

## Job Description

### *Specialist Higher Level Teaching Assistant*

<b>Service:</b>	Education and Children's Services	<b>Team:</b>	Inclusion
<b>Location:</b>	Lancashire		
<b>Salary range:</b>	£25,481-£29,577	<b>Grade:</b>	7
<b>Reports to:</b>	Team Manager (Senior Specialist HLTA, if applicable)	<b>Staff responsible for:</b>	None

#### Job Purpose

- Practitioners who carry out routine technical activities and specialized support to a relevant professional area. Working under supervision and mentoring.
- Roles are generally reactive and work within established council systems and procedures to an agreed quality standard or specification, under the general guidance of more experienced colleagues.
- Roles may deal with complex issues that need a degree of diagnosis and analysis in order to recommend the best course of action.
- To provide specialist support and advice for a range of professionals, parents, carers, settings and other providers for children and young people (CYP) with special educational needs and disabilities (SEND) to support inclusion.
- To contribute to the early identification, assessment and intervention of CYP with special educational needs and disabilities (SEND)
- To contribute to the improvement of outcomes for children and young people with SEND.
- To support settings and schools to implement advices and evidence the assess, plan, do, review cycle to support CYP with special educational needs and disabilities.

#### Accountabilities/Responsibilities

- Provide specialist support and advice for a range of professionals, parents, carers, settings, schools and other providers for children and young people (CYP) with special educational needs and disabilities (SEND) to support inclusion
- Contribute to the early identification, assessment and intervention of CYP with special educational needs and disabilities (SEND)
- Be responsible for management and delivery of caseload as identified
- Assist settings, schools and other providers to plan strategically in order to develop their provision of inclusion
- Plan, develop and implement children's Targeted Learning or Individual Educational Plans
- Plan challenging teaching and learning objectives within an agreed system of supervision
- Undertake service administrative tasks as appropriate.
- Monitor and systematically record progress and achievement on visits and provide evidence of range and level of progress and achievement including the completion of range of reports and/or educational advices as appropriate

- Contribute to meetings on an individual basis with parents or within settings to provide feedback on a child's progress/achievement.
- Signpost, refer and support to external services and agencies available in order to meet the needs of the child and family and continually update this.
- Attend meetings as representative of Specialist Teaching Service as directed by senior manager.
- Contribute to the development of impact data to support self-evaluation for service, settings, schools and child
- Work within service/setting policies and procedures.
- Attend staff training as appropriate
- Take care of your own and other people's health and safety through a dynamic risk assessment.
- Feedback any concerns/observations on use of SEN delegated funding as appropriate
- Select and prepare resources as necessary and support the use of ICT in learning activities
- Take responsibility for an area of development within the service as directed by the manager

## Other

- **Equal Opportunities**

We are committed to achieving equal opportunities in the way we deliver services to the community and in our employment arrangements. We expect all employees to understand and promote this policy in their work.

- **Health and safety**

All employees have a responsibility for their own health and safety and that of others when carrying out their duties and must help us to apply our general statement of health and safety policy.

- **Customer Focused**

We put our customers' needs and expectations at the heart of all that we do. We expect our employees to have a full understanding of those needs and expectations so that we can provide high quality, appropriate services at all times.

## Our Values

### We expect all our employees to demonstrate and promote our values:

- **Supportive**

We are supportive of our customers and colleagues, recognising their contributions and making the best of their strengths to enable our communities to flourish.

- **Innovative**

We deliver the best services we possibly can, always looking for creative ways to do things better, putting the customer at the heart of our thinking, and being ambitious and focused on how we can deliver the best services now and in the future.

- **Respectful**

We treat colleagues, customers and partners with respect, listening to their views, empathising and valuing their diverse needs and perspectives, to be fair, open and honest in all that we do.

- **Collaborative**

We listen to, engage with, learn from and work with colleagues, partners and customers to help achieve the best outcomes for everyone.

## Person Specification

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All the following requirements are essential unless otherwise indicated by \*

Your ability to meet the job requirements will initially be assessed by the information provided on your application but further assessment will be undertaken at interview and, in some cases, by using other types of assessment(s).

<p><b>Qualifications</b></p>
<p>Recognised and relevant NVQ Level 3 qualification or equivalent. GCSE's grade 4-9 (or equivalent) in English/Literacy and Mathematics/numeracy.</p>
<p><b>Experience</b></p>
<ul style="list-style-type: none"> <li>• Experience of working independently with relevant specialised systems, equipment and/or IT software.</li> <li>• Detailed knowledge of the practical application of specialised processes/procedures relevant to the role, typically gained through extensive practical experience or advanced specialised training.</li> <li>• Experience of working with children with SEND.</li> <li>• Experience of working in a classroom / setting environment.</li> <li>• Experience of Administrative work.</li> <li>• Experience of supporting CYP with challenging behaviour.</li> </ul>
<ul style="list-style-type: none"> <li>• Analytical skills.</li> <li>• Ability to clearly explain technical terminology.</li> <li>• Empathy and sensitivity to the needs of the CYP.</li> <li>• Knowledge and experience of professional processes.</li> <li>• Up to date knowledge of relevant policy, technical, regulatory or professional framework.</li> <li>• Knowledge of Microsoft Office and its applications.</li> <li>• Ability to operate at a level of understanding and competence equivalent to NVQ Level 4 standard.</li> <li>• Ability to relate well to children.</li> <li>• Ability to work as part of a team.</li> <li>• Good communication skills.</li> <li>• Ability to relate well to parents/carers.</li> <li>• Time management skills.</li> <li>• Organisational skills.</li> <li>• Knowledge of roles and responsibilities within the setting.</li> <li>• Knowledge of the concept of confidentiality.</li> <li>• Administrative skills.</li> <li>• Working knowledge of EYFS.</li> <li>• Knowledge of numeracy and literacy strategies.</li> </ul>

- Ability to make effective use of ICT
- Ability to assess children's development
- Ability to plan and deliver work programmes.
- Ability to organise, lead and motivate a team.
- Flexible attitude to work.
- Supporting the LCC commitment to safeguard and promote the welfare of children and young people.

### **Other essential requirements**

- Commitment to inclusion and diversity.
- Commitment to health and safety.
- Display the LCC values and behaviours at all times and actively promote them in others.
- This is an essential car user post:  
*You will be required to provide a car for use in connection with the duties of this post and must be insured for business use. In certain circumstances consideration may be given to applicants who, as a consequence of a disability, are unable to drive*