



Ripplevale School
Higher Level Teaching Assistant - Intervention Job Description

Name of Post Holder:

Post Title: Higher Level Teaching Assistant – Intervention (Numeracy)

Post Purpose: To deliver intervention to support the cognition and learning, speech and language, physical and sensory and social and emotional learning needs of small groups of autistic children

Reporting to: SENCO

Responsible for: None

Liaising with: Teachers, Head Teacher & Specialists

Disclosure level: Enhanced

Teaching and Learning

- Within a pre-determined lesson and assessment framework, to support small groups in specific development of numeracy and strategies for dyscalculia.
- Provide detailed assessment feedback using the school's Pupil Asset.
- Motivate and progress students' learning by using clearly structured, interesting teaching and learning activities.
- Be familiar with provision plans and EHCPs.
- Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop with particular reference to dyscalculia.
- Use behaviour management strategies in line with the school's policy and procedures, to contribute to a purposeful learning environment and encourage students to interact and work co-operatively with others.
- Create and maintain an appropriate learning environment and create and use effective resources to enhance learning.
- Promote and reinforce students' self-esteem and independence and employ strategies to recognise and reward achievement and self-reliance.
- Support the role of parents in students' learning and contribute to meetings with parents to provide constructive feedback on student progress, achievement and behaviour, maintaining sensitivity and confidentiality at all times.

Monitoring and Assessment

- To evaluate students' progress through a range of assessment activities.

- Assess students' responses to learning tasks and where appropriate, modify methods to meet individual and/or group needs.
- Monitor students' participation and progress and provide constructive feedback to students in relation to their progress and achievement.
- Assist in maintaining and analysing records of students' progress.
- Contribute to programmes of observation and assessment as planned by the teacher and provide reports, evaluations or other information to assist in the provision of appropriate support for specific children.
- To write reports 3 times a year for students who are fully engaged in intervention.

Mentoring, Supervision and Development

- Assist teachers in offering mentoring support and guidance to other teaching assistants undertaking training, specifically Number Sense
- Support and guide other less experienced teaching assistants' work in the classroom when required and lead training for other teaching assistants.
- Contribute to the overall ethos, work and aims of the school by attending relevant meetings and contributing to the development of policies and procedures within the school. Also participate in staff meetings and training days/events as requested.

Behavioural and Pastoral

- Recognise and challenge any incidents of racism, bullying, harassment, victimisation and any form of abuse of equal opportunities, ensuring compliance with relevant school policies and procedures and making sure the individual(s) involved understand it is unacceptable.
- Understand and implement school child protection procedures and comply with legal responsibilities.
- Assist in maintaining good discipline of students throughout the school and escort and supervise students on planned visits and journeys.
- Provide and assistance to students' pastoral needs.
- 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.
- Supervise students at times other than during lessons according to the school's duty arrangements.
- Assist teachers by receiving instructions directly from professional or specialist support staff involved in the student's education. These may include social workers, health visitors, language support staff, speech therapists, educational therapists, educational psychologists and physiotherapists.

Other

- Any other duties required by the class teacher, senior teacher, SENCo or Head of Education that fall within the responsibilities of the post.
- At all times carry out duties with due regard to the school's Health and Safety Policy.
- To work within and encourage the school's Equal Opportunities Policy and contribute to diversity policies.

The above outlines the main duties and responsibilities of the post but may not identify each individual task to be undertaken.

Signatures:

The school will undertake to make any reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for an employee who develops a disabling condition.

This job description is current at the date below but will be reviewed on an annual basis (or as need arises) and following consultation with you may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.

Signed	Name	Designation	Date
		HTLA- Intervention	
		Headteacher	