



DUBAI COLLEGE

A tradition of quality in education

May 2019

Higher Level Teaching Assistant (HLTA)

Line Manager: The HLTA is directly responsible to the Head of Student Services / SENCO

Purpose of the Role: The HLTA will complement teachers' delivery of the national curriculum and contribute to the development of other support staff, students and school policies and strategies. Working collaboratively with the teaching staff they will assist teachers in the whole planning cycle and the management/preparation of resources and provide support for students, teachers in order to raise standards of achievement for all students (e.g. SEND, EAL, GT, all underachieving groups).

By utilising advanced levels of knowledge and skills when assisting with planning, monitoring, assessing and managing classes, the HLTA will encourage students to become independent learners, to provide support for their welfare, and to support the inclusion of students in all aspects of school life as directed in the following areas:

Planning

- Plan and prepare Intervention lessons with SENCO, participating in all stages of the planning cycle, including in lesson planning, evaluating and adjusting lessons/work plans
- Develop and prepare resources for learning activities in accordance with lesson plans and in response to student need
- Contribute to the planning of opportunities for students to learn in out-of-school contexts in line with school's policies and procedures

Teaching and Learning

- Motivate and progress students' learning by using clearly structured, interesting teaching and learning activities
- Support the teaching of the Literacy, e.g. by delivering the ALS, ELS, FLS and Progress units to groups of students, support the teaching of Numeracy and assist students to access the full curriculum. Be familiar with lesson plans, IEP targets and learning objectives
- Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop
- Promote and support the inclusion of all students, including those with specific needs, both in learning activities and within the classroom
- 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
- Organise and safely manage the appropriate learning environment and resources
- Promote and reinforce students' self-esteem and independence and employ strategies to recognise and reward achievement of self-reliance
- Assist teachers and SENCO in encouraging acceptance and integration of students with special needs, or from different cultures and/or with different first language
- Support the role of parents in students' learning and contribute to/lead meetings with parents to provide constructive feedback on student progress, achievement and behaviour, maintaining sensitivity and confidentiality at all times

Monitoring and Assessment

- With teachers and SENCO 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 and other information to assist in the provision of appropriate support for specific children
- Support teachers and SENCO with reporting students' progress and achievements at parent's meetings which are usually held outside school hours

Mentoring, Supervision and Development

- Manage other teaching assistants and undertake recruitment, induction, appraisal, training and mentoring for other teaching assistants
- Assist teachers in offering mentoring support and guidance to other teaching assistants undertaking formal training
- Offer mentoring support and guidance for older students undertaking work experience activities within secondary schools
- 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, 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
- 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
- Assist teachers by receiving instructions directly from professional or specialist support staff involved in the children's education. These may include social workers, health visitors, language support staff, speech therapists, educational psychologists, and physiotherapists

Other

- Any other duties required by the SENCO, Deputy Heads, or the Headmaster, which is within the scope of this post
- To work within and encourage the school's Equal Opportunity policy and contribute to diversity policies and programmes in relation to discriminatory behaviour
- To promote the safeguarding of children
- To carry out the duties and responsibilities of the post, in accordance with the school's Health and Safety Policy and relevant Health and Safety Guidance and Legislation
- To use information technology systems as required to carry out the duties of the post in the most efficient and effective manner
- To undertake other duties appropriate to the post that may reasonably be required from time to time
- Any other duties required by teachers, Deputy Heads, or the Headmaster, which is within the scope of this post.

The post holder may be required from time to time to undertake other duties within the school as may be reasonable expected, without changing the general character of the duties or the level of

responsibility entailed. This is a common occurrence and would not justify a reconsideration of the grading of the post.

Person Specification: Higher Level Teaching Assistant (HLTA)

	<i>Essential</i>	<i>Desirable</i>
Qualifications	<ul style="list-style-type: none"> • Literacy and numeracy up to GCSE level and educated to A-Level • A relevant qualification at a level equivalent to at least NQF Level 3 	<ul style="list-style-type: none"> • Educated to a degree level
Experience	<ul style="list-style-type: none"> • A minimum of 2 years' experience of working with children (either paid or unpaid capacity) preferably in an education setting • Evidence of specialism in specific curriculum areas or areas of particular learning difficulty 	<ul style="list-style-type: none"> • Considering a career in teaching
Skills	<ul style="list-style-type: none"> • Understanding of behaviour management strategies • Excellent interpersonal skills both in working relationship with young students and in forming effective professional relationships with a wide range of contacts • Good organisational and time management skills • Sound IT skills to support learning and maintain electronic information systems 	<ul style="list-style-type: none"> • Knowledge of the requirements of the national literacy and numeracy strategies • Knowledge & understanding of the National Curriculum including the literacy and numeracy strategies • Understanding of First Aid procedures • Effective oral and written communication skills
Competencies	<ul style="list-style-type: none"> • Ability and willingness to work constructively as part of a team • Ability to organise the classroom activities, e.g. preparing and setting out resources and implementing strategies for Learning & Teaching • Ability to form and maintain appropriate relationships and person boundaries with students • Ability to deal with sensitive information in a confidential manner • Ability to work in partnership with parents and teachers • Ability to use own initiative and work flexibly • Empathy with students facing barriers to their learning 	<ul style="list-style-type: none"> • Ability to supervise students effectively both in and out of school in line with the school's behaviour policy • Ability to help students to transfer their learning to other parts of their lives • Ability to provide a good role model to students • Ability to deliver services to customers meeting the school's standard for customer care

Application Process

This job specification can be found on the Dubai College website: <https://www.dubaicollege.org/join-us/recruitment/non-teaching> together with an application form.

The contract of employment provides for a generous basic salary (currently tax free) that will be discussed at interview, and terminal gratuity. We are able to arrange a visa for the right candidate but no additional allowances for accommodation, school fees or flight home.

Dubai College is committed to safeguarding and promoting the welfare of young people and operates child protection screening which includes contacting previous employers and conducting police checks.

Please write a letter of application outlining why you would be suited to this role, completing the application form in full. The deadline for applications is Thursday 6th June 2019 although applications will be considered upon receipt. Please send your application to Katie Gill, Head of HR at dchr@dubaicollege.org.