Water Orton Primary School

Intervention Manager - Higher Level Teaching Assistant (HLTA)

Note: These are broad descriptions of the types of duties/activities expected at this level, for illustrative purposes. They are not intended to provide an exhaustive list of duties.

POST LEVEL: Band I

BROAD DESCRIPTION:

- To advance pupils' learning in a range of situations in school, including working with individuals, small groups and whole classes where the assigned teacher is not present.
- To support the work of the SLT, School SENDCo and, under an agreed system of supervision, have responsibility for a range of agreed learning activities.
  This involves undertaking specified work (see * below), involving planning, preparing and delivering learning activities to individual pupils/groups or, short term, for whole classes and monitoring, assessing, recording and reporting on pupil development, progress and attainment. It will involve supporting others to do this too and may also involve working closely with parents to help support pupil development.

*(*Under S133 of the Education Act 2002, **specified work** is defined as:*
a) planning and preparing lessons and courses for pupils
b) delivering lessons to pupils. Includes delivery via distance learning or computer aided techniques
c) assessing and recording the development, progress and attainment of pupils d) reporting on the development, progress and attainment of pupils. 'Pupils' includes work with individual pupils as well as groups and whole classes).

- To be a member of a multi-disciplinary team and will work under the leadership of the SENDCo. He/she will operate with a high level of delegated authority under an agreed system of supervision.

(^ Under the Education (Specified Work and Registration) Regulations 2003 and its accompanying guidance, each class or group for timetabled core and foundation subjects and R.E. must be assigned a qualified teacher to teach them).

- Contribute to the school's statutory duty to safeguard and promote the welfare of children.

Responsibility for people (other than employees supervised/managed): The post has considerable impact on the wellbeing of individuals or groups, through contributing to policy development and review and to the development and delivery of learning activities.

Responsibility for staff: The post has some responsibility for others, through demonstrating good practice, guiding/advising and directing other staff/ volunteers who support teaching and learning in the SEND and intervention team.

Responsibility for budget: The post has no direct responsibility for financial resources, though could be involved in occasional handling small amounts of cash, processing

cheques, invoices etc.
Responsibility for physical resources: The post has direct responsibility for physical resources, including safe/secure record keeping and maintenance and management of learning resources.

TYPICAL TASKS, DUTIES AND RESPONSIBILITIES

Support to pupils:

Support pupils' learning in a range of classroom settings, including working with individuals, groups and whole classes (where the assigned teacher is not present), using detailed knowledge, experience, specialist skills and training.
Establish productive working relationships with pupils, acting as a role model, demonstrating positive values, attitudes and behaviour and setting high expectations.
Organise and manage pupils support plans and contribute to the gathering of evidence for and review of EHCPs, maintaining and updating to review progress
Promote the inclusion and acceptance of all pupils within classrooms, encourage them to interact and work co-operatively with others and engage all in activities
Support pupils consistently whilst recognising and responding to their individual needs
Promote independence and employ strategies to recognise and reward achievement of self-reliance
Provide feedback to pupils in relation to progress and achievement
Monitor and provide for the care, safety and welfare of pupils

Support to teachers:

Organise and manage learning activities (including learning environment and resources) in ways which keep pupils safe.
Under agreed system of supervision, plan and prepare teaching and learning objectives, adjusting activities/work plans as appropriate, particularly focused on groups and individuals.
Monitor and evaluate pupil responses to learning activities using a range of assessment and monitoring strategies, against pre-determined learning objectives and targets.
Objectively assess, provide feedback and report as necessary on pupil development, progress and achievement.
Within the school's discipline policy, apply behaviour management strategies and techniques to manage behaviour constructively and contribute to a purposeful learning environment.
Support others to do this whilst recognising pupils individual needs.
Support the role of parents in pupils' learning and contribute to /lead meetings with parents to constructively feedback on pupil progress/achievement.
Administer and assess/mark tests and invigilate exams/tests or assessments
Direct and guide the work of other adults supporting teaching and learning in the classroom.

Support to the curriculum:

Deliver learning activities to pupils within an agreed system of supervision, adjusting activities according to pupil responses/needs
Use ICT effectively to advance learning and develop pupil' competence and independence in its use.
Devise, organise and manage safely the learning activities, teaching space and resources, taking account of pupils' interests, particular needs, language and cultural backgrounds.
Advise on appropriate deployment and use of specialist aid/resources/equipment.
Use their area(s) of expertise to support the planning and preparation of learning activities in SEND and intervention across all classes within the school.

Support to the school:

Be involved in and contribute to whole school policy development.
Assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection and comply with these. Report concerns to an appropriate person.
Contribute to identification of appropriate out of school learning activities for pupils with SEND, deliver / co- ordinate these, in accordance with school policy
May co-ordinate a school activity (e.g. extra-curricular activities / work experience / home-school liaison / SEND work.
Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
Establish constructive relationships and communicate with other agencies/professionals to support achievement and progress of pupils, in liaison with the SENDCo.
Contribute to the overall ethos/work/aims of the school.
Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils.
Model good practice and contribute to planning and delivery of appropriate training for other staff.

QUALIFICATIONS, TRAINING AND LIKELY ABILITIES

Holds HLTA status, by meeting the national professional standards for higher level teaching assistants (HLTA status has equivalence to NVQ level 4).
Have considerable experience of working to support children/pupils learning
Have detailed understanding of schools' policies and how they relate to local and national framework / policies for learning
Display commitment to the protection and safeguarding of children and young people
Value and respect the views and needs of children
Have understanding of and experience of ICT as a learning tool
Good communication and listening skills and able to present information, verbally and in writing
Able to take responsibility for an area of learning/development
Able to organise and lead activities for parents and/or children
Able to supervise and train NVQ or work experience students
Relates well to children, parents, staff and other professionals
Able to exercise initiative and independent action
Be pro-active in offering ideas and contribute to whole school review
Able to adapt teaching styles to the needs of groups or individual pupils