



Castle View  
Enterprise  
Academy

### Your Academy...Your Future

<b>Post Title</b>	Higher Level Teaching Assistant (Maths)
<b>Purpose</b>	To support and assist students as part of a professional team to contribute to raising standards of pupil achievement and to undertake a range of learning activities under the professional direction and supervision of senior colleagues, in line with the academy's policies and procedures. To provide appropriate admin support to the SENDCo including development of support plans, writing of reports and co-ordinating work with other professionals, as well as general clerical duties.
<b>Responsible to</b>	SENDCo
<b>Responsible for</b>	Specialist support to students with special needs; including students with medical needs.
<b>School Type</b>	The Academy is a publicly funded independent secondary school for pupils aged 11 to 16.
<b>Contract Type</b>	Full time / Permanent / Term Time Only
<b>Grade</b>	Scale 5, Point 12-17  <i>(Term Time Only equivalent £22,626 – £24,637)</i>
<b>Disclosure Level</b>	Enhanced
<b>Expectations</b>	<p><b><u>There is an expectation that all adults who work at Castle View Enterprise Academy will:</u></b></p> <ul style="list-style-type: none"> <li>• Create opportunities to support the Academy vision.</li> <li>• Have respect and care for students and all other adults.</li> <li>• Set the highest possible standards through the way in which we behave, talk to each other and strive for excellence in all that we do.</li> <li>• Support the Academy uniform policy for students and echo this through professional and business-like mode of dress.</li> <li>• Contribute to the Academy enrichment programme.</li> </ul>

<p><b>Duties &amp; Responsibilities</b></p>	<p><b><u>Support for the Teacher</u></b></p> <ul style="list-style-type: none"> <li>• Raising awareness to teaching staff of the strengths and problems of individual pupils.</li> <li>• Assisting teaching staff in the monitoring, recording and evaluation of pupils' progress, including providing feedback on observations undertaken.</li> <li>• Assisting in the assessment of individual pupils.</li> <li>• Liaising with the SENDCo and teaching staff, to identify the needs of the pupils.</li> <li>• Assisting in the preparation and review of Class Support Plans including co-ordinating relevant information for Class Support Plans.</li> <li>• Setting up and using equipment as required to maintain pupil's needs and support their participation in learning tasks and activities.</li> <li>• Providing support to teachers in developing effective approaches to manage behaviour and discipline problems.</li> <li>• Raising the awareness of academy staff to pressures on pupils which may result in behavioural problems.</li> <li>• Assisting in the setting of learning targets.</li> <li>• Assisting in compiling and maintaining pupil records, collating information and preparation of information for meetings within school and with other professionals.</li> <li>• Assisting in the review of the EHCP Assessment requests and reviews.</li> <li>• Carrying out appropriate schemes of work and programmes set by the teaching staff for pupils and to assist in the preparation of learning materials for this purpose.</li> <li>• Managing the planning and programming of specific educational activities for the pupils.</li> <li>• Assisting with interventions to support learning and areas of need.</li> <li>• Assisting in the preparation of work and other activities for pupils in accordance with objectives set by teaching staff.</li> </ul> <p><b><u>Support for the Student</u></b></p> <ul style="list-style-type: none"> <li>• Using specialist knowledge to support pupils.</li> <li>• Working with pupils on individual targets set by a member of the teaching staff.</li> <li>• Supporting all pupils as and when appropriate.</li> <li>• Supporting the reintegration of pupils on school roll to access the curriculum either on an individual basis or as a member of a small group.</li> <li>• Assisting in the provision of activities for the fullest development of the pupils which may involve work outside the academy base and in the local community. Under the direction of the SENDCo, be responsible for the compilation of coordination of pupil SEN/ EHCP plans.</li> </ul>
---	---

	<ul style="list-style-type: none"> <li>• Under the direction of teaching staff or senior colleagues, working independently with individual pupils or groups of pupils if this is necessary.</li> <li>• Applying considerable knowledge and understanding of the curriculum, age range, or SEN as determined by the SEN Code of Practice or the particular needs of the pupils.</li> <li>• To mentor pupils.</li> </ul> <p><b><u>Support for the Academy</u></b></p> <ul style="list-style-type: none"> <li>• Participating in meetings to review pupil progress and reporting to the meeting as required, on involvement with pupils.</li> <li>• Liaising with partner schools, educational and health specialists, and outside agencies as required, to prepare information for statutory reviews and request for EHCP Assessment.</li> <li>• Supporting the senior management team in deployment and/or mentoring of TA trainee level and TA levels 1 and 2 (where applicable).</li> <li>• Contributing to the whole Academy's Self Evaluation process when appropriate.</li> <li>• Under the supervision of the Headteacher or other designated teachers, invigilating internal and external examinations.</li> </ul>
<b>General Requirements</b>	<ul style="list-style-type: none"> <li>• Attending and participating in training and development activities as required.</li> <li>• Participating in schemes of assessment, professional development and review.</li> <li>• Assisting staff or senior colleagues in escorting pupils home and completion of home visits as and when required.</li> <li>• Attending meetings, liaising and communicating with colleagues in the academy, outside agencies and other relevant bodies.</li> <li>• Being an effective role model for the standards of behaviour expected of pupils.</li> <li>• Having due regard to confidentiality, child protection procedures, health and safety, other statutory requirements and the policies of the academy directors and the local authority.</li> </ul>
<b>Professional Values &amp; Practices</b>	<ul style="list-style-type: none"> <li>• Having high expectations of all pupils; respecting their social, cultural, linguistic, religious and ethnic backgrounds; and being committed to raising their educational achievement.</li> <li>• Treating pupils consistently with respect and consideration, and being concerned with their development as learners.</li> <li>• In line with the academy's policy and procedures, using behaviour management strategies which contribute to a purposeful learning environment.</li> <li>• Working collaboratively with colleagues as part of a professional team; and carrying out roles effectively,</li> </ul>

	<p>knowing when to seek help and advice from colleagues.</p> <ul style="list-style-type: none"> <li>• Reflecting upon and seeking to improve personal practice.</li> <li>• Working within academy policies and procedures and being aware of legislation relevant to personal role and responsibility in the academy.</li> <li>• Recognising equal opportunities issues as they arise in the academy and responding effectively, following academy policies and procedures.</li> <li>• Building and maintaining successful relationships with pupils, parents/carers and staff.</li> <li>• To undertake any other duties commensurate with the post.</li> </ul>
<b>Specific Duties</b>	<ul style="list-style-type: none"> <li>• Lunch, break and before/after school supervision.</li> <li>• Exam Invigilation</li> <li>• Acting as a mentor for small groups of vulnerable students.</li> <li>• Carrying out a range of intervention programmes with vulnerable students covering all four areas of the Code of Practice.</li> <li>• Working and supporting students with specific medical needs</li> <li>• Delivering the curriculum to small groups of students independently.</li> <li>• Delivering specific interventions to small groups of students independently.</li> </ul>
<b>Additional Duties</b>	<ul style="list-style-type: none"> <li>• Carry out other reasonable tasks from time to time as directed by the Principal.</li> </ul>

***Castle View Enterprise Academy is fully committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment. As part of our due diligence and to comply with our obligations in line with Keeping Children Safe in Education, an online search of publicly available information will be undertaken for all shortlisted candidates. The successful applicant will be subject to provide an enhanced DBS disclosure.***

## Person Specification

<b>You should be able to demonstrate that you meet the following essential criteria.</b>	<b>E = Essential D = Desirable</b>
<b>Qualifications</b>	
A teaching assistant qualification at NVQ Level 3 relevant to the Key Stage or it's equivalent	<b>E</b>
A Relevant HLTA Qualification or equivalent	<b>E</b>
GCSE English and Maths grades A*-C/4-9 or equivalent	<b>E</b>
Training in relevant strategies e.g. literacy / numeracy	<b>E</b>
A valid First Aid Certificate	<b>D</b>
Good numeracy/literacy skills.	<b>E</b>
<b>Experience</b>	
Experience of working in a school environment.	<b>E</b>
Experience of planning and evaluating learning activities.	<b>E</b>
Involved in planning programmes of learning for individuals, groups and whole class.	<b>E</b>
Training or expertise in a relevant curriculum or other learning area (e.g. SEN need, ICT, Maths or English)	<b>E</b>
Planning, preparing, delivering and monitoring learning activities and interventions to groups and individuals	<b>E</b>
Experience/training in forest schools	<b>D</b>
<b>Skills, Knowledge and Aptitude</b>	
An ability to relate well with children and adults.	<b>E</b>
An ability to work independently with individual children, small groups of children and whole class.	<b>E</b>
An ability to use initiative when required.	<b>E</b>
An ability to work as a member of a team.	<b>E</b>
A willingness to work co-operatively with a wide range of professionals.	<b>E</b>
Good communications skills, both written and verbal.	<b>E</b>
Use ICT effectively to support teaching and learning.	<b>E</b>
An ability to work within the LEA and the Academy's policies and procedures.	<b>D</b>
A working knowledge of foundation national curriculum key stages and government strategies.	<b>D</b>
<b>Personal Requirements</b>	
Sensitive to the needs of children and their parents/carers.	<b>E</b>
An ability to work as part of a team.	<b>E</b>
A calm and positive approach.	<b>E</b>
Committed to professional development.	<b>E</b>