

Kent County Council

Job Description: Higher Level Teaching Assistant – ESOL Program Unaccompanied Asylum Seeking Children

Directorate:	Children, Young People and Education
Unit/Section:	Reception and Safe Care Service – UAS Children
Grade:	KSE
Responsible to:	CLS Curriculum Lead

Purpose of the Job:

The primary focus of the post is to plan and deliver tutoring sessions to individuals and groups of Unaccompanied Asylum Seeking Children (UASC) placed at the Reception Centres/Childrens Homes (RCCH) in Kent and to promote the educational engagement, attainment and progress of these young people, who are in care to Kent, and are waiting for a transfer to the care of other local authorities on the National Transfer Scheme (NTS).

Main duties and responsibilities:

- To deliver an English language classroom-based program to young people aged 15 -17 years at the RCCH via an ESOL (English for Speakers of Other languages) based curriculum. The delivery will be to mixed ability groups.
- To complete an initial assessment of English reading, writing, speaking and listening and Maths abilities for each young person at key points of their education pathway at the Centre. These assessments will form part of the young person's care planning and Personal Education Plans. They will also inform the level of ESOL delivery provided at the Centre.
- To have a sound knowledge of the ESOL program, levels and progress measures and to facilitate, prepare, and deliver assigned ESOL programs of classroom teaching and learning activities identified for the Centre to groups of young people.
- To provide specialist support to young people where English is not their first language, modifying and adapting activities as necessary under the overall direction and supervision of a Curriculum Lead.
- To liaise with the Centre Workers and Virtual School Kent's (VSK) Education Support Officers and other relevant professionals and to provide information about young people as appropriate.
- To contribute towards a PEP for each individual UASC to summarise progress and learning at the point of transition.

- To record relevant data within given timescales to enable tracking, monitoring, interpretation, and evaluation of the information and contribute to decisions about any resulting action to be taken sharing feedback and best practice with the RSCS and VSK.
- To attend training sessions as required by VSK and KCC and be accountable for maintaining and improving individual practice and performance in line with professional development targets as agreed with the line manager through supervision and use CPD opportunities to develop their own knowledge and understanding of areas associated with education or well-being of children and young people seeking asylum.
- To improve awareness of, and access to, specialist services within children's networks by signposting to professional advice and guidance on education, training and employment, including facilitating training for educational providers and other professionals in conjunction with VSK's Team Lead and in collaboration with specialist providers where necessary.
- To be able to work autonomously and as part of a team and be able to prioritise workload to meet deadlines and ensure children and young people are well supported.
- To have responsibilities for safeguarding matters following KCC regulations and to understand when to escalate and how to do this.

Footnote: This job description is provided to assist the job holder to know what their main duties are. It may be amended from time to time without change to the level of responsibility appropriate to the grade of post.

Person Specification: Teaching Assistant – HLTA 2 – ESOL Program

The following outlines the criteria for this post. Applicants who have a disability and who meet the criteria will be shortlisted.

Applicants should describe in their application how they meet these criteria.

	CRITERIA
QUALIFICATIONS	<ul style="list-style-type: none"> Level 3 Diploma (or equivalent) plus knowledge acquired through training and experience to level of professional standards specified for HLTA status plus additional professional development.
EXPERIENCE	<ul style="list-style-type: none"> Successful relevant experience of working with children of relevant age within a learning environment. Experience of working with unaccompanied asylum seeking children or children where English is not their first language.
SKILLS AND ABILITIES	<ul style="list-style-type: none"> Good understanding of child development with the ability to apply behaviour management policies and strategies which contribute to a purposeful learning environment. Be able to work independently and calmly under pressure with the ability to adapt quickly and effectively to changing circumstance/situations.
KNOWLEDGE	<ul style="list-style-type: none"> Requires knowledge and understanding of National Curriculum requirements / ESOL in relation to specialist area (e.g. additional educational needs, curriculum area), including planning, preparing and delivering programmes of learning activities to individuals and small groups; also detailed understanding of how pupils of relevant age group(s) and ability learn; relevant learning strategies and methods. Knowledge and compliance with policies and procedures relevant to child protection, data protection and health and safety.
KENT VALUES AND CULTURAL ATTRIBUTES	<p>Kent Values:</p> <ul style="list-style-type: none"> We are brave. We do the right thing, we accept and offer challenge We are curious to innovate and improve We are compassionate, understanding and respectful to all We are strong together by sharing knowledge We are all responsible for the difference we make <p>Our values enable us to build a culture that is:</p> <p>Flexible/agile - willing to take (calculated) risks and want people that are flexible and agile</p> <p>Curious - constantly learning and evolving</p> <p>Compassionate and Inclusive - compassionate, understanding and respectful to all</p> <p>Working Together - building and delivering for the best</p>

	<p>interests of Kent</p> <p>Empowering - Our people take accountability for their decisions and actions</p> <p>Externally Focused - Residents, families and communities at the heart of decision making</p>
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