

**CITY OF BRADFORD METROPOLITAN DISTRICT COUNCIL
JOB PROFILE**

DEPARTMENT: Children's Services	SERVICE GROUP: Education and Learning; Specialist Teaching and Support Service; Local Authority led Resourced Provisions
POST TITLE: Higher Level Teaching Assistant (HLTA).	REPORTS TO: Teacher in Charge
GRADE: Band 8 Scale points 17-22 (pro rata) TTO + 5 days (39 weeks) 35 hours per week	SAP POSITION NUMBER:

The following information is furnished to help Council staff and those people considering joining the City of Bradford Metropolitan District Council to understand and appreciate the general work content of their post and the role they are to play in the organisation. The duties and responsibilities highlighted in this Job Profile are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and scope of the post and the grade has been established on this basis. For posts where employees speak directly to members of the Public the post holder is required to demonstrate their ability to speak fluently in English.

As a candidate you will be expected to demonstrate your ability to meet the special knowledge, experience and qualifications required for the role by providing evidence in the application form for the purpose of shortlisting. Applicants with disabilities are only required to meet the essential special knowledge requirements shown by a cross in the end column of this section.

The employee competencies are the minimum standard of behaviour expected by the Council of all its employees and the management competencies outlined are those relevant for a post operating at this level within our organisation.

(Both sets of competencies will be used at interview stage and will not be used for short listing purposes).

Key Purpose of Post
<ul style="list-style-type: none"> To complement and support the role of teachers and teachers in charge and other professionals in any of the specialist Resourced Provisions to support the learning, progress and care of the SEND pupils who have an EHCP to support them to achieve their potential and personal best. The role is under the direction of the teacher in charge to provide support for pupils within the Resourced Provision classrooms and the mainstream school and for groups or individual interventions/support programmes.

- Progressing pupil learning in a variety of ways including working with individuals or groups of pupils where the teacher is not present (e.g. during PPA time, during annual reviews, etc or covering short term absence). This may involve planning, preparing and delivering learning activities as well as monitoring pupils, assessing, recording and reporting on pupil achievement, progress and development.
- To take responsibility for the implementation of learning activities/work programmes under an agreed system of supervision with the teacher in charge with individuals/groups, in or out of the learning environment, within the resourced provision or mainstream host school. This will include assisting in the curriculum planning cycle and the management/preparation of tasks/resources and delivering specific specialist interventions and assessments and provide detailed and regular feedback on pupils' achievement, progress, personal development, areas for development and improvements and any concerns.

Main Responsibilities of Post

1. Provide skilled delivery and support including specific SEND interventions for the learning of pupils with SEND to promote their progress and achievements, independence and confidence
2. Will teach and supervise individuals or groups of pupils during the short term absence of the teacher/teacher in charge and undertake planning for this to meet the individuals specific special educational needs.
3. Undertake routine marking of pupils work and provide feedback to pupils in relation to progress and achievement under the guidance of the teacher or teacher in charge.
4. Assess the needs of the children in the resourced provision, accurately record and provide detailed and regular feedback to the teacher in charge and other key staff on pupils' achievement, progress, barriers and other relevant issues or concerns
5. Promote good pupil behaviour, dealing appropriately and promptly; with strategies tailored to the pupils needs and encourage pupils to take responsibility for their own behaviour
6. Promote and support the inclusion and integration of the pupils in the resourced provisions into the mainstream school and access to the curriculum and other educational opportunities consistent with their EHCPs.
7. Prepare, maintain and use specialist and other curriculum resources required to meet the lesson plan / relevant learning activity and assist pupils in their use; assist in the development of lessons and activities programmes for implementation with limited supervision or guidance from the teacher and carry out related tasks as advised by a teacher /teacher in charge.
8. Gather and report information from and to parents and families taking into account parental or carer concerns, dealing with them sensitively, confidentially and appropriately, establishing constructive and professional relationships with them offering support and advice and guidance after liaising with the teacher/teacher in

charge.

9. Contribute to reports, recording keeping and maintenance, information and data, pupil profiles and in the annual review process of EHCPs.
10. As part of the wider duties and responsibilities the postholder must actively promote and support and be vigilant and knowledgeable about Keeping Children Safe in Education, including compulsory training and fully comply with School and council policies and procedures relating to child protection, safeguarding, health, safety and information security, confidentiality and data protection, reporting all concerns to an appropriate senior person.
11. Attend and participate in relevant meetings including planning meetings and annual reviews as required and participate in training and other learning activities and performance management, supervision and development opportunities.
12. Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtime, break times as required and taking responsibility for a group under the supervision of the Teacher in Charge as required.
13. Assist in the planning, management and maintenance of an appropriate learning environment matching the specific needs of the children within the resourced provision.
14. Be deployed to work in any of the resourced provisions as required by the service manager including any outreach work or transitions work in the pupil's current school to aid a smooth and successful transition into the resourced provision.
15. Any other duties relevant to the scale and nature of the post as directed by the senior leadership team of the Resourced Provisions and carry out the duties with due regard to policies, procedures and legislation.

Special Knowledge Requirement. Will be used for shortlisting.

Essential

Applicants with disabilities are only required to meet the essential special knowledge requirements shown by a cross in the end column.

Due to the Governments Fluency in English Duty for posts where employees speak directly to members of the public the post holder is required to meet the Advanced Threshold level which will be implemented where the post requires a greater level of sensitive interaction with the public,(e.g. in schools) – where the person is able to demonstrate that they can during the interview:

- a) Can express themselves fluently and spontaneously, almost effortlessly
- b) Only the requirement to explain difficult concepts simply hinders a natural smooth flow of language

X

Uses knowledge of Health, Safety and Environmental policies, Educational Safeguarding procedures, particularly Keeping Children Safe in Education, PREVENT and promoting the welfare of pupils and regulations including risks in own area of work (SEND)

X

Uses a range of IT packages relating to area of work	X
Ability to adopt a process of continual improvement and suggest ways of working more efficiently and effectively to improve service delivery.	X
Knows and understands how to use, interpret, handle and communicate Information and data	X
Understands how to adapt and respond flexibly to support the learning needs of pupils with SEND	X
Has knowledge of the working practices of mainstream schools, and/or special schools or specialist resourced provisions, classrooms, small group working and effective SEND interventions including 1:1 support	X
An understanding of how SEND and the primary needs of ASD and/or SEMH impacts upon learning and development and behaviours and how to plan to meet needs.	X
Good understanding and willingness to use positive behaviour and physical interventions in line with national guidelines where appropriate.	X

Relevant experience requirement: Will be used for shortlisting
The applicant is required to provide evidence of having previously spoken fluently to members of the public in order to meet either the Lower threshold or Advanced threshold level outlined under Special Knowledge above.
A minimum of 2 years experience of working within an educational setting with pupils with SEND particularly ASD and/or SEMH, with an age range of children appropriate to the role i.e. statutory school age.
Experience of the EHCP process including supporting with the annual review process and planning activities to meet the needs and outcomes of children with an EHCP with the needs of communication and interaction including autism and/or SEMH.
Experience of assessment, planning, preparation and delivering learning
Experience of supporting and delivering interventions or programmes of work for pupils with ASD and/or SEMH
Experience and training in educational safeguarding - keeping children safe.
Relevant professional qualifications requirement: Will be used for shortlisting
Accredited HLTA/ NVQ 4 or above in a relevant qualification e.g. for teaching and learning assistants/learning support, or equivalent qualification or educated to degree level
English and Mathematics GCSE or equivalent
Training in SEND interventions and assessments and in literacy and numeracy
Training in the use of physical interventions e.g. Team Teach
Core Employee competencies to be used at the interview stage
Carries Out Performance Management
Covers the employee's capacity to manage their workload and carry out a number of specific tasks accurately and to a high standard.
Communicates Effectively
Covers a range of spoken and written communication skills required as a regular feature of the job. It includes exchanging information/building relationships; giving advice and guidance; counselling, negotiating and persuading and handling private, confidential and sensitive information.
Carries Out Effective Decision Making
Covers a range of thinking skills required for taking initiative and independent actions within the scope of the job. It includes planning and organising, self effectiveness and

any requirements to quality check work.		
Undertakes Structured Problem Solving Activity		
Covers a range of analytical skills required for gathering, collating and analysing the facts needed to solve problems. It includes creative and critical thinking; developing practical solutions; applying problem solving strategies and managing interpersonal relationships.		
Operates with Dignity and Respect		
Covers promoting equality, treating all people fairly and with dignity and respect, maintains impartiality/fairness with all people, is aware of the barriers people face.		
Working Conditions:		
Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act 2010 in relation to Disability Provisions.		
Be prepared to work occasionally outside normal hours		
Special Conditions:		
No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance. Enhanced DBS check is required		
Compiled by: Lynn Donohue Date: December 2020	Grade Assessment Date:	Post Grade: Band 8 Scale points 17-22 (pro rata for term time only, 35 hours per week)