

# Job Description & Person Specification

## Reading HLTA

<b>Job Title:</b>	Trust-wide reading HLTA
<b>Scale:</b>	Scale 5, Point 8 - 11
<b>Responsible to:</b>	Director of Secondary/School Reading Leads
<b>Responsible for:</b>	Accelerating the reading age of children (Key Stage 3)

<b>Job Purpose:</b>	<ul style="list-style-type: none"> <li>The Reading HLTA's role is to work across the trust schools (4 x secondary) to work with identified children on a 1:1 (or very small group) to accelerate their reading age. You will work as part of a team to bring about the desired improvements. This will involve using the school's reading schemes and liaising with the school-based reading leads to ensure the staff, parents and children are all engaged in the reading intervention programme. The aim is for these children to have a reading age in-line with their biological age as soon as possible.</li> </ul>
<b>Duties &amp; Responsibilities:</b>	<ul style="list-style-type: none"> <li>Develop and implement plans to ensure the following expectations are met over time, The expectation is that each Reading HLTA will work across 2 secondary schools each.</li> <li>Deliver intervention reading acceleration sessions to individual students or very small groups of children across Years 7 &amp; 8 (and a small number of Year 6 children in the final half term as part of their transition to their secondary school).</li> <li>Use detailed knowledge of the accelerated reading scheme in the school and specialist skills to support and progress Childrens' reading and comprehension development.</li> <li>Provide feedback to pupils (&amp; staff/parents) in relation to progress and achievement.</li> <li>Establish productive working relationships with children, acting as a role model and setting high expectations.</li> <li>Promote the inclusion and acceptance of all pupils within the learning environment.</li> <li>Support children consistently while recognising and responding to their individual needs.</li> <li>Procure effective strategies so that all children engage in activities/the reading programme.</li> <li>Promote independence and employ strategies to recognise and reward achievement of self-reliance.</li> <li>Organise and manage an appropriate learning environment and resources.</li> <li>Monitor and evaluate children's responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives.</li> <li>Share best practice across the schools, identifying opportunities or changes for schools to make.</li> <li>Record progress and achievement in sessions/activities systematically and provide evidence of range and level of progress and attainment. Report on the children's progress to the Schools' Reading Leads and Director of Secondary as required.</li> </ul>

	<ul style="list-style-type: none"> <li>• Work within an established behaviour and relationships policy to anticipate and manage behaviour constructively, promoting self-control and independence.</li> <li>• Use IT effectively to support learning activities where relevant.</li> <li>• Select and prepare resources necessary to lead learning activities, taking account of pupils' interests and language and cultural backgrounds.</li> <li>• Comply with and assist with the development of policies relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person.</li> <li>• Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.</li> <li>• Contribute to the overall ethos/work/aims of the schools and trust</li> </ul>
<b>General:</b>	<ul style="list-style-type: none"> <li>• Participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with their line manager.</li> <li>• Comply with individual responsibilities, in accordance with the role, for health &amp; safety in the workplace.</li> <li>• Comply with Data Protection Act 2018 and GDPR requirements in all working practices maintaining confidentiality, integrity, availability, accuracy, currency, and security of information as appropriate. Take personal responsibility for all personal data within own working environment.</li> <li>• Ensure that all duties and services provided are in accordance with the Trust's Equality &amp; Diversity Policy.</li> <li>• Bridge Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All Staff are expected to confirm they have read and understood KCSIE part one, annually each September.</li> </ul>

### PERSON SPECIFICATION

Criteria	Qualities	Essential/ Desirable
Qualifications & Training	<ul style="list-style-type: none"> <li>• Experience in reading schemes used in schools.</li> </ul>	D
Knowledge & Experience	<ul style="list-style-type: none"> <li>• Knowledge of the National Curriculum or Reading programme.</li> </ul>	D
	<ul style="list-style-type: none"> <li>• Knowledge of effective teaching and learning (or reading) strategies to support inclusion and progress.</li> </ul>	D
	<ul style="list-style-type: none"> <li>• Ability to adapt teaching of reading to meet pupils' needs.</li> </ul>	E
	<ul style="list-style-type: none"> <li>• Ability to build effective working relationships with pupils.</li> </ul>	E
	<ul style="list-style-type: none"> <li>• Knowledge of guidance and requirements around safeguarding children.</li> </ul>	E
	<ul style="list-style-type: none"> <li>• Knowledge of effective behaviour management strategies including de-escalation and restorative reflection.</li> </ul>	E
	<ul style="list-style-type: none"> <li>• Good reading and writing skills.</li> </ul>	E
	<ul style="list-style-type: none"> <li>• Good ICT skills, particularly using ICT to support learning.</li> </ul>	E
	<ul style="list-style-type: none"> <li>• Experience of performance management procedures.</li> </ul>	D
	<ul style="list-style-type: none"> <li>• Experience of leading and directing a professional team.</li> </ul>	D

Communication	<ul style="list-style-type: none"> <li>• Ability to report effectively on monitoring, standards, and outcomes.</li> <li>• Ability to propose and articulate effective, clear School/Provision development plans.</li> <li>• Ability to compose a professional email/letter.</li> <li>• Ability to articulate information clearly with children and adults</li> <li>• Excellent inter-personal skills.</li> <li>• Ability to consult with school and Trust colleagues.</li> <li>• Ability to effectively negotiate with external professionals.</li> <li>• Effective liaison with parents and carers.</li> </ul>	D D D D E D E
Working with children	<ul style="list-style-type: none"> <li>• Understand and implement the school's behaviour management Policy.</li> <li>• Understand and promote the ethos, values, and vision of the school.</li> <li>• Understand the importance of physical and emotional wellbeing.</li> </ul>	E E E
Working with others	<ul style="list-style-type: none"> <li>• Ability to lead and manage a team of colleagues, including other leaders.</li> <li>• Understand the roles of in the school and Trust.</li> <li>• Ability to work effectively with others working in the school.</li> <li>• Establish rapport and respectful and trusting relationships with children, their families, carers, and other adults.</li> <li>• Ability to provide timely and accurate information, as required.</li> </ul>	E D E E E
Skills and attributes	<ul style="list-style-type: none"> <li>• Experience of using data, identifying trends, and providing interventions.</li> <li>• Effective communication skills. Ability to present information clearly, concisely, accurately and in ways that promote understanding.</li> <li>• Decision-making skills and ability to balance risks/viability against benefits.</li> <li>• Effective interpersonal skills and ability to influence, motivate and engage with others at all levels.</li> <li>• Strong planning and organisational skills, able to prioritise workload.</li> <li>• Flexible and adaptable.</li> </ul>	D D E D E E
Personal qualities	<ul style="list-style-type: none"> <li>• Commitment to promoting the ethos and values of the school and Trust and getting the best outcomes for all pupils.</li> <li>• Commitment to acting with confidentiality, integrity, honesty, loyalty, and fairness to safeguard the assets, financial probity, and reputation of the school and Trust.</li> <li>• Ability to work under pressure and prioritise effectively.</li> <li>• Commitment to always maintaining confidentiality.</li> <li>• High expectations for children's attainment and progress.</li> <li>• Commitment to safeguarding and equality.</li> <li>• Commitment to own continuous personal and professional development.</li> </ul>	E E D E E E D

The duties above are neither exclusive nor exhaustive and the post holder may be required to carry out appropriate duties within the context of the job, skills, and grade. This job description will be reviewed periodically and may be subject to amendment or modification at any time after consultation with the postholder.

Last updated March 26