**RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL**

**JOB DESCRIPTION**

|  |  |
| --- | --- |
| **Group:** | EDUCATION AND LIFELONG LEARNING GROUP |
| **Section:** | Access and Inclusion |
| **Sub Section:** | Ty Gwyn Education Centre |
| **Post Title:** | HLTA |
| **Vision Post No:** |  |
| **Grade:** | GR7 plus Special Class Allowance |
| **Reporting to:** | Head of Alternative Learning |
| **Location:** | Old Library, Pontypridd (primary site) but flexible |
| **Date of Description:** | September 2022 |
| **Terms and Conditions:** | 32.5 hours, Term Time only, LGPS |

**JOB PURPOSE**

To provide social, emotional and personalised support to learners who are Educated Other than at School (EOTAS). This includes children and young people who may learn from home or in a group tuition setting based at the Old Library. Individual support programmes and strategies to increase engagement, health, wellbeing and personal progress are the primary focus of this role. The role may also involve planning, preparing and delivering learning activities for individuals/small groups, including monitoring pupils and recording progress and development. The post is a vital link between tuition staff, Ty Gwyn EOTAS staff and requires excellent communication skills, accuracy and strong time management skills.

**JOB DESCRIPTION**

**Support for Learners**

* Assess the needs of learners and use detailed knowledge and specialist skills to support engagement and social and emotional development
* Establish productive working relationships with learners, acting as a role model and setting high expectations
* Develop existing IDPs where required
* Promote the inclusion and acceptance of all learners within their setting
* Support learners consistently whilst recognising and responding to their individual needs
* Encourage learners to interact and work co-operatively with others
* Promote independence and develop study skills and a solution based outlook
* Provide feedback to learners in relation to progress and achievement
* Establish and maintain appropriate strategies to promote pro-social engagement and behaviour

**Support for the Teacher**

* Organise and manage appropriate learning environment and resources
* Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate
* Monitor and evaluate learner responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives
* Provide objective and accurate feedback and reports as required on learner achievement, progress and other matters, ensuring the availability of appropriate evidence
* Record progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment
* Work within an established policy to anticipate and manage learners constructively, promoting self-regulation and independence
* Supporting the role of parents/carers in learning and contribute to/lead meetings with parents/carers to provide constructive feedback on progress/achievement etc.
* Administer and assess/mark tests and invigilate exams/tests
* Production of session or lesson plans and appropriate evaluations

**Support for the Curriculum**

* Deliver appropriate activities to learner within an agreed system of supervision, adjusting activities dynamically
* Focus on local and national initiatives around learner social and emotional develop emotional, keeping up to date with the latest developments
* Use ICT effectively to support learning activities and develop learners’ competence and independence in its use
* Select and prepare resources necessary to lead activities, taking account of learners’ interests and language and cultural backgrounds
* Advise on appropriate deployment and use of specialist aid/resources/equipment

**Support for the School**

* Comply with and assist with the development of policies and procedures relating to child safeguarding
* Be aware of and support diversity and ensure all learners have equal access to opportunities to learn and develop
* Contribute to the overall ethos/work/aims of Ty Gwyn Education Centre
* Establish constructive relationships and communicate with other agencies/professionals, in liaison with other staff as appropriate
* Recognise personal strengths and areas of specialist expertise and use these to lead, advise and support others
* Deliver out of school learning activities within guidelines established by the school
* Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in the setting or school

To carry out health and safety responsibilities in accordance with the Division’s Health and Safety Responsibilities document.

To undertake such other duties and responsibilities commensurate with the grade, as may reasonably required by the Service Director, or as mutually agreed as a development opportunity.

*The contents of this document will be subject to review from time to time in consultation with the post holder. Job descriptions may be amended to reflect and record such changes.*

*Protecting children and vulnerable adults is a core responsibility of all staff. Staff are expected to alert their line manager to any concerns they may have regarding the abuse or inappropriate treatment of a child or young person, or vulnerable adult.*

**PERSON SPECIFICATION**

*This Person Specification sets out the knowledge and/or qualifications, past experience and personal competencies that would be ideal for this particular post*

***The*** *Knowledge/Qualifications and Experience* ***sections describe what is required in terms of the technical ability that is needed to do this job successfully.***

***The*** *Competencies* ***section describes the kinds of non-technical skills, abilities and personal characteristics that the ideal person for this particular role would have. The competencies describe how that person would ideally work with other people and how they would approach their responsibilities.***

***The*** *Special Conditions and Professional Requirements* ***section describes any other qualities appropriate to the particular circumstances associated with this role.***

|  |  |
| --- | --- |
| **Knowledge/ Education** | * Meet Higher Level Teaching Assistant standards or equivalent qualification or experience * Excellent numeracy/literacy skills – equivalent to NVQ Level 2 in English and Maths * Full working knowledge of relevant polices/codes of practice/legislation Good understanding of child development and learning processes * Understanding of statutory frameworks relating to teaching |
| **Experience** | * Substantial experience working with children of relevant age in a demanding learning environment * Experience of using ICT effectively to support learning * Experience of providing raining in relevant learning strategies e.g. literacy * Specialist skills/training in curriculum or learning area e.g. bi-lingual, sign language, ICT * Experience and training in managing behaviour, social and emotional challenges * Working knowledge and experience of implementing appropriate curriculum and other relevant learning programmes/strategies * Constantly improve own practice/knowledge through self-evaluation and learning from others |

|  |  |
| --- | --- |
| *COMPETENCIES*   1. *Working with Team Members* 2. *Communicating Effectively* 3. *Earning the trust of Service Users.* 4. *Working with Change* 5. *Achieving Results* 6. *Encouraging Professional Development* 7. *Complying with Health and Safety* | ***Builds lasting, positive and supportive relationships based on trust***  ***Contributes to a strong team spirit of shared responsibility and co-operation***  ***Promotes and demonstrates an ethos of equality and diversity***  ***Communicates clearly and concisely***  ***Genuinely listens to others’ views, openly considering what they are saying***  ***Produces clear, accurate and up-to-date reports and records***  ***.***  ***Is person centred and empathic in responding to individuals’ emotional and psychological well-being***  ***Establishing two way communication that respects the rights and beliefs of the individual e.g. rapport.***  ***.***  ***Is willing to try and effectively adopt new ways of working and is flexible to them***  ***.***  ***Is able to work effectively when under pressure***  ***Meets all key deadlines***  ***.***  ***Continually actively reviews their own development, identifying opportunities to progress***  ***Is aware of all relevant H & S procedures*** |
| *SPECIAL CONDITIONS AND PROFESSIONAL REQUIREMENTS* | ***Membership of EWC from April 2016.*** |