



# Job Description

<b>POST:</b>	Higher Level Teaching Assistant
<b>RESPONSIBLE TO:</b>	SENCo
<b>GRADE:</b>	448 Points
<b>KEY RELATIONSHIPS:</b>	Academy Leadership Team, Learning Support Team, SENCo, relevant teaching and support staff.
<b>LOCATION:</b>	Oasis Academy Brislington
<b>WORKING PATTERN:</b>	32.5 hours per week term time only + 5 inset days
<b>DISCLOSURE LEVEL:</b>	Enhanced
<b>JOB PURPOSE:</b>	<ul style="list-style-type: none"><li>- To support the SENCo in Coordinating and delivering interventions, ensure that students with low literacy levels learn effectively and reach high levels of attainment and achievement.<ul style="list-style-type: none"><li>▪ Work collaboratively with the SENCo in sharing expertise and best practice across the team, other Oasis Academies, regional training days, whole school staff.</li><li>▪ Create and be responsible for whole school reading/spelling age spreadsheet.</li><li>▪ Build the literacy register and monitor all students with reading ages lower than 11 years.</li><li>▪ Plan, deliver, monitor, evaluate and develop bespoke interventions for students with very low reading and spelling ages.</li><li>▪ Test all new admissions on admission.</li><li>▪ Coordinate EAL provision, admission assessment and support information for all staff and complete the EAL descriptors document for the census and provide appropriate interventions.</li><li>▪ Keyworker for 10 SEND students.</li><li>▪ Attend English faculty meetings and assist the English faculty with SEND requirements.</li></ul></li></ul>

## SPECIFIC RESPONSIBILITIES:

Within the context of support for students with special educational needs:

### A. Planning & Expectations

- Coordinate, plan and deliver interventions, ensure that students with low literacy levels learn effectively and reach high levels of attainment.
- Effectively contributing to teachers' planning and preparation of lessons.
- Ensuring lessons are planned (within the framework by the teacher).
- Ensuring pupils and colleagues receive feedback on pupil's learning and behaviour.
- Selecting and preparing teaching resources that effectively meet the diversity of pupils' needs and interests.
- Effectively contributing to the planning of opportunities for pupils to learn in out-of-school contexts, in accordance with Academy policies and procedures.
- Act on behalf of the teacher in ensuring the health and safety of the students in the classroom, keeping the learning environment secure and endeavour to leave the classrooms as found.
- Coordinate EAL provision and assess on admission. Share all information with staff.

#### **B. Monitoring and Assessment**

- Create and be responsible for the whole school Reading Age/Spelling Age document.
- Build the literacy register and monitor all students with reading ages lower than 11 years.
- Test all new admissions.
- Supporting teachers in evaluating pupils' progress through a range of assessment activities.
- Monitoring pupils' responses to learning to assist in preparing and modifying future approaches to learning
- Monitoring pupils' participation and progress, and giving constructive support to pupils as they learn, as well as providing feedback to teachers.
- Contributing to maintaining and analyzing pupils' progress.
- Complete EAL Proficiency in English document for the census.

#### **C. Teaching and Learning Activities**

- Ensuring the students carry out curriculum tasks set by the teacher and assist students in understanding the nature of these tasks in order to minimize the effect of the teacher's absence upon the students' learning.
- Using clearly structured teaching and learning activities which interest and motivate pupils and advance their learning.
- Supporting pupils learning with effective and sensitive communication.
- Promoting and supporting the inclusion of all pupils in learning activities to ensure equal and fair learning opportunities.
- Using behaviour management strategies that are in line with the Academy's policy and procedures, which contribute to a purposeful learning environment.
- Advancing pupils' learning in a range of classroom settings, including working with individuals, small groups and whole classes where the assigned teacher is not present.
- Guiding the work of other adults supporting teaching and learning (where relevant).
- Challenging stereotypical views, bullying or harassment by following the Academies policies and procedures.
- Attend English Faculty meeting to assist with SEND requirements.

#### **D. Care and Support for Children**

Attend to the day to day needs of children, inside and outside the classroom, by:

- Keyworker for 10 SEND students.
- Provision of personal, social, hygiene, welfare and behavior and learning support
- Awareness of the progress of individual children in attaining defined goals

- Promoting effective pastoral care for individual children, under guidance, and liaising with colleagues to provide accurate records
- Reporting concerns about progress, identifying possible solutions, to the relevant parties
- Assisting educational and therapeutic professionals in their delivery of specialist support programmes
- Carrying out specified medical care procedures following direct specific training by a qualified practitioner
- Contributing to the assessment by the teacher of individual children's development through observation, record keeping, discussion with colleagues and teachers

#### **E. Safeguarding children and young people**

Oasis Community Learning is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including an enhanced CRB check.

#### **OTHER:**

**The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment.**

**The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.**

# Higher Level Teaching Assistant

## Our Purpose

Oasis Academies exist to provide a rich and balanced educational environment which caters for the whole person - academically, vocationally, socially, morally, spiritually, physically, emotionally and environmentally. Our task is to serve our students as well as to provide a learning hub for the entire community. In this way we will raise aspirations, unlock potential and work to achieve excellence through encouraging a 'can do' culture which nurtures confident and competent people.

## Oasis Community Learning Ethos

Our ethos is an expression of our character - it is a statement of who we are and therefore the lens through which we assess all we do. Our work is motivated and inspired by the life, message and example of Christ, which shapes and guides every aspect of each of our schools. This is foundational to our belief that all people are created and loved by God as equal and unique beings, and to our commitment to model inclusion and compassion throughout all the aspects of the life and culture of each Academy community.

For further information, please refer to the Education Charter document which accompanies this job description.

	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"><li>• At least to GCSE or equivalent.</li><li>• <i>HLTA qualification.</i></li></ul>	<ul style="list-style-type: none"><li>• Post 16 educational qualifications</li></ul>
<b>Experience, Skills &amp; Knowledge</b>	<ul style="list-style-type: none"><li>• Self-motivated and committed to self-development</li><li>• Experience within a workplace or other appropriate environment</li><li>• Experience of working effectively within a team</li><li>• Recent experience of a multi-tasking role</li><li>• An awareness of specific learning difficulties such as ADHD, Autism, Asperger's Syndrome, Dyslexia and Dyspraxia</li><li>• Good Literacy, Numeracy and ICT skills</li></ul>	<ul style="list-style-type: none"><li>• Evidence of recent relevant professional development</li><li>• Experience of working within a school environment</li><li>• Successful experience of working with young people</li><li>• Experience of working in a highly confidential environment</li><li>• Experience of using behaviour management strategies and techniques with young people</li><li>• A knowledge and understanding of specific learning difficulties such as ADHD, Autism, Asperger's Syndrome, Dyslexia and Dyspraxia</li><li>• Proficient in the use of e-mail and the internet</li></ul>

<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• Good organisational skills</li> <li>• Ability to encourage learning by building positive relationships</li> <li>• Good interpersonal skills with the ability to liaise effectively with other staff</li> <li>• Calm and adaptable with an ability to work within a flexible and busy environment</li> <li>• High level of discretion and confidentiality</li> <li>• High expectations of behaviour and ability to challenge without confrontation</li> <li>• Commitment to safeguarding and promoting the welfare of children and young people</li> <li>• Willingness to undergo appropriate checks, including enhanced CRB checks</li> <li>• Motivation to work with children and young people</li> <li>• Ability to form and maintain appropriate relationships and personal boundaries with children and young people</li> <li>• Emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline</li> <li>• Have a willingness to demonstrate commitment to the values and behaviours which flow from the Oasis Community Learning ethos.</li> </ul>	

