Higher Level Teaching Assistant
£25,694 - £32,164
Warwick House, 948 Warwick Road
Fixed Term Contract for 2 years

Working 36.5 hours. The Communication and Autism Team (CAT) Children out of School Service (CHOOS) requires a committed and enthusiastic Higher Level Teaching Assistant (GR4) to join our unique and innovative team.

You will provide AS specific support and learning for pupils who are between educational placements. You will share our high expectations, co-operative approach and passion for providing the highest quality education and support for all children and young people.

You will be required to deliver support across a wide range of settings including our centre base and children’s own homes.

The team is committed to fostering excellent relationships between parents and carers.

Your work will focus on enabling and supporting the re-integration of these children and young people, into appropriate educational provision and will include working in partnership with other educational settings, families and multi-agency teams.

Ref: PE0362016

Closing Date: Tuesday 08 November 2016

A Disclosure and Barring Service (DBS) check will be undertaken

“Right to work in the UK documentation will be fully checked for all applicants. All non UK and non EU applicants are required to apply for a Certificate of Sponsorship from Birmingham City Council and must be approved by the UK Border Agency (UKBA) before any employment offer can be confirmed.”

“The City Council is currently consulting on potential changes to its terms and conditions (in line with its s.188 notice) which may have an impact on any contract of employment that is offered should the candidate be successful”
Peoples Directorate

Job Description

Post: Post: Higher Level Teaching Assistant       Salary/Grade: Grade 4
Division: Children, Young People & Families       Section: Access to Education –
Children out of School Service                   Communication/Autism Team

1. **Job Purpose**
   1.1 To provide interim AS specific support and learning for pupils who are between educational placements.
   1.2 To support the transition process for pupils who are between educational placements once a permanent placement is identified.
   1.3 To support and work with parents around the education and social inclusion of their child.

2. **Duties and Responsibilities**
   3. To undertake the duties of a teaching assistant level 4 and in addition undertake all or most of the following as agreed with Assistant Team Managers with minimum supervision.

4. 5. 6. **Direct Pupil Interventions**
   7. 2.1 Use specialist skills to assess support and teach pupils/ small groups of pupils on caseload.
   2.2 Assess the needs of pupils and contribute to the development of Individual Education Plans/Proposed Provision Plan/ Statutory Advice/Risk Assessments/Individual Behaviour Plans and Transition Plans
   2.3 Implement and evaluate specific assessments teaching programmes and resources to meet individual needs of pupils.
   2.4 Contribute to pupil planning.
2.5 Organise and manage learning sessions with specified individual pupils or groups of pupils.

2.6 Provide information and reports as required on the achievement and progress of pupils.

2.7 Provide information and reports as required on the achievement and progress of pupils.

**Collaborative Working**

2.8 To forge and sustain relationships with professionals working with the pupil and family from a variety of local authority directorates including statutory teams. To work in integrated way with these partners and other professionals in order to ensure child or young persons needs are met in effective way.

2.9 To effectively communicate with partners using a variety of approaches to ensure child or young person’s needs are met.

2.10 To forge and sustain relationships with a variety of professionals in order that physical space may be used for sessional interventions with pupils.

2.11 To work in a diverse range of settings with a variety of key staff in order to provide direct interventions and transition support where necessary.

**Work with families**

2.12 To work with families, often within the family home to raise their awareness and understanding of ASD and associated behaviours and conditions.

2.13 To signpost parents where appropriate to relevant avenues of support.

**Wider Team Involvement**

2.14 To assist in the development and implementation of policies for the Communication and Autism Team and A2E.

2.15 To attend and contribute to team meetings.

2.16 To maintain a wider understanding of the work of the team within the context of Children’s Services and in respect of local and National policy.

3. **Supervision Received**
3.1 **Supervising Officer Job Title**  
Team Manager & Assistant Area Team Lead, Communication/Autism Team

3.2 **Level of Supervision**

1. Regularly supervised with work checked by supervisor.
2. Left to work within established guidelines subject to scrutiny by supervisor.
3. Plan own work to ensure the meeting of defined objectives

**Supervision Given** (excludes those who are *indirectly* supervised i.e. through others).

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<thead>
<tr>
<th>Post Title</th>
<th>Grade</th>
<th>No. of Posts</th>
<th>Level of Supervision</th>
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<td>n/a</td>
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4. **Special Conditions**

*Within the grade and job description of each level the exact focus of the role will be decided at Service Level and will take into account the needs of the Service as well as the development needs of the member of staff.*

*Individual team members have a responsibility for promoting and safeguarding the welfare of the children and young people that they come into contact with*

*Birmingham City Council is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this.*

- This vacancy is exempt from the Rehabilitation of Offenders Act.
- A Disclosure and Barring Service check will be undertaken.

*Observance of the City Council’s Equal Opportunities Policy will be required.*
Peoples Directorate

Person Specification

Post: Higher Level Teaching Assistant  Grade: 4 + SEN Point

Division: Children, Young People & Families  Section: Communication & Autism team, Children out of School Service

Method of Assessment (M.O.A.) A.F. = Application Form; I = Interview; T. = Test or Exercise; C. = Certificate; P. = Presentation.

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<tr>
<th>CRITERIA</th>
<th>ESSENTIAL</th>
<th>M.O.A.</th>
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<tbody>
<tr>
<td>Education/Qualifications</td>
<td>NVQ level 3 or equivalent plus appropriate experience.</td>
<td>A,C</td>
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<tr>
<td>NB: Full regard must be</td>
<td>Higher Level Teaching Assistant status which requires the possession of</td>
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<td>paid to overseas</td>
<td>Literacy and Numeracy at Level 2 or higher.</td>
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<td>qualifications.</td>
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<td>Experience (Relevant</td>
<td>Significant successful experience of assessing teaching and supporting</td>
<td>A,I</td>
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<td>work and other experience)</td>
<td>children with communication difficulties, ASD and behaviour difficulties.</td>
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<td>Significant experience in supporting school staff, parents with</td>
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<td>children communication difficulties/Autistic Spectrum Disorder and</td>
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<td>behaviour difficulties including delivery of training.</td>
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<td>Skills &amp; Ability</td>
<td>Ability to relate effectively to children with Autistic Spectrum Disorder,</td>
<td>A, I, T</td>
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<td>e.g. written communication</td>
<td>communication difficulties and behaviour difficulties and their parent/</td>
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<td>skills, dealing with the</td>
<td>carers /school staff.</td>
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<td>public etc.</td>
<td>Ability to work effectively as part of a team.</td>
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<td>Knowledge and skill to assess and work successfully with children with</td>
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<td>Autistic Spectrum Disorder, communication difficulties and behaviour</td>
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<td>Knowledge and skills of managing own workload.</td>
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<td>Good spoken and written communication.</td>
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<td>Information Computer Technology Skills.</td>
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<td><strong>Training</strong></td>
<td><strong>Evidence of recent, relevant training in current educational practice, both generally and for children with communication difficulties/autism.</strong>&lt;br&gt;<strong>Active in identifying and seeking to meet own development needs.</strong></td>
<td>A, I</td>
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<td><strong>Other</strong></td>
<td><strong>An awareness, understanding and commitment to Equal Opportunities.</strong></td>
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All staff are expected to **understand** and be **committed** to Equal Opportunities in employment and service delivery.