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|  **JOB DESCRIPTION** |
| **Post:**  | Higher Level Teaching Assistant – Reading Leader |
| **Grade:**  | MAT 5 (NJC 11 – 17)  |
| **Section:**  | Student Support  |
| **Responsible to:**  | Assistant Principal (Teaching & Learning)  |

**JOB PURPOSE**

To work with and supervise individuals and groups of children under the direction/instruction of teaching and/or senior staff, specifically including the planning, teaching and delivery of interventions to Key Stage 3 and Key Stage 4 children, who have been identified as requiring additional support to make rapid reading progress. Use of identified intervention resources, as directed by the Assistant Principal, and determined by the specific needs of the students.

When required, to supervise whole classes during the short-term absence of a class teacher under the guidance of teaching and/or senior staff, inclusive of contribution to teacher lesson plans, delivery and assessment, enabling access to learning for all students.

**MAIN DUTIES**

**Specific responsibilities to the role of reading leader:**

* Support senior literacy leader to administer specific reading assessments for all students, and additional assessments for identified students.
* Work closely with literacy lead to analyse reading assessment data, and identify students who are below age related expectations in reading.
* Administer diagnostic reading assessments for identified students to determine specific areas of need.
* Work collaboratively with relevant staff including literacy lead, the SENDCO and inclusion departments.
* Use additional information, including EHCP or SEND plans, to aid planning and delivery of intervention.
* Prepare individual intervention plans for identified students in conjunction with the literacy lead, to address their specific reading deficits.
* Use SIMS to develop intervention timetables for all identified pupils, ensuring students are grouped appropriately and are only withdrawn from selected lessons on a rotational basis.
* Communicate intervention times with students, parents and staff, using appropriate communication channels.
* Plan and implement interventions for students using authorised educational resources, following pre-determined schemes of learning and intervention plans, adhering to the principles of quality first teaching.
* Maintain accurate record of intervention activities.
* Complete regular formative and interim summative assessments of pupils to determine progress, using authorised educational resources.
* Provide formative feedback to students to support their ongoing learning and progress.
* Liaise with parents as appropriate about attendance, engagement and impact of reading intervention.
* Complete required tracking & monitoring sheets to evidence provision & impact of interventions.
* Analyse pupil data in order to evaluate the progress of identified individuals and report to the literacy lead on the impact of the intervention.
* Ongoing communication with teaching and pastoral staff.
* Complete case studies for selected students.
* Attend regular meetings with literacy lead, SLT and other reading staff, supporting to development of the role and reading provision with shared good practice.
* Any other duties within the scope of the grade as the post develops.

**Generic responsibilities to the role of a HLTA:**

* Promote inclusion and acceptance of all students
* Provide consistent support to all students, responding appropriately to individual student needs
* Encourage students to interact with others and engage in activities
* Promote self-esteem and independence, employing strategies to recognise and reward achievement within established school procedure
* Managing student behaviour and leading students in relevant activities
* Assess the needs of students and use detailed knowledge and specialist skills to support student learning
* Establish productive working relationships with all students, acting as a role model and setting high expectations
* Develop and implement individual learning plans
* Provide feedback to students in relation to progress and achievement
* Production of lesson plans, worksheets, learning objectives, etc, within agreed system of supervision, to support the reading and literacy needs of the student and in line with the agreed intervention programme
* Assist with the display of children’s work
* Effectively contribute to the selection and preparation of teaching resources that meet the diversity of students’ needs and interests
* Monitor and evaluate students’ 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/senior leader on student progress and other matters, ensuring the availability of appropriate evidence
* Be responsible for keeping and updating records in agreed format with the teacher, contributing to reviews of systems/records as requested.
* Administer and assess/mark tests and accurately record achievement/progress and invigilate exams/tests
* Establish a clear framework for student discipline, anticipate and manage student behaviour constructively, promoting self-control and independence, in line with established school policy
* Support the role of parents in student’s learning and communicate students learning needs, support required and progress in a timely and efficient manner
* Deliver learning activities/programmes, adjusting activities according to student learning styles and individual needs within agreed system of supervision
* Support the delivery of literacy/numeracy programmes, effectively utilising all alternative learning opportunities to support extended development
* Use ICT effectively in learning activities and develop students’ competence and independence in its use
* Assist students to access learning activities through specialist support, e.g. curriculum/SEN specialism
* Select and prepare required resources to lead learning activities, taking account of student’s interests, language and cultural backgrounds

**Support for the School – wider expectations of the role**

* Comply with school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection. Report all concerns to the appropriate person (as named in the policy concerned)
* Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop
* Contribute to the school ethos, aims and development/improvement plan
* Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of students taking the initiative to develop appropriate multi-agency approaches
* Attend and participate in regular meetings as appropriate
* Participate in training and other learning activities as required
* Establish own best practice and lead specialist area and use to support others
* Assist with the planning of opportunities for students to learn in out-of-school contexts, according to school policies and procedures and within working hours
* Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend in school activities
* To be a member of a break or lunch duty team
* Management of 1 or more teaching assistants, inclusive of central liaison point and deployment of resources
* Ensure effective team communication, teaching assistant induction, development and appraisal
* Contribute to the school senior management team.

**The post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated from time to time.**

Signed: ............................................................………... Date: …………………………….