

Job Description

Job Title: Assistant Head of Year and Higher Level Teaching Assistant (Maternity Cover)

Location: Great Yarmouth Charter Academy

Job title	Assistant Head of Year (Maternity Cover until 31/08/2025)
Salary Scale	Support Scale F
Hours of Work	6.5 hours per week / 1 day
Weeks Worked	Term Time + 1 (39 weeks)
Responsible to	Head of Year
Location	Great Yarmouth Charter Academy

Main purpose of the role

- To provide pastoral and behavioural support and interventions for all pupils within the specified year group to maximise their achievements and attainment across the school.
- Although duties involve the interpretation of recognised procedures or guidelines, post holders will be expected to use considerable initiative and contribute to planning over the short and medium term.
- The work will involve responding independently to unexpected problems and situations. The post holder has access to a line manager for advice and guidance on unusual or difficult problems.
- The post holder may also be expected to undertake DSL training and be involved in leading the safeguarding of children within school, under the direction of the appropriate Safeguarding Manager.

Organisational relationships

- Reporting to the Head of Year (HoY).
- Line management responsibilities as directed by the Vice Principal Pastoral.
- Liaison with Trust staff, external specialists and stakeholders, parents, carers, visitors and volunteers.

Principal accountabilities and responsibilities

Overall	<ul style="list-style-type: none"> • Have a visible presence, as appropriate, around school and in tutor groups during tutor time to reinforce school expectations and standards. • To actively enforce the uniform policy with HoY and take daily firm and consistent action to ensure that pupils wear appropriate uniform at all times. • To work with HoY, tutors, and teaching staff to ensure that pupils are ready to learn and equipped appropriately for their learning. • To support the work of the HoY and wider inclusion team Team to ensure that pupils attendance is improving and meeting expectations. • To work with HoY and other relevant members of staff to ensure that the tutor time programme is being delivered to a high standard in a consistent way by the tutor team. • Liaise effectively with the DSL to ensure that pupil safeguarding needs are addressed as required.
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	<ul style="list-style-type: none"> • To support year assemblies as relevant and develop a year group ethos with the HoY. • To take part in the Year Team monitoring cycle as directed by HoY e.g. carrying out pupil perception, learning walks, etc • To liaise with parents/carers, staff, pupils and other stakeholders as needed in a timely and professional manner in relation to all aspects of pupils' pastoral care. • To ensure pupils feel safe in school and follow school safeguarding policies and processes required. • Commit to embedding equality, diversity and inclusion in all activities. • To enact the school's policies and procedures for supporting pupils' progress, as required. • Monitor pupils' participation and progress, providing feedback to teachers, and giving constructive support to pupils as they learn.
Behaviour of Pupils	<ul style="list-style-type: none"> • Be responsible for the consistent application of the behaviour for learning/rewards policy and any relevant policies related to pupil behaviour. • To support the behaviour of pupils through interventions and mentoring, and pupil coaching within the classroom as necessary. • To ensure effective communication with parents/carers by making phone calls home to engage parents with the behaviour of their children and to inform them of poor behaviour. • To support in the documentation and procedures for exclusions including referrals for managed moves where appropriate. • Advise staff on behaviour issues and behavioural traits of individual pupils. • To promote excellent standards of pupil behaviour and inform staff of strategies to manage pupil behaviours. • To support pupils in developing individual behaviour plans and disseminate these amongst staff using, where appropriate, established behaviour intervention systems. • To follow the school's anti-bullying policy and procedure for dealing with bullying and conflict. • To record in an accurate and timely manner, incidences of bullying and conflict. • To support the school's on-call duty and detention system. • To monitor patterns of behaviour and lead on pupils' behaviour reports within the specified year group. • To support the school's rewards system and attend rewards assemblies. • To promote equality amongst pupils and staff and record incidents of discrimination in the correct manner.
Attendance and Punctuality	<ul style="list-style-type: none"> • Be responsible for the consistent application of the Attendance Policy and promote good pupil attendance across the specified year group through the rewards policy and attendance displays as appropriate. • To communicate with parents regarding low attendance (under 90%) and work with the Attendance Officer to support the statutory processes when pupils are persistently absent.

	<ul style="list-style-type: none"> • Disseminate and action weekly attendance reports for the specified year group, to tutors. • Track attendance for pupils in the specified year group and monitor progress of attendance interventions. • Liaise with the Attendance Officer regarding communication over attendance with pupils. • Support interventions to tackle pupils with attendance below the school target, and in particular those that are persistently absent. • Advise tutors within the specified year group on attendance figures and individual pupil issues with attendance and punctuality. • Liaise with parents and any appropriate agencies on attendance issues. • To take an active role in the application of firm procedures for managing the punctuality of pupils to school in the mornings and to lessons throughout the day. • Liaise with parents and initiate and monitor appropriate interventions to manage punctuality.
<p>Pastoral Care</p>	<p>To support the pastoral care and needs of pupils within the specified year group, including:</p> <ul style="list-style-type: none"> • Following up appropriately safeguarding issues. • Supporting the Safeguarding Leads in responding to safeguarding and welfare concerns. • To attend meetings for reintegration, family support, and with other agencies as appropriate. • To guide pupils and parents through the safeguarding and EHAP processes, including organising and hosting meetings where appropriate. • To ensure secure and organised paperwork and storage of files/records regarding pastoral care. • To work closely with external agencies to provide the best care and support for pupils. • To make referrals for pupils regarding mental health concerns or concerns which may require counselling or meetings with health professionals. • To provide emotional support and understanding for pupils who have suffered a bereavement or traumatic event, making referrals where necessary. • To advise pupils on various issues; including substance abuse, sexual health and e-safety where appropriate, and make referrals to professional bodies. • To undertake mentoring of specific pupils who require additional support, as appropriate. • To support the Designated Teacher for Looked After Children as required. • To provide support for vulnerable groups, including Looked After Children and Young Carers. • To work with the SEND department to produce suitable interventions to support pupils with both SEND and additional needs.

	<ul style="list-style-type: none"> • To follow up parental concerns, ensuring effective communication with other staff, pupils and parents. • To advise form tutors on dealing with pastoral concerns. • To support with the induction of new pupils, particularly mid-term arrivals.
Other Duties	<ul style="list-style-type: none"> • To play a full part in the life of the Academy community and support the ethos, aims and mission statement of the Academy and encourage others to follow this example. • To support the Academy in its legal duties for worship. • To actively promote the Academy corporate policies. • To promote personal development as agreed. • To comply with the Academy health and safety policy and practice. • Undertake other similar activities that may fall within the grade and scope of the post as directed by the Principal.

Employee commitments

All employees will commit to the following key areas:

- [The vision, values and key principles of the Trust](#)
- [Equality, Diversity and Inclusion](#)
- In any way possible, in accordance with the role, support students to achieve their potential
- In any way possible, in accordance with the role, improve standards of education
- [Support the inclusion agenda](#)

Performance Management

Participating in the Trust's arrangements for performance management, professional development and the Trust's arrangements for quality assurance and internal verification.

Context

All staff are part of the whole Trust team. Each individual is required to support the values and ethos of the Trust and Trust priorities as defined in the Trust Improvement Plan. This will mean focusing on the needs of colleagues, parents and students and being flexible in a demanding environment.

Miscellaneous

To undertake any further tasks which could be reasonably expected by the Trust. The Data Protection Act 2018 renders an individual liable for prosecution in the event of an unauthorised disclosure of information. The post is one that carries responsibility for the wellbeing and welfare of children and the post holder should be aware of this and the need to act accordingly. The Trust will endeavour to make any necessary reasonable adjustments to the job and the work environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

It is a requirement of the post holder to make positive efforts to maintain their personal safety and that of others by taking reasonable care, carrying out requirements of the law and following recognised

codes of practice. The post holder is also required to be aware of and comply with policies on health and safety.

This is an Equal Opportunities post and is in accordance with the Trust's Equality and Diversity Policy. This job description can be altered, with the agreement of the post holder and will be reviewed on an annual basis. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the Trust in relation to the post holder's professional responsibilities and duties.

The Inspiration Trust is committed to protecting the welfare of children and young people. Due to the nature of this role, it will be necessary for the appropriate level of DBS (Disclosure and Barring Service) to be undertaken. It is essential you to disclose whether you have any pending charges, convictions, bind-overs or cautions and if so, for which offences. This post will be exempt from the provisions of Section 4, (2), of the Rehabilitation of Offenders 1974 (exemptions) (Amendments) Order 1986. Therefore, you are not entitled to withhold information about convictions which for other purposes are “spend” under the provisions of the Act.

Person Specification	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> GCSE English (or equivalent) GCSE Maths (or equivalent) Relevant Level 3 qualification 	<ul style="list-style-type: none"> Degree
Experience	<ul style="list-style-type: none"> Successful working relationships with all stakeholders, including pupils, staff, parents/carers and the wider community Ability to exercise considerable initiative as undertaking ‘specified work’ that contributes to pupils’ learning and progress Ability to work with groups of pupils carrying out specific tasks or on field trips etc Ability to resolve more complex problems and/or queries, referring most complex issues to the teacher, or other suitable member of staff 	<ul style="list-style-type: none"> Experience of Ofsted inspection
Skills, Knowledge	<ul style="list-style-type: none"> Able to make decisions, identify and solve problems based on thorough analysis and sound judgement Excellent interpersonal, written and oral communication and presentation skills Strong organisational skills and ability to work well under pressure Ability to delegate, plan and manage time effectively Personal resilience and the ability to maintain staff morale at times of pressure and change Knowledge of the key factors that can affect the way pupils behave Awareness of the statutory frameworks relevant to their role. 	<ul style="list-style-type: none"> Able to lead, motivate and develop people of all ages to work individually and in teams Knowledge of school curriculum, the age-related expectations of pupils, the main teaching methods and the testing/examination frameworks in the subjects and age ranges in which they are involved.

	<ul style="list-style-type: none"> • Knowledge of the legal definition of Special Education Needs and familiarity with the guidance about meeting SEN given in the SEN Code of Practice. • Knowledge of a range of strategies to establish a purposeful learning environment and to promote good behaviour. • Experience of working with/supervising pupils including knowledge of behavioural and learning difficulties • Practical knowledge of equipment, including IT equipment where appropriate, to support learning, under the direction of the teacher • Ability to recognise changes in pupils' behaviour and report to relevant staff • Ability to promote and support the inclusion of all pupils in the learning activities in which they are involved. • Ability to recognise and respond effectively to equal opportunities issues as they arise, including by challenging stereotyped views, and by challenging bullying or harassment, following relevant policies and procedures. • Ability to monitor pupils' participation and progress, providing feedback to teachers, and giving constructive support to pupils as they learn. • Ability to advance pupils' learning in a range of classroom settings, including working with individuals, small groups and whole classes where the assigned teacher is not present. • Ability to contribute to review meetings, if required. • Ability to disseminate key information to other staff. • Ability to take direct responsibility for pupil safety and progress. 	
<p>Personal qualities and attributes</p>	<ul style="list-style-type: none"> • A highly professional and positive role model acting as an ambassador for the Trust at all times • Respectful towards all pupils, with an unshakable belief in their entitlement to the highest equality education and ability to achieve whatever their personal circumstances • Ability to contribute to the planning of opportunities for pupils to learn in out-of-school contexts, in accordance with school policies and procedures. • Ability to support the teacher in creating a positive learning environment. • Ability to follow written instructions. 	<ul style="list-style-type: none"> • Able to evidence a commitment to on-going personal and professional development.

	<ul style="list-style-type: none"> • Ability to complete a range of paperwork e.g. incident report form, pupil progress records. • Ability to resolve more complex queries and problems. 	
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Signature

Date

Name

Job title	Higher Level Teaching Assistant (HLTA) (Maternity Cover until 31/8/2025)
Salary Scale	Band F
Hours of Work	Part time – 25.5 hours per week / 4 days
Weeks Worked	Term Time + 1 week (39 weeks)
Responsible to	Assistant Principal
Location	Great Yarmouth Charter Academy

Main purpose of the role

- The Higher Level Teaching Assistant will work with young people with complex needs including behaviour, SEND, mental health, social and emotional needs to ensure they can thrive in mainstream education.
- Providing support with personal and social development; the delivery of academic and needs based sessions that help young people to build the self esteem, skills, and the aspirations they need to successfully engage with mainstream education.
- Work with pupils will be delivered in a variety of formats; group work, classroom and one-to-one.
- A positive attitude around change and challenge. Committed to finding the best solution for families regardless of the barriers. Committed to family working and making a difference in the lives of children and young people.

Organisational relationships

- Reporting to the Assistant Principal
- Line management responsibilities for Teaching Assistants and Classroom Assistants.
- Liaison with Trust staff, external specialists and stakeholders, parents, carers, visitors and volunteers.

Principal accountabilities and responsibilities

Overall	<ul style="list-style-type: none"> • To plan and deliver a range of interventions that will support the progress of pupils in the academy as directed by the line manager. • Support the development and review of individual behaviour plans and risk assessments where necessary. • Coordinate individuals with a range of skills, abilities and support needs ensuring effective flexible support is provided that allows participants to successfully progress into and sustain education. • Support formal reviews of individual pupils' progress at regular time bound agreed intervals. • Dealing with behavioural problems and concerns in a consistent and sensitive manner, and in line with the school and trust's disciplinary procedures. • Providing ongoing monitoring and support throughout the individual learner's programme in relation to retention, achievement and progression. • Motivating pupils to attend regularly and punctually. • Supporting and guiding the learner in order for them to be able to make their own informed decisions and choices.
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	<ul style="list-style-type: none"> ● Contribute to the PSHE and extra-curricular programme by devising appropriate group sessions or planning external delivery through key contacts as required. ● Provide support, guidance and training for other team members when necessary and support with queries and problems as required. ● To ensure protection of vulnerable pupils and follow safeguarding and risk assessment procedures as appropriate where issues of concern are presented in line with KCSiE and any other statutory guidance.. ● To create resources/materials to assist in the participant’s progress ● To support individuals with self-care skills and hygiene awareness if required. ● Liaise effectively with the DSL to ensure that pupil safeguarding needs are addressed as required. ● Undertake student testing and induction as required. ● Commit to embedding equality, diversity and inclusion in all activities. ● Provide specialist support to key groups of pupils as identified by the school including, but not limited to, the more able, those with an identified SEND and those for whom English is not their first language.
Administration	<ul style="list-style-type: none"> ● Carrying out administrative duties with attention to detail. ● Ensure learner files are kept in good order, documents are appropriately completed, signed and dated as required. ● Ensure pupils are given copies of documents as necessary. ● Effectively attend to any audit issue raised, ensure that issues are not repeated and ensure that all files are in good order. ● Report and record any safeguarding concerns in line with Trust policies.
Stakeholder Engagement	<ul style="list-style-type: none"> ● Liaise with external agencies to ensure strategies for supporting pupils can be put in place as appropriate. ● Liaise with Academy colleagues to ensure support plans are effectively put in place as appropriate. ● Liaising with academic staff, parents and carers and outside agencies, regarding the progress of individual pupils to form a basis for reviews. ● To work with managers and colleagues of the participants to ensure positive relations are established.
Personal Intimate Care	<ul style="list-style-type: none"> ● In specific situations a Higher Level Teaching Assistant could be requested to provide Personal and/or Intimate Care / support medical needs for a pupil. ● Should intimate care / supporting medical needs be a requirement full training would be provided.
Personal Development	<ul style="list-style-type: none"> ● To take responsibility for own development in accordance with the needs identified through appraisal. ● Attend staff training, meetings or conferences as required.
Other	<ul style="list-style-type: none"> ● Act professionally, prudently and in the interests of the organisation at all times. ● Carry out any other duties as may reasonably be required by your Line Manager. ● Commitment to equality, diversity and inclusion.

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| | <ul style="list-style-type: none">• Undertake other similar activities that may fall within the grade and scope of the post as directed by the Principal or line manager. |
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Person Specification	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> ● Level 2 qualification in maths and English ● NVQ 2 or equivalent in teaching assistance or equivalent experience 	<ul style="list-style-type: none"> ● Relevant Level 3 qualification ● Specialist Support for Teaching and Learning Diploma ● HLTA Level 4 qualification ● Thinking Reading Training or equivalent ● First Aid qualification
Experience	<ul style="list-style-type: none"> ● Significant experience in working with vulnerable young people with SEND/MH ● Confidence to work effectively and assertively with young people, external agencies and parents/carers ● Accuracy and precision in written presentation ● Good ICT skills ● Creative approach to problem solving ● Effective time management and prioritisation skills ● Ability to work autonomously using own initiative and able to make judgements on when to adjust support ● To be flexible, adaptable, creative and willing to work outside term time 	<ul style="list-style-type: none"> ● Experience of using PiXL therapies
Professional Skills and Attributes	<ul style="list-style-type: none"> ● Effective communication, interpersonal, presentation and organisational skills ● Ability to work with a range of stakeholders ● Ability to provide a differentiated support service to pupils ● Commitment to safeguarding and promoting the welfare of pupils ● Commitment to personal professional development 	

This Job Description may be subject to modification or amendment at any time after consultation with the Post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the Trust in relation to the Post holder’s professional responsibilities and duties.

Signature Date

Name