



## JOB DESCRIPTION

<b>Post Title:</b>	<b>Higher Level Teaching Assistant - Numeracy</b>	
<p>The core professional duty of all support staff at Felixstowe Academy is to support teaching staff – through easing the administrative burden - in order that they may concentrate on improving teaching and learning. The main purposes of the job are outlined below.</p> <p>To complement teachers' delivery of the national curriculum and contribute to the development of other support staff, students and Academy policies and strategies.</p> <p>To work collaboratively with teaching staff and assist teachers in the whole planning cycle and the management/preparation of resources. Also to supervise whole classes occasionally during the short-term absence of teachers.</p> <p>To provide support for students, the teacher and the Academy in order to raise standards of achievement for all, by utilising advanced levels of knowledge and skills when assisting with planning, monitoring, assessing and managing classes, and to encourage students to become independent learners, to provide support for their welfare, and to support the inclusion of students in all aspects of school life.</p> <p>To deliver small group/1-1 numeracy sessions to support students learning within the mainstream classroom.</p>		
<b>Core Purpose:</b>	<ul style="list-style-type: none"> <li>a)</li> <li>b)</li> <li>c)</li> <li>d)</li> </ul>	<p>Plan and prepare lessons with teachers and for specific interventions, participating in all stages of the planning cycle, including in lesson planning, evaluating and adjusting lessons/work plans.</p> <p>Evaluate students' progress through a range of assessment activities.</p> <p>Manage other teaching assistants and undertake induction, appraisal, training and mentoring for other teaching assistants and whole Academy CPD.</p> <p>Assist in maintaining good discipline of students throughout the Academy and provide support and assistance for student's pastoral needs.</p>
<b>Responsible to:</b>		SENCO

## Area of Accountability 1:

### **Teaching and Learning**

(Related to Core Purpose a)

- Develop and prepare resources for learning activities in accordance with lesson plans and in response to student need.
- Contribute to the planning of opportunities for students to learn in out-of-school contexts in line with Academy policies and procedures.
- Within an agreed system of supervision and within a pre-determined lesson framework, teach whole classes.
- Provide detailed verbal and written feedback on lesson content, student responses to learning activities and student behaviour, to teachers and students.
- Motivate and progress students' learning by using clearly structured, interesting teaching and learning activities.
- Be familiar with lesson plans, IPP targets and learning objectives.
- Be aware of and support differentiation and ensure all students have equal access to opportunities to learn and develop.
- Promote and support the inclusion of all students, including those with specific needs, both in learning activities, interventions and within the classroom.
- Use behaviour management strategies, in line with the Academy's policy and procedures, to contribute to a purposeful learning environment and encourage students to interact and work co-operatively with others.
- In accordance with arrangements made by the Principal, progress students' learning in a range of classroom settings, including working with individuals, small groups and whole classes as the need arises.
- Organise and safely manage the appropriate learning environment and resources.
- Promote and reinforce student's self-esteem and independence and employ strategies to recognise and reward achievement of self-reliance.
- Assist the class teacher in encouraging acceptance and integration of students with special needs, or from different cultures and/or with different first language.
- Support the role of parents / carers in students' learning and contribute to/lead meetings with parents / carers to provide constructive feedback on student progress, achievement and behaviour, maintaining sensitivity and confidentiality at all times.

## Area of Accountability 2:

### **Monitoring and Assessment**

(Related to Core Purpose b)

- Assess students' responses to learning tasks and where appropriate, modify methods to meet individual and/or group needs.
- Monitor students' participation and progress and provide constructive feedback to students in relation to their progress and achievement.
- Assist in maintaining and analysing records of students' progress.
- 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.
- Support the teaching staff with preparing the reporting of students' progress and achievements at Progress Evenings.

<b>Area of Accountability 3:</b>
<b><u>Mentoring, Supervision and Development</u></b> (Related to Core Purpose c)
<ul style="list-style-type: none"> <li>• Manage other teaching assistants and undertake recruitment, induction, appraisal, training and mentoring for other teaching assistants.</li> <li>• Assist teachers in offering mentoring support and guidance to other teaching assistants undertaking formal training.</li> <li>• Support and guide other less experienced teaching assistants' work in the classroom when required and lead training for other teaching assistants.</li> <li>• Lead specific numeracy training for whole school CPD.</li> <li>• Contribute to the overall ethos, work and aims of the Academy by attending relevant meetings and contributing to the development of policies and procedures within the Academy. Also participate in staff meetings and training days/events as requested.</li> </ul>
<b>Area of Accountability 4:</b>
<b><u>Behavioural and Pastoral</u></b> (Related to Core Purpose d)
<ul style="list-style-type: none"> <li>• Recognise and challenge any incidents of racism, bullying, harassment, victimisation and any form of abuse of equal opportunities, ensuring compliance with relevant Academy policies and procedures and making sure the individual/s involved understand it is unacceptable.</li> <li>• Understand and implement Academy child protection procedures and comply with legal responsibilities.</li> <li>• Provide physical support and maintain personal equipment used by the students at the Academy, as appropriate.</li> <li>• Foster and maintain constructive and supportive relationships with parents/carers, exchanging appropriate information, facilitating their support for their child's attendance, access and learning, and supporting home to school and community links.</li> <li>• Supervise students at times other than during lessons according to the Academy's duty arrangements.</li> <li>• Assist teachers by receiving instructions directly from professional or specialist support staff involved in the student's education. These may include social workers, health visitors, language support staff, speech therapists, educational psychologists, and physiotherapists.</li> </ul>

*These duties may be varied or added to in order to meet the changing demands of the Academy at the reasonable discretion of the Principal.*

**Other clauses:**

1. The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment.
2. This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.
3. The job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post.

4. This job description may be varied to meet the changing demands of the academy at the reasonable discretion of the Principal.
5. This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out in the foregoing.
6. Postholder may deal with sensitive material and should maintain confidentiality in all academy related matters.

## **Safeguarding**

We are committed to safeguarding and protecting the welfare of children and expect all staff and volunteers to share this commitment. A Disclosure and Barring Service Certificate will be required for all posts. This post will be subject to enhanced checks as part of our Prevent Duty.

## Person Specification

<p><b>Previous Experience</b></p>	<ul style="list-style-type: none"> <li>● Successful recent experience working with individuals, groups and whole classes of students</li> <li>● Line management of staff</li> </ul>
<p><b>Qualifications</b></p>	<ul style="list-style-type: none"> <li>● Educated to at least GCSE level including English and Maths at Grade 4 or above</li> <li>● Qualifications for HLTA status</li> </ul>
<p><b>Knowledge &amp; Skills</b></p>	<ul style="list-style-type: none"> <li>● Ability to deliver schemes of work to small groups and classes</li> <li>● Ability to manage staff and provide support, as necessary</li> <li>● Ability to apply behaviour management strategies which contribute to a purposeful learning environment</li> <li>● Awareness of relevant polices/codes of practice/legislation for SEN</li> <li>● Working knowledge of ICT to support learning</li> <li>● Excellent organisational skills</li> <li>● Basic knowledge of first aid</li> </ul>
<p><b>Aptitudes and Personal Qualities</b></p>	<ul style="list-style-type: none"> <li>● Ability to encourage participation and give feedback to students on their progress</li> <li>● Ability to bridge gaps in learning so that students with SEN can make progress with their learning</li> <li>● Possess a non-judgmental and caring approach to dealing with young people</li> <li>● Ability to engage with students that may have difficulty in expressing themselves effectively and may frequently be unable to control their frustrations.</li> <li>● Possess a creative, imaginative and flexible approach to work</li> <li>● Work effectively as part of a team and contribute to group thinking, planning etc.</li> <li>● Excellent communication skills with adults and children, verbally and in writing</li> <li>● Motivate, inspire and have high expectations of pupils</li> <li>● Creative approach to problem solving</li> <li>● Ability to adapt quickly and effectively to changing circumstances/situations</li> <li>● Work calmly under pressure</li> <li>● Committed to personal and professional development</li> <li>● Ability to critically evaluate own performance</li> <li>● Awareness of, and commitment to, equalities issues</li> </ul>