



JOB DESCRIPTION

**Form
JD1**

	ix.	Contributes to the school improvement plan by taking lead responsibility for specific areas of work or policy development that are appropriate to the HLTA's skills, knowledge and experience as identified by the Senior Management Team.
	x.	Organise and lead school visits and other activities outside of the classroom under an agreed system of supervision.
	xi.	Follows all school policies and procedures, in particular: School's Health, Safety and Security Policy, Child Protection Policy, Behaviour Management Policy, Inclusion Policy, Equalities Policy and Data Protection Policy
	xii.	Participates as required in the school's performance management and supervision systems and take part in appropriate training and development activities
	xiii.	Makes appropriate use of ICT and adhere to policies relating to it, within their work in line with the school's systems of working
	xiv.	Contributes to the overall ethos, work and aims of the school
3.	SUPERVISION / MANAGEMENT OF PEOPLE	
	May be required to line manage other staff, including responsibility for the allocation and monitoring of work, appraisal, performance management and training.	
4.	CREATIVITY & INNOVATION	
	<ul style="list-style-type: none"> • Monitors and is responsive to pupil learning and behaviour at all times; requires forward thinking and the use of fresh ideas to encourage pupils to learn. • Monitors and is responsive to pupils' personal needs and communication which will require creativity and innovation when reviewing lesson plans in light of changing circumstances. • Communicates effectively with teachers, other professionals and parents whenever the need arises and recognises the need to communicate. • On the basis of their knowledge and understanding of pupils, needs and responses to learning, contributes actively to the planning and review of the differentiated curriculum and individual education plans/individual behaviour plans by recommending changes in targets or provision to the teacher. • Provides advisory support and contributes to the professional development of colleagues in relation to their specialist area of expertise. • Participates in the design of classroom and school displays. 	
5.	CONTACTS & RELATIONSHIPS	
	<ul style="list-style-type: none"> • Internal Contributes to the teacher's planning, teaching and assessment of the curriculum - daily. Enables pupils' access to the planned curriculum and meets personal and social needs – daily. Takes part in departmental or whole school meetings as required. Supervises the work of colleagues on a daily basis to 	

	<p>allocate and monitor workload and share any concerns and problems regarding personnel issues.</p> <ul style="list-style-type: none"> • External Provides information about pupils' progress, strategies and issues eg therapists, nurses, specialist teachers and implements joint recommendations. Shares and discusses pupils' progress and needs and family needs with parents and recommends strategies/courses of action as required. Feeder schools – to discuss the transfer of pupil data.
6.	<p>DECISIONS – discretion and consequences</p> <ul style="list-style-type: none"> • Recognises when it is necessary to implement agreed de-escalation strategies to minimise risk of pupils' behaviour becoming disruptive or dangerous. • Takes action to meet pupils' needs as they arise to avoid undue physical or mental stress. • Communicates information effectively to teachers, other professionals and parents whenever the need arises. • Recognise and take action when necessary to make adjustments to planned activities in order to enable a pupil to access the curriculum fully and make progress. • Responds to on-the-spot incidents requiring immediate attention/decisions on/off school premises and/or without direct contact with a senior member of staff. • Make decisions regarding staffing issues relevant to the supervisory responsibilities of the teaching assistant team.
7.	<p>RESOURCES</p> <p>None</p>
8.	<p>WORK ENVIRONMENT –</p> <p>Work demands</p> <ul style="list-style-type: none"> • Need to implement activities in lessons as planned also working to other deadlines eg marking papers. Also need to implement actions in relation to specialist area of expertise as required. Work may be subject to some change and interruption eg unplanned absences of staff and children, unexpected visits by parents and professionals and also when supervisory duties are called for. <p>Physical demands</p> <ul style="list-style-type: none"> • Involves mainly sitting with pupils but may have sustained periods of physical activity, involving bending, crouching, lifting, walking and running eg PE lessons, when meeting pupils' personal care needs, physical interventions with pupils, moving children with physical disabilities, following approved procedures. <p>Working conditions</p> <ul style="list-style-type: none"> • Majority of work takes place in classroom environment, may be involved in outside activities eg supervision of playground, sports field activities, off-site educational activities in all weather conditions as required. May also involve visits in the home.

	<p>Work context</p> <ul style="list-style-type: none"> • Risk of verbal abuse and physical harm from a minority of pupils and members of the public who behave aggressively. • Risk of injury from moving and handling pupils with physical disabilities and caring for and working with small children. • Risk of exposure to bodily fluids when assisting incontinent children with their personal hygiene. • Risk of infection when dealing with unwell children. • May also involve visits in the home – following recognised procedures.
9.	<p>KNOWLEDGE & SKILLS</p> <ul style="list-style-type: none"> • Knowledge of relevant training strategies eg literacy, numeracy, KS3 etc • Excellent communication skills • Excellent interpersonal skills • Time management and organisational skills • Excellent literacy and numeracy skills equivalent to NVQ Level 2 in English and Maths • Ability to organise, lead and motivate a team • Ability to self evaluate learning needs and actively seek learning opportunities • Ability to relate well to children and adults • Relevant knowledge of first aid • Leadership skills • Effective use of ICT to produce appropriate resources to support learning • In depth knowledge of national curriculum in specialist area • Knowledge of normal child development and children’s personal development needs • Knowledge of the implications of common disabilities in children for school and families of pupils • Knowledge of strategies which promote good behaviour and discipline • Knowledge of developmental progression in the emotional curriculum • Ability to participate fully in planned physical interventions, in pupil personal care routines and in moving and handling pupils with physical disabilities safely, using appropriate mechanical and other lifting devices, following recognised procedures. • Experience of working in a relevant discipline in a learning environment • Experience of working in multi-disciplinary teams • Experience of participating fully in planned intervention programmes for children with emotional and behavioural difficulties.

10. Position of Job in Organisation Structure

