



We know from experience that things change throughout the lifetime of a role and so this JD isn't a list of everything you will do – this gives our people the chance to play to their strengths.

How you will make an impact...

- Help maintain the ethos of The Consortium Academy Trust by driving our organisational culture forwards and using every opportunity to embed our values.
- Taking responsibility for your own development - that way we can make the biggest impact!
- We are always looking for someone who can contribute to our growth.
- More than anything, we are looking for a team player who puts their heart in to their work. We have some core values that run through everything we do, and we'd love it if they resonate with you too.

About the role...

Main purpose of the post

To work as part of a team of teachers, teaching assistants and other professionals under the direction of the Assistant SENDCo delivering supportive and challenging learning.

- The role includes the delivery of a bespoke programme to identified learners, flexibility will be required to support provision of Social Skills provision and recovery sessions for low ability learners where appropriate, to ensure reading and comprehension progress is accelerated enabling learners to access the full range of the curriculum
- To provide learners with the confidence to actively engage in school life to develop high levels of social interaction and independence, preparing them for the next stage in their education
- Support transition activities, at all stages of education, to ensure that learners are physically, mentally, and emotionally able to demonstrate resilience and thrive in the school environment
- Seek out opportunities for learners to engage in social activities with friendship groups and beyond
- Deliver 'Nurture' and 'Foundation Learning' provision and provide academic support of vulnerable and other learners to ensure that effective learning takes place across the school in all lessons, enabling learners to achieve and exceed their academic potential by developing their access to the curriculum through basic skills
- Analyse and evaluate performance data to provide updates on the effectiveness of programmes
- Liaise with parents/carers where appropriate to highlight areas of concern and celebrate achievement
- Provide opportunities for all learners to engage in reading for enjoyment
- Provide targeted support with homework for learners identified as requiring additional support
- Support Nurture group students in off-site provision
- Provide invigilation and access support for learners' exams across the school
- Support the lunchtime provision offered to learners including additional learning opportunities during non-directed time
- Provide cover for absent colleagues, where possible, to ensure consistency of support for learners
- Provide guidance to teaching staff to support reading recovery for individual learners in mainstream learning
- Take a keen interest in continuing professional development of themselves and others ensuring that basic skills relating to their post are continually up to date
- Provide administration support to the learning support team to support the outcomes for young people, for example, logging behaviour management incidents in line with the Behaviour Policy
- Attend and contribute to relevant IEP and EHC Meetings for learners

The following generic responsibilities are consistent for all Higher-Level Teaching Assistants (HLTA). All HLTAs will be expected to meet the appropriate Standards as a minimum requirement (relevant to experience).

Those awarded HLTA status must demonstrate, through their practice, that they:

1. Have high expectations of children and young people with a commitment to helping them fulfil their potential
2. Establish fair, respectful, trusting, supportive and constructive relationships with children and young people
3. Demonstrate the positive values, attitudes and behaviour they expect from children and young people
4. Communicate effectively and sensitively with children, young people, colleagues, parents and carers
5. Recognise and respect the contribution that parents and carers can make to the development and well-being of children and young people
6. Demonstrate a commitment to collaborative and cooperative working with colleagues
7. Improve their own knowledge and practice including responding to advice and feedback

Professional knowledge and understanding

Those awarded HLTA status must demonstrate, through their practice, that they:

8. Understand the key factors that affect children and young people's learning and progress

9. Know how to contribute to effective personalised provision by taking practical account of diversity
10. Have sufficient understanding of their area(s) of expertise to support the development, learning and progress of children and young people
11. Have achieved a nationally recognised qualification at level 2 or above in English/literacy and Mathematics/numeracy
12. Know how to use ICT to support their professional activities
13. Know how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support
14. Understand the objectives, content and intended outcomes for the learning activities in which they are involved
15. Know how to support learners in accessing the curriculum in accordance with the special educational needs and disability (SEND) code of practice and disabilities legislation
16. Know how other frameworks, that support the development and well-being of children and young people, impact upon their practice

Professional Skills

Teaching and learning activities must take place under the direction of a teacher and in accordance with arrangements made by the headteacher of the school.

Planning and expectations

Those awarded HLTA status must demonstrate, through their practice, that they:

17. Use their area(s) of expertise to contribute to the planning and preparation of learning activities
18. Use their area(s) of expertise to plan their role in learning activities
19. Devise clearly structured activities that interest and motivate learners and advance their learning
20. Plan how they will support the inclusion of the children and young people in the learning activities
21. Contribute to the selection and preparation of resources suitable for children and young people's interests and abilities

Monitoring and assessment

Those awarded HLTA status must demonstrate, through their practice, that they:

22. Monitor learners' responses to activities and modify the approach accordingly
23. Monitor learners' progress in order to provide focussed support and feedback
24. Support the evaluation of learners' progress using a range of assessment techniques
25. Contribute to maintaining and analysing records of learners' progress

Teaching and learning activities

Those awarded HLTA status must demonstrate, through their practice, that they:

26. Use effective strategies to promote positive behaviour
27. Recognise and respond appropriately to situations that challenge equality of opportunity
28. Use their ICT skills to advance learning
29. Advance learning when working with individuals
30. Advance learning when working with small groups
31. Advance learning when working with whole classes without the presence of the assigned teacher
32. Organise and manage learning activities in ways which keep learners safe
33. Direct the work, where relevant, of other adults in supporting learning.

As a member of the Trust

- Role model appropriate behaviours within a professional environment including conduct, communication, and personal appearance
- Role model high levels of literacy and numeracy including modelling appropriate language
- Aspire to develop own professional skills and qualifications
- Use all forms of social media appropriately
- Contribute to systems of evaluation and performance of the organisation positively

The above principal accountabilities are not exhaustive and may vary without changing the character of the job or level of responsibility.

About you...

Qualifications and Training

This is the job for you if you hold the following qualifications, experience, knowledge, skills and values:

Essential

5 GCSEs or equivalent, including Maths and English

Meet HLTA standards or equivalent qualification or experience

The Hessle Academy is a through-school incorporating Penshurst Primary School and Hessle High School & Sixth Form College and is part of the family of schools within The Consortium Academy Trust (TCAT).

Competent in use of Microsoft Office including Excel and Word

Commitment to continue own personal development

Desirable

Degree level qualification

Level 3 qualification (NVQ level 3 or A level)

Have undergone training in child protection awareness

Paediatric First Aid (or willingness to undertake training)

Experience, Knowledge and Skills

Essential

Experience of working in an educational setting

Knowledge and understanding of the needs and development of children

Ability to work on own initiative within departmental protocols/procedures

Training in a range of literacy strategies and approaches i.e. teaching of Reading, Spelling, Phonics following a suitably recognised scheme

Contributing to the development, monitoring and review of Education Health and Care Plans

Ability to work on own initiative within departmental protocols/procedures

Desirable

Supporting children with special educational needs and/or Disabilities (SEND)

Supporting children with English as an additional language (EAL)

Experience in working within statutory/voluntary agencies dealing with children and families

Ability to display an understanding of social/welfare issues as they affect children, families and schools

Knowledge of strategies to support students with specific SEND e.g. physical disabilities, visual and/or hearing impairment, dyslexia

Good understanding of Safeguarding procedures

CPOMS Safeguarding and Child Protection Software for Schools

Understanding of procedures and legislation relating to confidentiality

Values and Personal Competencies

Committed to the values and vision of the Trust

Excellent interpersonal skills; energy and enthusiasm

Self-motivation

Organisational and time management skills

Ability to question

Flexibility and adaptability

Ability to effectively evaluate own performance

Team focused with the ability to work independently and take initiative

Committed to equality, diversity and inclusion

Strong morals, ethics and sound judgement.