**Walderslade Girls’ School – HLTA Science**

**JOB DESCRIPTION**

**STRATEGIC VISION, RESPONSIBILITIES & ACCOUNTABILITY**

To complement the professional work undertaken by teachers within the Science Faculty by taking responsibility for agreed learning activities under the direction of the Head of Faculty, with the overarching aim to promote student attainment and progression.

**DUTIES AND RESPONSIBILITIES**

**Support for pupils**

* Assist teachers with the development and implementation of individual education/behaviour/support/mentoring plans.
* Use and share specialist skills/training/experience to support students and their attainment and achievement in Science.
* Assess the needs of SEN pupils in Science and use detailed knowledge and specialist skills to support student learning.
* Manage and support the science learning needs of students on alternative curriculum plans.
* Arrange and develop 1:1 mentoring arrangements with students, including revision/intervention sessions.
* Provide feedback to students in relation to progress, achievement, behaviour and attendance.
* Establish productive working relationships with pupils, acting as a role model and setting high expectations.
* Promote independence and employ strategies to recognize and reward achievement of self-reliance.
* Promote the inclusion and acceptance of all students within the classroom, encouraging all students to positively interact with one another and collaborate to reach learning goals.
* Challenge and motivate students, promote and reinforce self-esteem.

**Support for the teacher**

* Organise and manage the learning environment and resources for intervention sessions and 1:1 mentoring.
* Provide objectives and accurate feedback and reports as required on student attainment, progression and behaviour, ensuring that appropriate evidence is readily available.
* Support student access to the science curriculum, using appropriate strategies and resources.
* Work with other science staff in planning, evaluating and adjusting learning activities as appropriate to support student progression.
* Monitor and evaluate students’ responses and progress against action plans through observations and records of attainment.
* Undertake marking/feedback of supported students’ learning as required.
* Support the role of the parent in student learning and contribute to any meetings with parents to provide constructive feedback on student attainment and progression.
* Work within an established whole school behaviour policy to anticipate and management behaviour in a positive constructive manner, promoting self-control and independence.

**Support for the Curriculum**

* Deliver learning activities to students with an agreed system of supervision in science and adjust activities in accordance to student response or need, with the aim being to promote attainment.
* Use ICT effectively to support learning activities.
* Select and prepare the required resources to lead learning activities as directed.
* Advise on appropriate deployment and use of specialist aids/resources/equipment.
* Actively seek information regarding the support of individuals and groups of students in Science and disseminate across the faculty into classrooms.

**Support for the School**

* Contribute to the overall ethos of the school.
* Establish positive constructive relationships within the Science faculty and across the school.
* Attend and participate in regular meetings.
* Participate in training and other learning activities as required.
* Be aware of and comply with faculty and school policy.
* Be committed to safeguarding and promoting the welfare of students, working within the school policy.
* Undergo specific checks, including enhanced DBS checks.

**General**

* To undertake other duties, commensurate within the grade, at the discretion of the Head of Science.

**PERSON SPECIFICATION**

|  |  |  |  |
| --- | --- | --- | --- |
| **Key Element** | **Detail of personal specification** | **Essential** | **Desirable** |
| 1. **Relevant Experience** | You will have a proven track record of:  Recent relevant experience. | ✓ |  |
| Experience working with children of relevant age in a learning environment. | ✓ |  |
| Significant experience of working in a relevant discipline in a learning environment. | ✓ |  |
| Experience of working with students with additional needs. | ✓ |  |
| 1. **Qualifications and Training Attainment** | GCSEs at grade A to C in English, Maths and Science or equivalent. | ✓ |  |
| Gained HLTA status. |  | ✓  The desire to work towards this should be present. |
| Excellent numeracy/literacy skills. | ✓ |  |
| Training in relevant learning strategies. | ✓ |  |
| Specialist skill/training in curriculum or learning area. |  | ✓ |
| 1. **General and Specialist Knowledge** | Good understanding of child development and learning processes. | ✓ |  |
| Constantly improve own practice/knowledge through self-evaluation and learning from others. | ✓ |  |
| **4 Skills and Attributes.** | The ability to relate well to children and adults. | ✓ |  |
| Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these. | ✓ |  |
| Effective use of ICT to support learning. | ✓ |  |
| Use of specialist equipment/resources. | ✓ |  |
| Ability to self-evaluate learning needs and actively seek learning opportunities. | ✓ |  |
| Relevant knowledge of first aid. |  | ✓ |
| Ability to plan effective actions for students at risk of underachieving. | ✓ |  |