

## JOB DESCRIPTION

<b>Job Title: HLTA – Literacy Support</b>	<b>Grade/Salary/Range: E</b>
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<b>JOB PURPOSE</b>
To deliver Literacy Interventions including: small group interventions for students with literacy difficulties, guided reading during English curriculum time and in lesson support with reading.

<b>DESIGNATION OF POST AND POSITION WITHIN DEPARTMENTAL STRUCTURE</b>
To be responsible to the Literacy Lead, and Deputy Headteacher, Curriculum

<b>MAIN DUTIES AND RESPONSIBILITIES</b>
<p>To plan, prepare and deliver phonics interventions to small groups and individual students. To develop and prepare resources for learning activities in accordance with lesson plans and in response to student need.</p> <p><b>Teaching and Learning</b></p> <ul style="list-style-type: none"> <li>• Within an agreed system of supervision and within a pre-determined lesson framework, teach whole classes, small groups or tutorials.</li> <li>• Motivate and progress students' learning by using clearly structured, interesting teaching and learning activities.</li> <li>• Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop.</li> <li>• Promote and support the inclusion of all students, including those with specific needs, both in learning activities and within the classroom.</li> <li>• Use behaviour management strategies, in line with the school's policy and procedures, to contribute to a purposeful learning environment and encourage students to interact and work co-operatively with others</li> <li>• Support the role of parents in developing students' literacy and contribute to/lead meetings with parents to provide constructive feedback on students' progress and achievement in literacy.</li> </ul> <p><b>Monitoring and Assessment</b></p> <ul style="list-style-type: none"> <li>• With teachers evaluate students' progress through a range of assessment activities.</li> <li>• Assess students' responses to learning tasks and where appropriate, modify methods to meet individual and/or group needs.</li> <li>• Monitor students' participation and progress and provide constructive feedback to students in relation to their progress and achievement.</li> <li>• Assist in maintaining and analysing records of students' progress.</li> <li>• Contribute to programmes of observation and assessment as planned by the teacher and provide reports, evaluations and other information to assist in the provision of appropriate support for specific children.</li> </ul>

**Professional Values and Practice**

- Have high expectations of all students encouraging them to live our school motto – 'Personal Excellence and Collective Responsibility'.
- Respect students' social, cultural, linguistic, religious and ethnic backgrounds.
- Build and maintain successful relationships with students, treating them consistently, with respect and consideration and to be concerned for their development as learners.
- Demonstrate and promote the same positive values, attitudes and behaviour that are expected from students.
- Work collaboratively with colleagues to meet the needs of all students (inc SEN students).
- Carry out all aspects of the role effectively and to seek help, advice or guidance as necessary.

**Staff Development:**

To take part in the school's staff development programme by participating in arrangements for further training and professional development.

- To continue personal development in the relevant areas.
- To engage actively in the Performance Management Review process.
- To work as a member of a designated team and to contribute positively to effective working relations within the school.

**Scope of Job (Budgetary/Resource Control, Impact)**

No direct budgetary responsibility.

**Other Specific Duties:**

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This role has been identified as public facing in accordance with Part 7 of the Immigration Act, and therefore the ability to fulfil all written and spoken aspects of the role with confidence in English will be required. Conversing at ease with the public including students, answer questions and provide advice, including the use of appropriate specialist terminology relevant to the job role/profession and where necessary for an extended period of time.

This job description is current at the date shown, but following consultation with you, may be changed by Management to reflect or anticipate changes in the job which are commensurate with the salary and job title.

<b>Job Title: HLTA – Literacy Support</b>		<b>Department/Division: English</b>
<b>KEY CRITERIA</b>	<b>ESSENTIAL</b>	<b>DESIRABLE</b>
Qualifications and Training	<ul style="list-style-type: none"> <li>• A qualification in English/literacy and mathematics/numeracy, equivalent to at least Level 2 of the National Qualifications Framework with a pass at GCSE Grade C or equivalent</li> </ul>	<ul style="list-style-type: none"> <li>• Completed training in relation to SEN</li> <li>• Completed training in the delivery of a Systematic Synthetic Phonics Programme (SSP)</li> </ul>
Competence Summary (Knowledge, abilities, skills, experience)	<ul style="list-style-type: none"> <li>• Experience of working in partnership with teachers, parents and other practitioners</li> <li>• Experience of working with students with SEN</li> <li>• Knowledge of IT</li> <li>• Experience of working with students with literacy difficulties</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness of different approaches to working with children with SEN</li> <li>• Experience of teaching students a SSP programme</li> </ul>
Work-related Personal Requirements	<ul style="list-style-type: none"> <li>• Ability to be self-motivated and able to respond to a wide range of work environments</li> <li>• Ability to work with a range of learners, responding to their individual needs</li> <li>• Able to support and work in partnership with parents</li> <li>• Able to work in what can be stressful situations</li> <li>• To have good interpersonal skills</li> <li>• The ability to develop constructive working relationships with school staff in a mainstream school</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of phonics and supporting students' literacy</li> <li>•</li> </ul>
Other Work Requirements	<ul style="list-style-type: none"> <li>• Commitment to own continuing professional development (CPD)</li> <li>• Maintaining awareness/knowledge of educational thinking in relation to SEND</li> </ul>	

**September 2024**

**Safeguarding:**

**This School is committed to safeguarding children and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. The post holder is responsible for ensuring they adhere to the School's Child Protection Policy and that any concerns are raised in accordance with this policy. All successful candidates will be subject to Disclosure and Barring Service checks along with other relevant employment checks.**