

## JOB DESCRIPTION

**School:** The London Nautical School

### SECTION A:

Job Title:	Higher Level Teaching Assistant & Deputising Base Lead
Grade:	NJC - Salary Negotiable - Depending on Experience and Qualifications
Contract	Term Time Only (39 Weeks) / 35 Hrs. Per Week
Reporting to:	Assistant SENDCO / SENDCO

### SECTION B: Responsible for:

ASC Learning Support Assistants and HLTA's

### SECTION C: PURPOSE OF POST

- All aspects of the job description are to be carried out within a system of supervision by qualified teachers under the guidance of the Assistant SENDCO/ASC Lead.
- To complement teachers' delivery of the national curriculum and contribute to the development of other support staff, pupils and school policies and strategies.
- To provide support for pupils, the teacher and the school in order to raise standards of achievement for all pupils (e.g. SEN, EAL, GT, all underachieving groups), by utilising advanced levels of knowledge and skills when assisting with planning, monitoring, assessing and managing classes, and to encourage pupils to become independent learners, to provide support for their welfare, and to support the inclusion of pupils in all aspects of school life.
- Provide specific support for pupils and staff in the planning and delivery of a curriculum for students with Social, Emotional or Mental Health difficulties, Sensory and Physical needs, and students with Autism.
- Support the Base Manager / SENCO in the planning and timetabling of staff
- To deputise (under the direction of the Base Manager / SENCO) in the day to day operational running and operations of the Base
- To supervise, develop and direct Base staff on a daily basis (including monitoring and evaluation of staff)
- Support the SENCO in the management of other teaching assistants and undertake induction, training and mentoring for other teaching assistants / HLTs and support appraisal process.
- To support the SENCO / ASD Base lead in the design and delivery of the timetables for the LSA's.

<b>SECTION D:</b> Main duties and Responsibilities/Functional Links
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To support the ASC Lead with the daily functioning of the ASC Base, including, but not limited to:

- Being a presence in the ASC Base from 8:30am to 8:45am to ensure the smooth transition to lessons for pupils.
- Ensuring students have completed their visual timetables each morning.
- Liaise with staff and students regarding any expected changes to the normal routine, including cover lessons due to staff/student absence and extracurricular activities (e.g. trips, drop-down days, special assemblies, etc).
- Ensuring small-group sessions and 1:1 intervention is taking place in their timetabled areas to ensure the ASC Base is used correctly.
- Being a presence in the ASC Base after school to assist with the running of homework club, and ensuring attendance of pupils on their timetabled days.
- To check that ASC Base students, attend detentions set by teachers, or arrange alternative consequence where deemed appropriate.

### **Planning**

- Where necessary plan and prepare lessons with teachers, participating in all stages of the planning cycle, including lesson planning, evaluating and adjusting lessons/work plans.
- Create schemes of work and resources for working with students who have Social, Emotional or Mental Health difficulties.
- Create consistent programmes and resources for working with students who have varied sensory and physical needs.
- Create schemes of work and resources for working with students who have Autism.
- Develop and produce resources for 1:1 and small group teaching for students who have SEMH.
- Develop and produce activities for 1:1 and small group teaching for students who have sensory and physical needs.
- Develop and prepare resources for learning activities in accordance with lesson plans and in response to pupil need.
- Contribute to the planning of opportunities for pupils to learn in out-of-school contexts in line with the school's policies and procedures.
- To be a co-tutor for the Year 7 ASC Base form group; planning and running the sessions where appropriate.
- To support students in the ASC Base with daily routines for sensory support.

### **Teaching and Learning**

- Within an agreed system of supervision and within a pre-determined lesson framework, teach whole classes as required.
- Support the teaching of the National Curriculum and assist pupils to access the full curriculum.
- Be familiar with lesson plans, IEP targets and learning objectives.
- Promote and support the inclusion of all pupils, including those with specific needs, both in learning activities and within the classroom.

- Facilitate small group and 1:1 intervention to work with students to support the development of their Social, Emotional and Mental Health, those students with sensory and physical needs and those with Autism.
- Use behaviour management strategies, in line with the school's policy and procedures, to contribute to a purposeful learning environment and encourage pupils to interact and work co-operatively with others
- In accordance with arrangements made by the Headteacher, progress pupils' learning in a range of classroom settings, including working with individuals, small groups and whole classes where the assigned teacher is not present, in line with regulations and guidance under Section 133 of the Education Act 2002 and STPCD 2013.
- Work with the Speech and Language therapist to set up appropriate groups for a short period of time in order to overcome and specific barrier to learning.
- Assist the ASC Lead with monitoring the professionalism and good practice of ASC LSAs.

### **Monitoring and Assessment**

- With teachers evaluate pupils' progress through a range of assessment activities.
- Assess pupils' responses to learning tasks and where appropriate, modify methods to meet individual and/or group needs.
- Assess and screen student's strengths and difficulties in order to create an individualized or groups action plan for the development of one of the key strands of SEMH, sensory and physical, and Autism.
- Monitor pupils' participation and progress and provide constructive feedback to pupils in relation to their progress and achievement.
- Assist in maintaining and analysing records of pupils' progress.
- Contribute to programmes of observation and assessment as planned by the SENDCO/Assistant SENDCO and provide reports, evaluations and other information to assist in the provision of appropriate support for specific children.
- Provide a solid basis of records for reporting pupils' progress and achievements at parents meetings, which are usually held outside school hours.
- Mentoring, Supervision and Development of the progress students make in the development of their Social Emotional and Mental Health, Sensory and Processing, and Autism needs through a running record, case study and progress data analysis.
- Be responsible for leading support staff in the key areas of the learning to do with the development of student's Social, Emotional and Mental Health, Sensory and Processing, and Autism needs.
- Support and guide other less experienced teaching assistants' work in the classroom when required and lead training for other teaching assistants.
- Attend Annual Reviews, Child Protection, transition meetings, etc, where appropriate.
- Where directed by the Assistant SENDCO, liaise with external agencies regarding the support of specific individuals and implement changes to their support.

### **Behavioural and Pastoral**

- Understand and implement school child protection procedures and comply with legal responsibilities.
- Assist in maintaining good discipline of pupils throughout the school and escort and supervise pupils on planned visits and journeys.

- 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.

### **Other**

- Any other duties required by the class teacher, Deputy Headteacher, or the Headteacher, which is within the scope of this post.
- To work within and encourage the school's Equal Opportunity policy and contribute to diversity policies and programmes in relation to discriminatory behaviour.
- To promote the safeguarding of children
- To undertake other duties appropriate to the post that may reasonably be required from time to time
- Any other duties required by the class teacher, Deputy headteacher, or the headteacher, which is within the nature and scope of this post.

### **General**

To carry out, as and when required, any additional tasks and responsibilities as are reasonably compatible with this job description and its objectives.

### **Data Protection**

It is essential when working with computerised systems that you are completely aware of their responsibilities at all times under the General Data Protection Regulations 2018 for the security, accuracy, and significance of personal data held on such systems.

### **Equal Opportunities**

To take responsibility, appropriate to the post for tackling racism and promoting good race, ethnic and community relations.

### **Health and Safety**

- Employees are required to work in compliance with the School's Health and Safety policies and under the Health and Safety at Work Act (1974), ensuring the safety of all parties they come into contact, such as members of the public, in premises or sites controlled by the school.
- In order to ensure compliance, procedures should be observed at all times under the provision of safe systems of work through safe and healthy environment and including such information, training instruction and supervision as necessary to accomplish those goals.

### **Safeguarding**

To have a due regard for safeguarding and promoting the welfare of children and young people and to follow all associated child protection and safeguarding policies as adopted by the school and Local Authority

**Functional Links**

**SECTION E:** Other relevant matters

Headteacher,  
SENDSCO,  
Base Manager  
Business Manager  
External Professionals  
Parents

**SECTION F:** Signatures – Job Description discussed and agreed

Signature of Post Holder: .....Date: .....

Signature of Supervisor: .....Date: .....  
(Line Manager)

## PERSON SPECIFICATION

**School:** The London Nautical School

**Job Title:** **HLTA & Deputising Base Lead**

**Grade:** **NJC**

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The person specification sets out the criteria to be used in determining whether an individual is likely to be able to undertake the duties in the job description.

<b>E – Essential Criteria D - Desirable EDUCATION &amp; EXPERIENCE</b>	
1.	Meet HLTA standards. <b>E</b>
2.	Experience of working with students who have identified SEMH/ASC provision <b>D</b>
3.	Demonstrable appropriate levels of numeracy, literacy and ICT. <b>E</b>
4.	Training in relevant learning strategies e.g. literacy, numeracy, ICT, phonics. <b>E</b>
5.	Evidence of specialism in specific curriculum areas or desire to undertake additional training as required <b>E</b>
6.	Ability to plan, lead and direct staff in an overseeing capacity
<b>KNOWLEDGE &amp; UNDERSTANDING</b>	
1.	Knowledge & understanding of the National Curriculum. <b>E</b>
2.	Detailed Knowledge of Social, Emotional and Mental Health programmes. <b>E</b>
3.	Understanding of behaviour management strategies. <b>E</b>
4.	Understanding of safeguarding procedures <b>E</b>
5.	Detailed knowledge of ASC support programmes. <b>E</b>
<b>SKILLS</b>	
1.	Effective oral and written communication skills. <b>E</b>
2.	Excellent interpersonal skills both in working relationship with young pupils and in forming effective professional relationships with a wide range of contacts. <b>E</b>
3.	Good organisational and time management skills. <b>E</b>
4.	Sound IT skills to support learning and maintain electronic information systems. <b>E</b>
5.	The ability to plan and organise staffing and direct as required <b>E</b>
6.	Be able to monitor and report effectively to senior managers in respect to the operations of the ASD base