

Profile Title and Grade	
Specialist Learning Support Assistant Band 9	JOB ID; SENIORTASPEC9
Possible local job titles	
Specialist HLTA, Senior HLTA, Cover Supervisor HLTA, Cover Supervisor	
Purpose of the role	
<p>To collaborate with teachers in planning and delivering programmes of teaching and learning activities for classes. The primary focus is to undertake educational activities with individuals, groups or whole classes within a framework agreed with and under the direction and supervision of a qualified teacher.</p> <p>The jobholder will provide specific and specialised support in areas of educational support and provision as defined by the School. Provide training on this specialist area to teaching and non-teaching staff</p> <p>Plan, organise and record the cover function for their specialist subject area, and any other subject areas, as required</p> <p>n.b. roles at this level deliver 'specified work' as defined by Section 133 of the Education Act 2002</p> <p>n.b. role will be for 195 days 37 hours per week (8:30-4:30 Mon-Thurs 8:30-4:00 Fri)</p>	
Responsibilities	
<p>To provide teaching and learning support to individuals and/or groups of pupils in the learning environment.</p> <p><u>In addition to carrying out the main functions of a Senior Teaching Assistant Band 7 (as set out below) the Specialist Senior Teaching Assistant will also;</u></p> <ol style="list-style-type: none"> 1. Have acquired specialist knowledge and skills via professional development and practice in the support of specific subject areas and specific SEND needs, as determined by the needs of the school, pupils and curriculum 2. Plan and organise cover for teachers; deploy resources to ensure required levels of cover are provided, as directed by the SENCo and teaching staff. 3. Maintain records of cover undertaken and producing reports as required. 4. Assist in monitoring the effectiveness of the school's cover strategy and procedures. 5. Provide support for lunchtime supervision, including running intervention groups and clubs as required by the school. <p>Working under the direct supervision and guidance of a teacher:</p> <ul style="list-style-type: none"> • Liaising closely with teaching staff to assess the needs of pupils and assisting in the preparation, development and implementation of Individual Development Plans and/or other personalised learning plans. • In liaison with specific subject staff, use teaching and learning objectives to assist in the planning, evaluation and adjustment of lessons/work plans as appropriate In liaison with specific subject staff, support the planning, preparation and delivery of specified learning activities to individuals, groups of pupils and whole classes modifying and adapting activities and the approach as necessary under the direction and supervision of a teacher • Record and report on the progress and achievement of pupils and participate in reviews of pupils' progress, development and attainment. • Assess the needs of pupils and use knowledge and specialist skills to support pupils' learning • Providing feedback to pupils in relation to progress, achievement, behaviour, attendance and other relevant areas. • Assisting in administering, invigilating and assessing/marking tests and examinations. • Under the guidance of the SENCo, liaising with education, health and other specialists and outside agencies to develop multi-agency approaches to support pupils. • Providing advice, information and demonstrations to classroom and other Learning Support Assistants to assist in the development of their skills. • It is an expectation of the role that postholders will engage with all pupils as directed by the 	

school in line with the overall goals of the school and the needs of all pupils.

- Promote high standards of behaviour, employ effective de-escalation strategies, and where necessary, exercise appropriate physical intervention.
- Support pupils in emotional and social well-being, reporting problems to the teacher as appropriate.
- Provide specialist support to pupils in any or all of the following areas; pupils with learning, behavioural, communication, social, sensory or physical difficulties, more able pupils where English is not their first language, pupils who are not working to the normal timetable, or specific curriculum areas.
- Within defined parameters and guidelines, share information concerning pupils with staff, parents/carers/guardians, internal and external agencies as appropriate.
- Support independent learning and the inclusion of all pupils
- Support the raising of educational aspiration in all pupil/parent contact and provide constructive feedback on pupil attainment, learning and achievement
- Support pupils in their social, emotional and personal development
- Support pupils using IT in their learning activities and develop pupils' competence, confidence and independence in its use.
- Assist in the creation of individual development plans as required by teaching staff
- Support the work of volunteers and other support staff in the setting
- Select, prepare and clear up materials used in the learning environment ensuring that they are available for use as directed by the teacher, including photocopying, filing and the presentation and display of the pupils work
- Contribute to the development of policy and procedure
- Provide short term cover supervision of classes
- It is an expectation of the role that jobholders will engage with all pupils as directed by the school in line with the overall goals of the school and the needs of all pupils.

Indicative Knowledge, Skills, Experience

- Working at or towards the competency standards for Higher Level Teaching Assistants
- Awareness of policy, procedures and legislation relating to child protection and health and safety

Professional Standards for Teaching and Learning Support Staff

All Support Staff engaged in teaching and learning should adhere to, and uphold, the following standards;

Personal and professional conduct

- Uphold the ethos, policies and practices of the school
- Through positive attitude, values and behaviours, develop and sustain effective relationships within the school family
- Have due regard for the need to safeguard pupil well-being by following relevant statutory guidance in addition to school policy and practice
- Recognise differences and respect cultural diversity
- Ongoing commitment to practice development through self-evaluation and awareness

Knowledge and understanding

- Be willing to participate in training in order to acquire the appropriate skills/qualifications/experience required for the role
- Demonstrate expertise and skill in understanding the needs of all pupils, and know how to adapt and deliver support to meet individual needs setting high expectations in doing so.
- Increase personal effectiveness in the setting through reflective practice and ongoing CPD ensuring that knowledge and understanding are current in doing so

- Support teachers and pupils in achieving positive outcomes through the maintenance of a level of subject and curriculum knowledge relevant to the role
- Understand the role and responsibilities within the learning setting and whole school context in the knowledge that those responsibilities extend beyond a direct support role

Teaching and learning

- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase levels of pupil achievement
- Promote, support and facilitate inclusion by encouraging participation of all pupils in all learning and extra-curricular activities
- In line with school policy and procedure, consistently apply effective behaviour management strategies
- Contribute to effective assessment and planning by monitoring, recording and reporting pupil progress
- Communicate effectively and sensitively with pupils to adapt to their needs and support their learning
- Through organising and managing physical learning space and resources, support the maintenance of a stimulating and safe learning environment

Working with others

- Through effective liaison, communication and partnership working, recognise, value and respect the role and contribution of other professionals, parents and carers
- Keep other professionals accurately informed of progress or concerns they may have about pupils that they work with
- Through an appreciation of the role and responsibilities, work in partnership with classroom teachers and colleagues by ensuring that their knowledge is able to inform planning and decision making
- Communicate specialist understanding to other school staff and education professionals to facilitate consistent decision making on intervention and provision

School Ethos

- Be aware of and support difference and ensure equal opportunities for all.
- Contribute to the overall ethos/work/aims of the school.
- Develop constructive relationships and communicate with other agencies/professionals where appropriate to the role.
- Attending meetings and liaising and communicating with colleagues in school, parents/carers and internal/external agencies.
- Share expertise and skills with others.
- Participate in training and other learning activities and performance development as required.
- Recognise own strengths and areas of expertise and use these to advise and support others.
- Demonstrate and promote commitment to equal opportunities and to the elimination of behaviour and practices that could be discriminatory.
- To be aware of requirements in respect of confidentiality, child protection procedures, health and safety, behaviour management, equal opportunities, special educational needs and other policies of the governing body and/or local education authority.
- As and when required as directed by teaching staff, to escort pupils home with an appropriate colleague.
- Be an effective role model for pupils by demonstrating and promoting the positive values, attitudes and behaviour expected from pupils.

- Carrying out tasks for the domestic care and general welfare of pupils in respect of toileting, at meal times and changing using specialist equipment where necessary.