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| Trinity Academy HalifaxJob Description | | C:\Documents and Settings\User\Local Settings\Temporary Internet Files\Content.IE5\U66RYTKW\New%20logo[1].jpg |
| Job Title: | HLTA (Alternative Provision) |  |
| Job Scale: | Scale 5 (Point 22-25) |  |

**BASIC JOB PURPOSE**

* To support the delivery of a programme of off-site provision for targeted groups of vulnerable students aged 11 – 16 years.
* Provide learning support to the Alternative Provision Programme.
* To meet the specific needs of individual students, or a small group of students, as directed by teaching staff.
* To assess the needs of students and use high level subject knowledge and specialist skills to deliver learning and support student learning.
* To liaise with all relevant staff to support students’ progress and overall development.

*This post will be based at Trinity Academy Sowerby Bridge.*

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| **Reporting to:** | Alternative Provision Co-ordinator |
| **Responsible for:** | n/a |

**MAIN RESPONSIBILITIES**

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| **1** | To take responsibility for agreed learning activities, prepared and delivered under an agreed system of supervision. This may involve planning, preparing and research for individual students or groups. |
| **2** | To establish productive mentoring relationships with students, acting as a role model and setting high expectations. |
| **3** | To monitor students and assess, record and report student progress and development. This includes marking work in line with the academy’s assessment policies. |
| **4** | To promote the inclusion and acceptance of all students in the academy by identifying barriers to learning and developing strategies to overcome these. |
| **5** | To encourage and mentor students so they can interact, work co-operatively and ensure that they understand and are able to following academy’s Behaviour for Learning policies. |
| **6** | To develop an understanding of the student tracking systems that are used across the academy and contribute to the assessment of learners throughout their learning, particularly transition points. |
| **7** | Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate. Monitor and evaluate student responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives. |
| **8** | To provide objective and accurate feedback and reports as required on student achievement, progress and other matters, ensuring the availability of appropriate evidence. |
| **9** | To deliver local and national learning strategies e.g. literacy, numeracy and make effective use of opportunities provided by other learning activities to support the development of students’ skills |
| **10** | To use ICT effectively to support learning activities and develop students’ competence and independence in its use |
| **11** | To undertake class supervision for whole classes, delivering prepared work from the agreed schemes of work to complement the professional work of teachers by providing subject support to enhance the development, education and achievement of identified students. |

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| Other Specific Duties: |
| * All staff are expected to demonstrate consistently high standards of personal and professional conduct and maintain high standards of ethics and behaviour, within and outside school. * Treat all students with dignity, observe proper boundaries and understand that every adult in the academy has a responsibility to safeguard children and young people. * To continue personal professional development as required * Attend staff and other meetings and participate in staff training and development events as required * To actively engage in the performance review process * All support staff may be used to perform appropriate duties as and when required by the academy, commensurate with the salary grade of that post if it is higher than the employee’s current salary * To work in the best interests of the academy, students, parents and staff * To adhere to the academy’s policies and procedures with particular reference to Child Protection, Equal Opportunities, Teaching and Learning and Health and Safety * Undertake the role of a Form Tutor within the academy’s pastoral College structure, and provide relevant and appropriate pastoral support. * To work flexibly, including some evening work, and to travel, as required, to meet the needs of the role * To work at locations across the academy Trust, as required.   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.  This job description is current at the date shown, but, in consultation with you, may be changed by the Principal to reflect or anticipate changes in the job commensurate with the grade and job title. |
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| **PERSON SPECIFICATION** | | |
| **Job Title: HLTA, Alternative Provision** | | |
| **KEY CRITERIA** | **ESSENTIAL** | **DESIRABLE** |
| **Qualifications & Experience** | * 5 or more GCSE’s (or equivalent) at C or better, including English and Maths * proficient use of technology, (PC, internet, MS Office packages) and understanding its use in supporting effective teaching and learning. * experience of working with young people with SEN * basic experience of planning, either for lessons or for extra-curricular activities * basic experience of assessing student progress and contributing to assessment processes | * Level 3 or higher, qualification in either English, a Science or Maths * experience of teaching (or other relevant learning environments), covering groups or whole classes (students 11-16) |
| **Knowledge & Understanding** | * understanding of equal opportunities issues * basic knowledge of reward strategies and understanding how these could be applied * innovative approaches to working with students, parents and multi-agency partners * awareness and commitment to safeguarding and promoting the welfare of children and expecting all staff to share this commitment | * knowledge of the needs of SEN students in academic surroundings |
| **Skills & Abilities** | * ability to work consistently, prioritise and delegate appropriately, to handle pressure and to work to deadlines * ability to communicate clearly and sensitively, both orally and in writing, with pupils, parents/carers and staff * ability to work in a team, and collaboratively with other staff * think creatively and imaginatively to anticipate, identify and solve problems * demonstrate good judgment * readiness to accept and implement change, openness and willingness to learn and flexibility * deal sensitively with people and resolve conflicts | * willingness to develop own understanding and capability through advice and training * think clearly in emergency situations * negotiate and consult fairly and effectively * ability to interpret and analyse data * achieve challenging professional goals |
| **Personal Qualities** | * an excellent record of attendance and punctuality * commitment to learning * resilience and perspective * set high standards and provide a role model for students and staff * seek advice and support when necessary | * reliability, integrity and stamina * respect confidentiality |