



JOB DESCRIPTION

Job Title: Higher Level Teaching Assistant - Reading
Grade: SO1 SCP 23-25
Reporting to: Principal or Line Manager nominated by Principal

Job Purpose:

To complement the professional work of teachers by taking responsibility for agreed learning activities focused on reading under an agreed system of supervision. This may involve planning, preparing and delivering reading activities for individuals/groups or short term for whole classes (PPA cover) and monitoring pupils and assessing, recording and reporting on pupils' achievement, progress and development. The Higher Level Teaching Assistant – Reading will be responsible for the management and development of a specialist reading area within the academy and/or management of other Teaching Assistants including allocation and monitoring of work, appraisal and training.

Responsibilities and Accountabilities:

- To complement the professional work of teachers by taking responsibility for agreed reading activities. These activities can be for individuals/groups of whole classes (e.g. PPA cover).
- To develop and maintain positive relationships with parents and carers, be an ambassador for the school.

Support for Pupils:

- Assess the reading needs of pupils and use detailed knowledge and specialist skills to support pupils' learning.
- Support students with reading and literacy skills under the direction of the teacher.
- Establish productive working relationships with pupils, acting as a role model and setting high expectations.
- Develop and implement Individual Support Plans.
- 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.
- Engage in wider school activities and events.

Support for the Teacher:

- Organise and manage an appropriate learning environment and reading resources.
- Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate.
- Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives.
- Provide objective and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Record progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment.

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- Work within an established discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence.
- Supporting the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement, etc.
- Administer and assess/mark tests and invigilate tests.
- Produce lesson plans, worksheet, plans etc. as necessary.

Support for the Curriculum:

- Deliver reading activities to pupils within agreed system of supervision, adjusting activities according to pupil responses/needs.
- Deliver local and national reading strategies and make effective use of opportunities provided by other learning activities to support the development of pupils' skills.
- Use ICT effectively to support reading activities and develop pupils' competence and independence in its use.
- Select and prepare reading resources necessary to lead learning activities, taking account of pupils' interest and language and cultural backgrounds.
- Advise on appropriate deployment and use of specialist aid/resources/equipment.

Support for the Academy:

- Comply with and assist with the development of policies and procedures relating to child protection health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.
- Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils.
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others.
- Contribute to the identification and execution of appropriate out of school learning activities, which consolidate and extend work carried out in class.

Line Management Responsibilities (where appropriate):

- Manage other Teaching Assistants.
- Liaise between Managers/teaching staff and Teaching Assistants.
- Hold regular team meetings with managed staff.
- Represent Teaching Assistants at teaching staff/management/other appropriate meetings.
- Undertake recruitment/induction/appraisal/training/mentoring for other Teaching Assistants.

Other duties commensurate with the grade of the post as directed by the Principal.

Personal Responsibilities:

- To hold positive values and attitudes and adopt high standards of professional conduct in line with the Seven Principles of Public Life (selflessness, integrity, objectivity, accountability, openness, honesty, leadership) and our trust values of Diligence, Integrity, Rectitude and Kindness.
- Carry out the duties and responsibilities of the post, in accordance with GORSE's Health and Safety Policy and relevant Health and Safety Guidance and Legislation.
- Form positive professional relationships, and work in partnership with colleagues throughout GORSE.
- To willingly engage with training as required.
- Treat all aspects of the role with the strictest confidentiality.

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- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality, equality and diversity and data protection, reporting all concerns to an appropriate person.

Any Special Conditions of Service:

- The post is subject to a satisfactory enhanced DBS background check, relevant right to work documentation, suitable references and a six -month probationary period.
- Occasionally there may be a requirement to work off-site and undertake work outside normal office hours to meet the variable nature of workloads and deadlines and to support academy events.
- Contribution to the overall ethos/work/aims of GORSE.
- GORSE operates a No Smoking/Vaping Policy.

We are committed to safeguarding the welfare of children and expect all staff and volunteers to share this commitment. The successful candidate will be subject to full employment checks, including an enhanced DBS disclosure and barring service check. We promote diversity and aim to establish a workforce that reflects the population of Leeds.

Employment is conditional on confirmation of the right to work in the UK – either as a UK or Irish citizen, under the EU Settlement scheme or having secured any other relevant work visa. If you do not have the right to work in the UK and the role does not meet eligibility for sponsorship, please consider carefully whether you meet the eligibility to apply for this position.

PERSON SPECIFICATION

Criteria	Essential/ Desirable
Qualifications	
Higher Level Teaching Assistant status (or willingness to work towards) (Level 4)	E
Level 2 Numeracy/ Literacy (or willingness to work towards)	E
5+ GCSE C/4 and above (or equivalent) including English and Mathematics	E
Knowledge and Skills	
Full working knowledge of relevant policies/codes of practice legislation.	E
Working knowledge and experience of implementing national/ foundation stage curriculum and other relevant learning programmes/strategies.	E
Constantly improve own practice/ knowledge through self-evaluation and learning from others.	E
Good understanding of child development and learning processes.	E
Understanding of statutory frameworks relating to teaching.	E
Appropriate knowledge in First Aid.	E
Effectively use ICT to support learning.	E
Ability to organise, lead and motivate a team.	E
Ability to relate well to children and adults.	E
Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these.	E
Knowledge and skills to support children with speech, language and communication needs.	D
Subject specialisms.	D
Training in relevant learning strategies e.g. literacy	E
Experience	
Previous experience of working with children of the relevant age range in a learning context.	E
Experience of working in EYFS.	D
Continuous Professional Development	
Evidence of commitment to Continuing Professional Development	E
Other Conditions	
Enhanced DBS Clearance	E

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