

Job Description

POST TITLE:	Higher Level Teaching Assistant - Literacy
STATUS:	Permanent, Term Time, 36 hrs pwk
SALARY:	SO2
LINE MANAGER:	SEND CO

Purpose of the post:

To provide a higher level of support for teaching and learning under the direction of the Lead Practitioner for Inclusion and other teaching/senior staff and to lead and supervise teaching assistants, having due regard to the school's aims, objectives, schemes of work and policies, and relevant national requirements.

The post will have a particular focus on supporting pupils with developing their language and literacy needs (including English as an Additional Language (EAL)) and pupils with Specific Learning Difficulties (SpLD) and the staff working with them in the classroom and other settings in the school.

DUTIES AND RESPONSIBILITIES

Direct Responsibilities:

1. Support for Pupils:

- Use specialist (curricular/learning) skills/training/experience to support pupils.
- Hold a caseload of SEND and EAL pupils and manage Education Plans and Annual Reviews.
- Establish productive working relationships with pupils, acting as a role model and setting high expectations.
- Promote the inclusion and acceptance of all pupils within the classroom.
- Support pupils consistently whilst recognising and responding to their individual needs.
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities.
- Promote independence and employ strategies to recognise and reward achievement of self-reliance.
- Provide feedback to pupils in relation to progress and achievement.
- Use behaviour management strategies, in line with the school's policy and procedures, which contribute to a purposeful learning environment.

2. Support for the Teacher:

- Work with the teacher to establish an appropriate learning environment.
- Work with the teacher in lesson planning, evaluating and adjusting lessons/work plans as appropriate.
- Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives.

- Provide objective and accurate feedback and reports as required, to the teacher and SENCO on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
 - Be responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems/records as requested.
 - Undertake marking of pupils' work and accurately record achievement/progress.
 - Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour.
 - Liaise with the Literacy Lead Practitioner, subject teachers and Inclusion staff.
 - Administer and assess routine tests.
 - Produce and maintain classroom resources, displays and classroom layout in consultation with the teacher.
3. **Support for the Curriculum:**
- Plan and lead interventions, and be responsible for the supervision of students, including individual, small group and whole class as directed by the SENCO or HoFs.
 - Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs.
 - Implement local and national learning strategies e.g. literacy, numeracy, KS3, and make effective use of opportunities provided by other learning activities to support the development of relevant skills.
 - Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
 - Help pupils to access learning activities through specialist support.
 - Determine the need for, prepare and maintain general and specialist equipment and resources.
4. **Line management of Teaching Assistants:**
- Line-manage a team of Teaching Assistants, including organising placements and arranging cover and keeping Teaching Assistants and all other relevant staff informed of any changes/developments..
 - To liaise with with the Lead Practitioner for Inclusion over staff deployment and timetabling.
 - To convene Teaching Assistants meetings and ensure notes of discussion and action are kept.
 - Provide guidance to Teaching Assistants, including role modelling and supporting their training and assisting in assessing needs.
 - Represent Teaching Assistants at meetings, ensuring their role is included in the planning of work and the achievement of school aims.
 - Undertake Performance Management and appraisal of staff supervised.
5. **General:**
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
 - Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
 - Contribute to the overall ethos/work/aims of the school.
 - Appreciate and support the role of other professionals.

- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtime, if required and in agreement with line manager.
- Cover known and unknown absences across the school where needed.
- Be a tutor or co-tutor when needed.
- Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher.
- Promote equal opportunities at all times.
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher and SENCO, to support achievement and progress of pupils.
- Communicate sensitively and effectively with parents and carers, recognising their roles in pupils' learning.
- Work collaboratively with colleagues, and carry out your role effectively, knowing when to seek help and advice.
- To promote community cohesion.
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others.
- Improve own practice, including through observation, evaluation and discussion with colleagues.
- Attend team meetings on a regular cycle as agreed within the school calendar.
- Attend parents evenings, whole school events, revision classes and staff professional development as appropriate, these hours will be negotiated as part of additional working time.
- Be willing to undertake first aid training and once qualified to administer on a rota basis first aid to staff and pupils.
- Be willing to act as a fire marshall.

Whilst every effort has been made to set down the main duties and responsibilities of the post, each individual task to be undertaken may not be identified. This job description is current at the date shown, but, in consultation with you, may be changed by the Head teacher to reflect or anticipate changes in the job commensurate with the grade and job title.

The post holder will be expected to work flexibly and carry out all duties in compliance with the school and learning Trust policies.

I acknowledge that I have seen, understood and received a copy of the job description.

Signed:..... Date
Higher Level Teaching Assistant - Literacy

PERSON SPECIFICATION Higher Level Teaching Assistant - Literacy

Qualifications	Rating	Shortlisting Criteria
Have obtained or be prepared to obtain an HLTA Qualification	E	X
At least intermediate level qualifications such as GCSE A* - C in mathematics and English or NVQ level 2 and willingness to work towards advanced or level 3	E	X
Good first degree with high level of academic literacy	D	X
Experience		
Experience of 3 years or more, working in a comprehensive and multicultural school environment	E	X
Ability to support pupils up to Year 11 (GCSE) in Literacy	E	X
Experience of leading interventions and supervising pupils within a mainstream class, in a small group and on an individual basis	E	X
Experience of developing and sharing strategies to meet a specific area of additional need	E	X
Experience of planning, developing and reviewing support to meet the needs of individual students	E	X
Experience of monitoring, recording and reviewing students' progress	E	X
Experience of liaising with external agencies	E	X
Line-management experience	D	X
Professional Knowledge and Understanding		
Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation	E	X
Working knowledge of the national curriculum and other relevant learning programmes	E	
Awareness of themes underlying Every Child Matters	E	
Awareness of pupils' diverse needs, backgrounds and aptitudes	E	X
Working knowledge of a range of additional needs and strategies that may be employed to overcome barriers to learning	E	X
Skills, abilities and personal qualities		
Ability to interpret pupil data and use that data to plan lessons which address the needs of the pupils	E	X
Excellent numeracy/literacy skills	E	
Ability to plan effective actions for pupils at risk of underachieving	E	X
Ability to self-evaluate learning needs and actively seek learning opportunities	E	
Good communication skills orally and in writing	E	X
Ability to devolve responsibilities, delegate tasks and monitor outcomes	E	
Ability to use word processing, database packages	D	
Excellent organisational skills and ability to meet deadlines	E	
Ability to work sensitively in partnership with adult colleagues	E	
Ability to work constructively as a proactive team member, understanding classroom roles and responsibilities and own position within these	E	
Ability to use non-confrontational strategies with young people	E	
Desire to undertake further professional development relating to inclusion	E	
Committed to continually improving performance of self and team	E	

Ability to produce and adapt learning materials using ICT	E	
Good presentation skills	E	
Able to work creatively, flexibly, with enthusiasm and with initiative	E	
Resilience and determination when faced with difficult tasks	E	
Commitment to the protection and safeguarding of children and young people	E	

Please address the shortlisting criteria in your Application Form and Personal Statement, all other criteria will be assessed at interview and via references.