



BRIDGWATER COLLEGE ACADEMY

JOB DESCRIPTION

HLTA - Reading and Literacy Years 5-11

The Bridgwater College Academy Culture reflects that of our sponsor.

The success of the Bridgwater College Academy will be underpinned by two fundamental tenets:

Students come first: First and foremost, the role of the Academy is to enable students to achieve their potential, and it is this assumption that drives the culture and activity of the Academy. It also drives the Academy's recruitment and personnel strategies. It is assumed that anyone who joins or forms part of the Academy shares this philosophy.

All staff employed at the Academy are team players: Whilst every member of staff has a specific role to fulfil, their ability to do this successfully will depend to a large degree on their ability to cooperate with others, to lead by example if they are operating in a management capacity, and to support colleagues in whatever way is appropriate, and in their turn to seek support when this is necessary to enable them to fulfil their role. The extent to which individuals can work with others is seen as a critical determinant in their appointment to the Academy. In all appointments we make it clear that we are looking for energy, passion, innovation and cooperation, as well as behaviour that will promote a positive image for the Academy in its wider community.

PERSONAL PROFILE

The success of the Bridgwater College Academy rests on a very strongly felt and shared set of values which determine its strategic direction. It is absolutely crucial that the post holder shares our values of student centredness, equality of opportunity and parity of esteem for staff and students. S/he must enjoy working within the team philosophy. This post is not about building empires. It is about espousing and promoting corporateness. Like any other post in the Academy, it is about valuing people, working in partnership with others and supporting individual progression and achievement.

Crucially post holder must have a commitment to comprehensive all-through education and training. S/he will believe passionately in the entitlement of individuals of all ages to learning.

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Core Purpose

- To co-ordinate and deliver reading and literacy assessments and interventions, working with students individually or in small groups. This involves supporting the administration, monitoring, resourcing and organisation of interventions and assessments, as well as monitoring and reviewing student progress.
- To complement the professional work of teachers by taking responsibility for delegated learning activities under an agreed system of supervision. This involves a contribution to the planning and preparing of lessons, within a framework set by the assigned teacher, delivering learning activities for individuals/groups or whole classes without the presence of the teacher and monitoring pupils by assessing, recording and reporting their achievements, progress and development.

Tasks will involve:

- Planning and preparing lessons and courses for pupils;
- Delivering lessons to pupils. This includes delivery via distance learning for computer aided techniques;
- Assessing the development, progress and attainment of pupils; and
- Reporting on the development, progress and attainment of pupils.

Main Responsibilities and Duties

- Under an agreed system of supervision of an assigned Qualified Teacher:
- Plan challenging teaching and learning objectives to meet a diversity of pupils' needs and interests, including those in out of school contexts.
- Organise and manage a safe and purposeful learning environment; select and prepare resources appropriate to learning activities, taking account of pupils' interests and language and cultural backgrounds; use ICT to support learning activities and develop pupils' competence and independence in its use.
- Develop and deliver structured teaching and learning activities for individuals, groups or whole classes within the local and national framework eg Literacy, Numeracy, Early Years, Key Stage 3 strategies and Individual Education Plans (IEPs); adjust activities according to pupils' responses during lessons; promote the inclusion of all pupils in the learning process.
- Supervise the work of teaching assistants and voluntary adult helpers who are supporting teaching and learning in the classroom, including the allocation, direction and monitoring of their work.
- Encourage pupils to work co-operatively with each other within an established discipline policy, anticipate and manage pupil behaviour and promote self-control and independence. Provide feedback for pupils in relation to progress and achievements.
- Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives to inform future planning.
- Record progress and achievement in lessons/activities systematically and provide evidence to the assigned teacher, using objective and accurate feedback of the range and level of progress and attainment achieved.

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- Provide constructive feedback, advice and guidance on pupil progress and achievement to parents, encourage the role of parents in pupils' learning and participate in meetings with parents.
- Administer and assess marked tests and invigilate exams/tests
- Implement and assist with the development of policies and procedures relating to child protection, equal opportunities, health, safety and security, confidentiality and data protection; report concerns to the appropriate authorised person.
- Establish relationships and communicate with other agencies/professionals to support the achievement and progress of pupils.
- Assist with the development of appropriate multi-agency approaches to supporting pupils.
- Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend the work carried out in class.
- Manage and develop a specialist area – co-ordinating reading interventions
- Responsible for the health, safety and welfare of themselves and others
- Responsible for the safeguarding and promotion of the welfare of children
- To be a team player, and contribute towards the Academy vision, within own capabilities
- The post-holder may, from time to time, be required to carry out other duties commensurate with the role.

Problem Solving and Creativity

- Plans challenging learning activities for individuals, groups and, on occasions, for whole classes based on assessments of pupils' prior knowledge and understanding. Develops teaching and classroom management strategies to achieve appropriate learning objectives; prepares resources needed to deliver strategies eg to assist a pupil who is experiencing difficulty in learning.
- Identifies and prepares the resources needed to successfully deliver the strategies. Contributes ideas to the development of school policies and procedures e.g., behaviour, safety and security.
- A variety of interpersonal techniques are needed to establish productive relationships with pupils, parents, carers and outside agencies e.g., adjusting the style of approach to a parent who becomes aggressive.
- Teaching activities and resources may need to be adjusted during lessons according to pupil responses, in order to ensure that lesson objectives are being achieved and all pupils are engaged e.g., providing alternative equipment to overcome learning barriers, redirecting the work of other teaching assistants. A strong grasp of behaviour strategies is needed to deal with challenging behaviour which is disrupting effective teaching and learning or to cater for the needs of a pupil with substantial physical difficulties or a health problem.
- Responding to the attitude and behaviour of pupils by exercising sound judgement in the context of school policies and procedures e.g., in addressing bullying, harassment or prejudice.

Decision Making

- Works under the supervision of an assigned teacher/leader and within agreed school policies and procedures, and IEPs. Assesses pupils' learning needs and decides activities which best meets those needs. Selects resources, including the deployment of other teaching assistants and voluntary helpers. During teaching activities has to continually assess their effectiveness on pupils' learning and decide if and what to change.
- Takes immediate decisions without referral to the assigned teacher to deal with issues of

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teaching and learning, care, control and safety of pupils during lessons e.g., to make judgements about the effectiveness of a teaching style or activity and to make changes considered appropriate to deal with challenging behaviour. Guidance and support will be readily available from teaching staff and more complex or controversial decisions will be referred to the assigned teacher.

Relationships

- There is frequent discussion with teaching staff to receive and provide information and guidance about teaching and learning activities (planning, preparation, delivery of teaching and learning activities, assessment, marking and recording) and the educational, pastoral, physical and emotional needs of pupils.
- Continuous interaction with pupils to assess their learning needs, to deliver learning activities, to develop productive working relationships, to promote the inclusion and acceptance of all pupils in the classroom and to encourage independence and self-reliance.
- There is continuous contact with other teaching assistants and voluntary adult helpers to guide, direct and allocate their work and to receive and provide information about teaching and learning processes and the educational, pastoral, physical and emotional needs of pupils.
- There is regular contact with parents/carers and occasional contact with outside agencies, to provide advice and guidance e.g., giving feedback on pupil progress, encouraging and advising parents in their role of supporting pupil learning, dealing with sensitive issues connected with pupils' behaviour or personal needs.
- There is occasional contact with Health Service Professionals to ensure that appropriate daily support is given to pupils with known medical conditions.

Physical Working Conditions

- A normal school environment although there may be an involvement in external school activities, such as swimming and educational visits for which rigorous risk assessments are conducted.
- Some of the working days spent standing, with periods of crouching/bending, to engage pupils in activities.
- When negotiated and agreed with pupils, parents or carers substantial physical effort may be required on a regular basis when providing assistance to pupils with significant physical disabilities. There may be an occasional need to physically lift pupils, such as for safety or care needs and occasional unpleasant conditions relating to pupils' personal hygiene needs.
- Occasional physical risks relating to intervention and incidents of challenging behaviour, including aggression, which are encountered with pupils who have psychological and/or physical disabilities.

Knowledge, Skills and Experience

- Will have met Higher Level Teaching Assistants' standards that are set at Level 4 of the National Qualifications Framework or equivalent qualifications or experience; numeracy and literacy skills equivalent to NVQ Level 2 in English and Maths; training in relevant learning strategies e.g., literacy; specialist skills/training in curriculum or learning area e.g., bilingual, sign language, ICT, therapeutic techniques.
- Experience of delivering reading and/or literacy interventions and support with a proven track record of success
- Will have awareness of national frameworks, typical curricular, teaching methods and expectations in the key stages or phases.

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- Able to use ICT effectively to support learning; full working knowledge of relevant policies, codes of practice and legislation; working knowledge and experience of implementing national/foundation stage curriculum and other relevant teaching programmes/strategies; good understanding of child development and learning processes; understanding statutory framework relating to teaching; understand the legal definition of Special Educational Needs and familiar with guidance in SEN Code of Practice; ability to organise, lead and motivate others, consistently improving own practice/knowledge through self-evaluation and learning from others; ability to relate well to pupils and adults; work constructively as part of a team; ability to organise, lead and motivate a team of adults working in the classroom; understanding classroom roles and responsibilities.
- Personal qualities required are discretion, loyalty, commitment, patience, flexibility, good personal organisation, firmness, good oral communication skills.
- Extensive experience of working with pupils of the relevant age in an educational setting.

Other Requirements

- Responsible for the health and safety and welfare of themselves and others.
- To be responsible for the safeguarding and promotion of the welfare of children.
- To be a team player and contribute within your own capabilities towards the Trust vision
- To attend mandatory training courses, e.g., related to child protection
- To carry out lunch and/or break time duty supervision as directed
- The post-holder may from time to time be required to carry out other duties commensurate with the role

Agreed that the Job Description is a fair and accurate statement of the requirements of the job:	
Job Holder:	Date:
Line Manager:	Date:
Designated Senior Manager:	Date: