

ST JOSEPH'S SPECIALIST TRUST

Job Profile

Higher Level Teaching Assistant – Reserve (Café Intervention)

Name:

Date:

Job Context: St. Joseph's Specialist Trust is a specialist school and college, registered children's home and an adult supported living function (together "St Joseph's"/the "Trust") with approximately eighty four students and ten tenants. It has a staff of around 230.

This job profile recognises the requirements of the Trust's current Pay Policy and reflects the vision, aims and policies established by the Trustees.

Title: Higher Level Teaching Assistant – Reserve
(Café Intervention)

Job Purpose: As HLTA-Reserve (Café Intervention), you will support student learning through meaningful, functional and motivational Work Experience in the Café. This requires you:

- To promote Teaching and Learning and interest in Work Related Learning and Work Experience.
- To support the learning of transferable skills for the workplace through delegated activities which challenge, provide opportunity and promote independence and self-confidence
- To liaise with teachers, therapists and Work-Related Learning Lead to implement and collaborate on students targets and support progress towards these.
- To model and promote ASPIRE model with students and staff
- To monitor student progress through assessment tracking
- To collate Café orders and manage student shift rotas
- To support the Café Manager with daily kitchen tasks

To complement the professional work of teachers by taking responsibility for delegated learning activities under an agreed system of supervision. This involves a contribution to the planning and preparing of lessons, within a framework set by the assigned teacher, delivering learning activities for individuals/groups or whole classes without the presence of the teacher and provide emergency cover for short-term unplanned teacher absence. Monitoring pupils by assessing, recording and reporting their achievements, progress and development.

Accountable to: Deputy Headteacher
(management)

Accountable for: Students
(for management)

KEY ACCOUNTABILITIES

- Due to the nature of our environment and the challenges posed by our students, physical and mental resilience is required. This includes the physical agility to move across our large 23 acre site and support children in social, leisure and educational activities offsite.
- Every member of staff is required to complete team teach positive behaviour support training before employment begins and refresher training periodically thereafter.

Planning

- Plan and prepare lessons with guidance from teachers and therapists as appropriate to address the specific learning goals identified. Participate when necessary in the planning cycle, lesson planning, evaluating and adjusting work plans.
- Develop and prepare resources for learning activities in accordance with lesson plans and in response to students need.

Policy and Leadership

- To have a good working knowledge and understanding of all school policies
- To ensure all policies are rigorously adhered to in practice

Management of Teaching and Learning

- Set challenging teaching and learning objectives to meet a diversity of students' needs and interests, including those in out-of-school contexts.
- Organise and manage a safe and purposeful learning environment; select and prepare resources appropriate to learning activities, taking account of students' interests and language and cultural backgrounds; use ICT to support learning activities and develop students' competence and independence in its use.
- Develop and deliver structured teaching and learning activities for individuals, groups or whole classes within the local and national framework, eg literacy, numeracy, early years, key stage strategies, Pathways and individual education plans (IEPs); adjust activities according to (pupils)' responses during lessons; promote the inclusion of all (pupils) in the learning process.
- Encourage students to work co-operatively with each other within an established discipline policy, anticipate and manage student's behaviour and promote self-control and independence. Provide feedback for students in relation to progress and achievements.
- Monitor and evaluate student responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives to inform future planning.
- Record progress and achievement in lessons/activities systematically and provide evidence to the assigned teacher, using objective and accurate feedback of the range and level of progress and attainment achieved.
- Provide constructive feedback, advice and guidance on student progress and achievement to parents, encourage the role of parents in pupils' learning and participate in meetings with parents where required.
- Administer and assess marked tests and invigilate exams/tests.
- Implement and assist with the development of policies and procedures relating to child protection, equal opportunities, health, safety and security, confidentiality and data protection; report concerns to the appropriate authorised person.

- Where needed, establish relationships and communicate with other agencies/professionals to support the achievement and progress of students.
- Assist with the development of appropriate multi-agency approaches to supporting students.
- Contribute to the identification and execution of appropriate out-of-school learning activities which consolidate and extend the work carried out in class.
- Provide detailed verbal and written feedback on lesson content, responses to learning activities and student behaviour.
- Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop.
- Promote and support the inclusion of all students in learning activities and within the classroom.
- Use behaviour management strategies, in line with the school's policy and procedures to contribute to a purposeful learning environment and encourage students to interact and work co-operatively with others
- Promote and reinforce student self-esteem and independence and employ strategies to recognise and reward achievement of self-reliance
- Encourage acceptance and integration of students from different cultures and / or with a different first language
- Support the role of parents in student learning and where required contribute to meetings with parents/carers to provide constructive feedback on student progress, achievement and behaviour, maintaining sensitivity and confidentiality at all times.
- When required in response to operational demands, provide short term cover for teachers, therapists, HLTAs, STAs and TAs in this priority order

Management of Curriculum

- To provide group and/or individual activities.
- Assist in maintaining and analysing records of students' progress. Monitor and evaluate students' participation and progress through the application of the school's assessment criteria.
- To work individually with students to develop work.

Mentoring, Supervision and Development

- As required, Undertake induction, training and mentoring for new and existing staff in line with identified areas of strength, experience and expertise.
- Offer mentoring support and guidance for students undertaking work experience activities or external school or college placements as required.
- Contribute to the overall ethos, work and 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

- 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.
- Understand and implement school child protection procedures and comply with legal responsibilities.
- Assist in maintaining good discipline of students throughout the school and escort and supervise students on planned visits and journeys.
- Provide support and assistance for students pastoral needs, for example, dressing, caring for sick, injured or distressed students.
- 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.
- Supervise students as required. Particularly during breaks, take a proactive stance in the organisation of play time activities.
- Assist teachers and therapists when required, by receiving instructions directly from professional 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.

Management of Students

- To support the general wellbeing of students within the structure of the school
- To ensure that students are managed in accordance with school expectations during their time at school
- To liaise with teachers, care staff, and Parents creating an effective team sharing knowledge and information

Management of Financial and Physical Resources

- To play a role in the management of resources within the designated teaching area

Evaluation and Quality

- To monitor and evaluate students learning
- To provide continuity in support and organisation

Administration

- To ensure that designated administrative tasks are fulfilled
- To carry out other reasonable requests made by the Principal and Governors

KEY TASKS

Policy and Leadership

- To help, if required, to assess students using knowledge of the school curriculum, schemes of work, and national curriculum requirements and nationally accredited awards: eg OCR, IPC etc. and work experience accreditation

Management of Teaching and Learning

- To assist teachers and therapists in the meeting of school policy and national curriculum requirements

- To assist teachers and therapists in the use of relevant management strategies to ensure a purposeful environment for teaching and learning to take place

Management of Students

- To support all students in their planned structured work in all curriculum areas
- To help prepare differentiated work.
- To enhance the quality of experience for the students to contribute towards teamwork through a positive attitude and the sharing of ideas.

Management of Financial and Physical Resources

- To assist in the managing of classroom organisation within the framework of the teaching and learning policy with the aim of leading the students on a path towards independence and individual responsibility
- To assist in the implementing of a resource management policy: this will include some or all of the following:
 - Language equipment
 - Maths resources
 - Audio visual equipment
 - Art equipment
 - Topic Resources
 - other designated resources

Supervision of Students

- Within the framework of general awareness of students' safety and welfare and the school's ethos, values and attitudes
- To supervise students: in the general movement about the school
in the classroom or other work places particularly:-
 - Work Experience placements
 - in toileting
 - in changing rooms
 - in play areas
 - in the dining room
 - during off-site visits
- In group work entailing potentially hazardous equipment: e.g. cooking, science, art, D & T etc.

Evaluation and Quality

- To assist in monitoring students' work and to use that to help inform the planning process to meet individual needs
- To assist, if required, in keeping records of students progress and report achievement in line with school policy

Administration

- To keep records and carry out procedures to satisfy school policies
- To be fully involved in the appraisal process
- To attend and contribute to staff meetings as required
- Any other duties required by the Deputy Headteacher which is within the scope of this post.
- At all times carry out duties with regard to the school's Health and Safety policy.
- To work within and encourage the school's Equal Opportunity policy and contribute to diversity policies and programmes in relation to discriminatory behaviour.
- To respond to requests for help when necessary and accepting priorities as they arise

These requests may include: photocopying, making worksheets, stock-taking, covering books/workcards, mounting work for displays, making phone calls

- To be able to deal with parents in cases such as: illness
mishaps
lost property etc.

