

POST TITLE: Higher Level Teaching Assistant (HLTA) – Interventions & Literacy	GRADE 6
RESPONSIBLE TO: SENDCo	

Responsible for No direct reports

Purpose of role

To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision. This will involve preparing and delivering learning activities for whole class groups and assessing, recording and reporting on students' achievement, progress and development. In some settings this role will allow teachers to be released for PPA time.

Principle Accountabilities

Support for Students:

- To coordinate and monitor students accessing the Learning Support Department, assessing need and signposting appropriate support in line with their Student Support Document and/or EHCP.
- To work closely with the SENDCO to ensure students with SEND are supported to make accelerated progress.
- To plan, deliver and review literacy / numeracy interventions in a 1:1 or group setting with a focus on programmes such as Accelerated Reader, RWI / Lexia and number stacks
- To provide Key Worker support for allocated students on the SEND Register.
- To ensure the Assess, Plan, Do, Review process is followed and detailed records are kept for Key Students.
- General support:
- Assess the needs of students and use detailed knowledge and specialist skills to support students' learning.
- Establish constructive working relationships with students, acting as a role model and setting high expectations.
- Develop and implement student support packages where appropriate.
- Promote the inclusion and acceptance of all students.
- Support students consistently whilst recognising and responding to their individual needs.
- Encourage students to interact and work co-operatively with others and engage all students in activities.
- Set challenging and demanding expectations and promote self-esteem and independence.
- Employ strategies to recognise and reward achievement of self-reliance.
- Provide feedback to students' in relation to progress and achievement.
- Monitor and evaluate student 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 student 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.

- Deliver learning activities to students' within agreed system of supervision, adjusting activities according to student responses/needs.
- Undertake planned supervision of pupils' out of normal lesson times, including lunchtimes.
- Supervise pupils on visits, trips and out of school activities.

Support for Teacher:

- Supervise whole classes occasionally during short term absence of teachers depending on setting.
- Organise and manage appropriate learning environment and resources.
- Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate.
- Establish constructive relationships and communicate with other agencies/professionals in liaison with the teacher to support achievement and progress of pupils.
- Supporting the role of parents in students' learning and contribute to/lead meetings with parents to provide constructive feedback on students' progress/achievement etc.
- Administer and assess and mark class work/tests.
- Production of lesson plans, worksheet, plans etc.
- Provide appropriate guidance, supervision and training of other staff as appropriate.

Support for Curriculum:

- To work with the SENDCO, and Deputy SENDCO to develop an extensive suite of diagnostic assessment tools across the 4 broad areas of need, using the results to inform bespoke strategies that allow students to access learning.
- To assist in the development and implementation of appropriate systems for recording the progress of students with special educational needs.
- To attend appropriate in-service training provided by the trust or LA.
- To promote and reinforce school policies, practices and procedures, including an understanding of child protection and health and safety responsibilities.
- To use effective behaviour management strategies consistently, in line with the school's RTL procedure.
- To organise and safely manage the learning environment and resources within the SEND department.
- Deliver local and national learning strategies e.g. literacy and make effective use of opportunities provided by other learning activities to support the development of students' skills.
- Use ICT effectively to support learning activities and develop students' competence and independence in its use.
- Select and prepare resources necessary to lead learning activities, taking account of students' interests, language and cultural backgrounds.
- Advise on appropriate deployment and use of specialist aid/resources/equipment.

Data Protection and Safeguarding:

- Work within the requirements of Data Protection at all times
- Understand your responsibilities in relation to Safeguarding and child protection and how to highlight an issue / concerns
- Remain vigilant to ensure all students are protected from potential harm

General:

- The post-holder will be expected to exemplify the trust values of Respect, Opportunity, Collaboration and Aspiration and demonstrate trust behaviours as outlined in “The Futura Way”.
- The post-holder will be expected to undertake any appropriate training provided by the Trust to assist them in carrying out any of the above duties.
- The post-holder will be expected to contribute to the protection and welfare of children and young people, as appropriate, in accordance with any agreed policies and/or guidelines, reporting any issues or concerns to their immediate line manager.
- The post-holder will be required to promote, monitor and maintain health, safety and security in the workplace. To include ensuring that the requirements of the Health & Safety at Work Act, COSHH, and all other mandatory regulations are adhered to.
- An Enhanced Disclosure with the Disclosure and Barring Service (DBS) will be undertaken before an appointment can be confirmed. The successful candidate will be required to disclose all convictions and cautions, including those that are spent; the exception being certain, minor cautions and convictions which are ‘protected’ for the purposes of the ‘Exceptions’ order.
<https://www.gov.uk/government/collections/dbs-filtering-guidance> ‘

This job description only contains the main accountabilities relating to the posts and does not describe in detail all of the duties required to carry them out. The post holder may be required to undertake other duties and responsibilities that are commensurate with the nature and level of the post.

Futura Learning Partnership is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Your suitability to work with children and young people will form part of the selection process. For this post prior to appointment, Futura Learning Partnership will apply for an enhanced disclosure certificate from the Disclosure and Barring Service.

Person Specification - Higher Level Teaching Assistant (HLTA) – Interventions & Literacy	Essential (E) or Desirable (D)
Education/Qualifications	
Good standard of education (5 x GCSE’s – English and Maths C or above)	E
Attainment of the Higher Level Teaching Assistant standards or qualified teaching status	E
Qualified first aider	E
Experience	
Evidence of suitability to work with children and young people	E
Experience of applying a range of strategies to support pupils in the classroom with the minimum of supervision	E
Minimum 2 years recent relevant experience supporting pupils in the classroom with additional needs	D
Contributing to pupil reviews and reports e.g. PSP, EHC plans etc.	E
Understanding of principles of child development and learning processes and in particular, barriers to learning	E

Understanding of classroom roles and responsibilities and your position within these	E
Behaviours	
Operates with integrity	E
Committed to continuous professional development	E
Committed to a collaborative team approach	E
	E
Skills	
Ability to supervise a group of pupils	E
Full working knowledge of national/foundation stage curriculum and other relevant learning programmes/strategies/codes of practice	E
Natural communicator with the ability to relate well to both pupils and adults	E
Understanding of statutory frameworks relating to teaching.	E
Ability to self-evaluate learning needs and actively seek learning opportunities including those with additional needs.	E
Ability to plan and implement effective actions for pupils with risk of underachieving	E
Ability to effectively use ICT to support learning and use of other equipment technology i.e. computer, video, photocopier.	E
Good use of initiative	E