnerships with parents • Ability to coordinate extended school provision such as after school clubs. • A flexible approach to all aspects of the role. • Able to work as part of a team or under own direction 	<ul style="list-style-type: none"> • Good organisational skills • A wide knowledge of the continuum of need at all age levels
Knowledge and understanding	<ul style="list-style-type: none"> • Knowledge and understanding of national curriculum and other basic learning programmes/techniques (within SEN sector, working with young people who have significant Special Educational Needs.) • Awareness of inclusion within a special school setting • Able to prepare resources to support learning programmes • Effective use of ICT to support learning • Understanding of other basic technology – printers, photocopier, iPads, laptop, • Able to plan and deliver a series of lessons across all age ranges and Key Stages 	
Qualifications and training	<ul style="list-style-type: none"> • Minimum 3 years experience in a special school • GCSE/O Level Maths and English Grade C or above (equivalent) • Willingness to participate in relevant training and development opportunities • Displays commitment to the protection and safeguarding of children and young people. Has up to date knowledge of relevant legislation and guidance in relation to working with, and the protection of, children and young people. 	<ul style="list-style-type: none"> • Hold a degree or equivalent level 4/5 qualification • DfES Teacher Assistant qualification • Evidence of recent continuous professional development • Willingness to undertake appointed person certificate in first aid administration • Willingness to support pupils during swimming sessions • Willingness to drive the school minibus and/or car

Professional values and practice	<p>Must be able to demonstrate the following:</p> <ul style="list-style-type: none"> • High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic backgrounds; and commitment to raising their educational achievements • Ability to build and maintain successful relationships with pupils, treat them consistently, with respect and consideration, and demonstrate concern for their development as learners • Demonstrate and promote the positive value, attitudes and behaviour they expect from the pupils with whom they work • Ability to work collaboratively with colleagues, and carry out role effectively, knowing when to seek help and advice • Able to liaise sensitively and effectively with parents and carers, recognising role in pupils' learning • Able to improve their own practice through observations, evaluation and discussion with colleagues 	
Behaviour Management	<ul style="list-style-type: none"> • Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them. • Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary. 	

Signed (HLTA):

Signed (Headteacher):

Review Date:

Date:

Date: