**Lancashire County Council**

**Role Profile – Operational Context Form**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Post title:** Transition Pathway Mentor - Higher Level Teaching Assistant | | | | | |
| **Grade:** | Grade 7 | **Staff**  **responsibility:** | Teaching Assistants (where appropriate) | **Essential Car user:** | Yes |
| **Scope of role:**  Under an agreed system of supervision, as a part of a professional team, plan their role in lessons/sessions, preparing, delivering, assessing and reporting learning activities for individuals or small groups.  The Mentor/HLTA will contribute to a range of teaching, learning and pastoral activities in areas where they have expertise.  The role of Pupil mentor mirrors the responsibilities of an HLTA. Experience and application may replace the need for a formal HLTA qualification.  This is a unique role that expects a level of responsibility and independent working that matches the HLTA criteria. | | | | | | |
| **In addition to the following duties, the postholder may be required to undertake any of the duties normally associated with a lower graded Teaching Assistant post**    **Accountabilities/Responsibilities – appropriate for this post:**  **Support for Pupils**  To assess the needs of pupils and to differentiate curriculum content to support pupils' learning.   * To develop and implement pupil's Individual Educational Plans. * To support pupils as part of a planned inclusion programme. * To develop positive relationships with pupils and staff to assist pupil progress and attainment. * To monitor and evaluate pupil responses to learning activities. * Within an agreed system of supervision, to plan challenging teaching and learning objectives. * To take responsibility for implementing agreed systems for pupil supervision and the management of pupil behaviour. * To undertake classroom administrative tasks. * To monitor and record progress and achievement in lessons/activities systematically and provide evidence of range and level of progress and achievement. * To produce lesson plans and worksheet plans. * To administer pupil work experience where necessary**.** * To undertake marking of pupils work and record achievement. * To administer/mark tests and invigilate examinations. * To assist in the specific medical/care needs of pupils when specific training has been undertaken. In a special school, this may include complex medical needs.   **Support for the School**   * To organise and manage a purposeful, orderly and supportive environment for learning. * To support the promotion of positive relationships with parents and outside agencies. * To contribute/lead meetings, on an individual basis, with parents to provide feedback on pupil progress/achievement. * To utilise own strengths and areas of specialist expertise to advise and support other school staff in specialist areas. * To support the provision of out of school learning activities within guidelines established by the school. * To contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class. * To work within school policies and procedures. * To attend staff training as appropriate. * To take care of their own and other people's health and safety. * To co-ordinate and supervise the work of Teaching Assistants and hold team meetings as appropriate. * To ensure appropriate induction arrangements for all new Teaching Assistants including monitoring arrangements and operation of probationary arrangements. * To undertake recruitment/appraisal/training/mentoring for other teaching assistants. * To assist in the identification and delivery of development needs. * To ensure effective communication arrangements. * To co-ordinate the utilisation of volunteer helpers. * To be aware of the confidential nature of issues related to home/pupil/teacher/school work.     **Support for the Curriculum**   * To deliver learning activities including literacy and numeracy programmes, to pupils within an agreed system of supervision, adjusting activities in accordance with pupil needs. * To select and prepare resources necessary to lead learning activities, taking account of pupils’ interests and language and cultural backgrounds. * To support the use of ICT in learning activities. | | | | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Prepared by:** | Schools HR Team | **Date:** | 13/02/2023 |

# 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.

# Safeguarding Commitment

This school is committed to safeguarding and protecting the welfare of children and young people and expects all staff and volunteers to share this commitment.

# Attendance

# Good attendance enhances the service delivered by schools, minimises staffing difficulties and ensures best value to the school. It is essential that applicants for positions in this school can evidence a previous satisfactory attendance record/commitment to sustaining regular attendance at work.

# Person Specification

**Post Title - Higher Level Teaching Assistant / Teaching Assistant Co-ordinator**

|  |  |  |
| --- | --- | --- |
| **Requirements** | **Essential (E) or**  **Desirable (D)** | **To be identified by:**  **Application form (A), interview (I), reference (R)** |
| **Qualifications**    Recognised and relevant NVQ Level 3 qualification or equivalent.  NVQ level 4 qualification or equivalent  Level 2 or equivalent qualification in  English/Literacy and Mathematics/Numeracy  HLTA status | D  D  E  D | A  A  A  A |
| **Experience**    Experience of working with children  Experience of working in a classroom environment  Experience of Administrative work  Experience of supporting pupils with challenging behaviour | E  E  D  D | A, I  A, I  A, I  A, I |
| **Knowledge/skills/abilities**    Ability to operate at a level of understanding and competence equivalent to NVQ Level 4 standard  Ability to relate well to children  Ability to work as part of a team  Good communication skills  Ability to relate well to parents/carers  Ability to supervise and assist pupils  Time management skills  Organisational skills  Knowledge of classroom roles and responsibilities  Knowledge of the concept of confidentiality  Administrative skills  Knowledge of Foundation Stage/National curriculum  Knowledge of numeracy and literacy strategies  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  First aid/Paediatric First Aid Certificate | D  E  E  E  E  E  E  E  E  E  E  D  E  E  E  E  E  E  D | A, I    A, I  A, I  A, I  A, I  A, I  A, I  A, I  A, I  A, I  A, I  A, I  A, I  A, I  A, I  A, I  A, I  A, I  A |
| **Other**  Commitment to undertake in–service development  Commitment to safeguarding and protecting the welfare of children and young people  Satisfactory attendance record/commitment to regular attendance at work | E  E  E | A  A, I  R |
| **Note: We will always consider your references before confirming a job offer in writing** | | |

|  |
| --- |
| **Date created:** 13/02/2023 |