

Identifying Facts	
Title of Post: Higher Level Teaching Assistant	
Directorate: Education	Post No:
Section: Classroom Learning Support	Date: 14 May 2014
Responsible to: Class Teacher	

Job Purpose

To complement the professional work of teachers and teacher of deaf children and young people (ToD) by taking responsibility for agreed learning activities and specific language interventions under an agreed system of supervision. Provide differentiation and modification of materials and spoken language to enable the deaf pupil to be an independent learner and access the curriculum. Liaise and follow-up work as recommended by the ToD, Educational Audiologist and Specialist Speech and Language Therapist, monitoring the deaf pupil and assessing, recording and reporting on achievement, progress and development.

Provide communication support for a deaf pupil to access to the learning environment and the curriculum, facilitating full inclusion in school life. Supporting communication between the student, their peer group and mainstream staff, and helping the student develop communication, language and social skills. As a HLTA for a deaf pupil, you should be knowledgeable in relation to issues of Deaf Awareness and the Deaf community and culture.

Major Tasks

1. Promote equality as an integral part of a role and treat everyone with fairness and dignity.
2. To develop and maintain a generic skill set that allows the Isle of Wight Council to employ your skills, abilities and experience across the Council and its formal partnerships as needed.
3. Provide communication and learning support to deaf pupil through access to British Sign Language, Sign Supported English, note taking and visuals / language modification as appropriate.

Support for Pupils:

4. Assess the communication and language access needs of the deaf pupil and use detailed knowledge and specialist skills to support learning and language development.
5. Establish productive working relationships with pupils, acting as a role model and setting high expectations.
6. Record progress against outcomes set out in pupil's Education and Health Care Plans (EHCP) sharing information with key professionals and contribute to annual reviews.
7. Promote the inclusion and acceptance of all pupils within the classroom. Promote deaf awareness within school and amongst colleagues ensuring that the needs of the student are advocated for throughout the school day.
8. Support pupil consistently whilst recognising and responding to their individual needs.
9. Encourage pupils to interact and work co-operatively with others and engage all pupils in activities.
10. Monitor the acoustic environment and make necessary adjustments to improve the listening conditions.
11. Provide daily technical support for equipment used (e.g. speech processor checks and radio aid system).
12. Identify specific language and conceptual problems which occur within the classroom and gain support from other relevant staff as necessary.
13. Provide appropriate communication support for assessments, including specialist assessments and exams both internal and external.
14. Promote independence and employ strategies to recognise and reward achievement of self-reliance, ensuring modification of materials and spoken language to enable pupil to be an independent learner.
15. Provide feedback to pupil in relation to progress and achievement.

Support for Teachers:

16. Organise and manage appropriate learning environment and resources.
17. Liaise and follow-up work as recommended by the ToD, Educational Audiologist and Speech and Language Therapist.
18. Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives.

19. Provide objective and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
20. Record progress and achievement in lessons / activities systematically and providing evidence of range and level of progress and attainment.
21. Work within an established discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence.
22. Supporting the role of parents in pupils' learning and contribute to / lead meetings with parents to provide constructive feedback on pupil progress / achievement etc.
23. Provide appropriate communication support for assessments, including specialist assessments and exams both internal and external.
24. Production of lesson plans, worksheet, plans etc.

Support for the Curriculum:

25. Deliver learning activities to pupil within agreed system of supervision, adjusting activities according to pupil responses / needs.
26. Deliver local and national learning strategies e.g. literacy, numeracy, KS3, early years and make effective use of opportunities provided by other learning activities to support the development of pupils' skills.
27. Use ICT effectively to support learning activities and develop pupils' competence and independence in its use.
28. Select and prepare resources necessary to lead learning activities, taking account of deaf pupil's interests and receptive and expressive language and cultural backgrounds.
29. Advise on appropriate use of radio aid and specialist equipment.

Support for the School:

30. Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
31. Be aware of and support difference and ensure pupils have equal access to opportunities to learn and develop.
32. Contribute to the overall ethos / work / aims of the school.
33. Establish constructive relationships and communicate with other agencies / professionals, in liaison with the teacher, to support achievement and progress of pupils.

34. Attend and participate in regular meetings.
35. Participate in training and other learning activities as required.
36. Recognise own strengths and areas of expertise and use these to advise and support others.
37. Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate.
38. Undertake planned supervision of pupils' out of school hours learning activities.
39. Provide communication support on extracurricular & residential trips.

Generic quality statement: The Isle of Wight Council expects that its staff will adhere to its policies and procedures. All members of staff are expected to be familiar with procedures and undertake appropriate activities to support their learning and development.

Safeguarding - The Isle of Wight Council is committed to safeguarding and promoting the welfare of children and vulnerable adults and operates stringent safer recruitment practices.

Diversity and Equality - All employees are expected to treat others with dignity and respect.

Health and Safety - The Isle of Wight Council has a duty to protect employees and all employees have a duty to protect themselves and others from harm as far as is reasonably practicable.

Data Protection and ICT Security – All employees are required to ensure that any information or data collected or input in to a Council system complies with the standards set out and any associated processes that are specific to an area of work.

This job description is correct as at the date given above. In consultation with the postholder it is liable to variation by management to reflect or anticipate changes to the job. As a term of employment the postholder may be required to undertake other duties in this post or, following consultation, any other post in any of the Isle of Wight Council's Directorates.