

NEW HORIZONS FEDERATION

Job Title: Higher Level Teaching Assistant (Numeracy)

Responsible to: Head of School

Grade: Bexley 08 36 hours TT only

Term: Fixed term

Location: Split between Horizons Academy and Horizons Medical Needs Unit in Bexleyheath

Job Summary:

To provide specific intervention work for numeracy and close the gap in achievement for pupils working below target levels as well as to extend progress for more able students. To undertake baseline assessments and provide support for pupil induction. To work as part of the whole staff team in managing and modifying the behaviour of children and young people and supporting them in their learning as well as covering teacher PPA time. Modelling appropriate social skills and supporting students in making the right choices, resolving conflict and developing thinking skills. Promoting education and inclusion through giving out positive messages relating to mainstream reintegration (PRU staff) and transition planning (moving back to mainstream from specialist provision or onto college / training at Key Stage 5). Supervising pupils and engaging positively with them in both structured and unstructured times. Maintaining professional boundaries at all times and observing / upholding the values and ethos of the Federation whilst contributing to the overall vision of the organization.

PRINCIPAL ACCOUNTABILITIES

1. Support students both in and outside of the classroom with numeracy, providing a timetabled intervention programme for identified pupils whose progress is either below the target set or for those who would benefit from additional support due to specific difficulties.
2. Work 1:1 and with small groups of pupils on numeracy intervention programmes.

3. Undertake baseline assessments for numeracy and monitor / report back on progress through regular assessments or entry and exit processes.
4. Keep accurate electronic records of assessments and progress data in line with the agreed Federation systems.
5. Investigate and develop individualized learning programmes to accelerate numeracy skills.
6. Provide advice and guidance to teaching staff as part of the whole service focus on improved numeracy skills and in accordance with the personalized programme for every pupil.
7. Cover teacher PPA time, delivering work provided by teaching staff or in conjunction with agreed timetable demands.
8. Undertake appropriate testing as part of exam dispensation assessments as required.
9. Work collaboratively with teaching staff and other colleagues in managing behaviour and encouraging pupils to make the right choices within the framework of the Behaviour Policy.
10. Motivate pupils to engage in learning tasks and model problem-solving skills in attempting difficult tasks and overcoming barriers to learning, therefore building resilience and perseverance skills.
11. Contribute to the whole school ethos of restorative practices and solution-focused work to support children and young people in making the right decisions and developing improved personal strategies for managing and modifying their own behaviour.
12. Contribute to the creation of stimulating and safe learning environments for all students as well as contributing to the overall professional appearance of the school building through displays and attention to student behaviour related to damage / graffiti.
13. Record management information in relation to behaviour and achievement on agreed Federation systems.
14. Attend daily briefing and debriefing meetings as well as other staff meetings and team training as directed by the Head of School.
15. Develop a stimulating and exciting learning environment for students with opportunities for broadening experiences and learning new skills.

16. Undertake supervisory duties during unstructured time in line with the team ethos of the school and any other reasonable duties as directed by the Head of School.
17. Adhere to Team Teach procedures to ensure the health and safety of all pupils and staff.
18. To engage with professional development and undertake tasks and responsibilities associated with the training completed*.
19. To abide by the school's policies, including those relating to safeguarding, health and safety and equal opportunities.
20. To undertake other reasonable duties which are consistent with both the needs of the school and commensurate with the role of the post holder.

**Staff who undertake Team Teach Instructor Training or First Aid training will be expected to fulfil the duties associated with these roles following completion of training and must undertake refreshers annually or bi-annually as required.*

PERSON SPECIFICATION

1. Experience of working effectively with disaffected pupils who display emotional and behavioural difficulties and/or on the autistic spectrum and to evidence progress and outcomes for those pupils in relation to academic and behavioural progress.
2. Ability to engage pupils positively whilst maintaining consistent boundaries.
3. Confidence in managing highly challenging behaviour independently and ability to resolve issues independently, showing experience in supporting young people in addressing their behavioural barriers to learning and reintegration beyond school.
4. Excellent written and verbal communication skills and an ability to work effectively with schools, parents, young people and other agencies.
5. Evidence of excellent numeracy skills and understanding of numeracy interventions including at least Level 2 qualification in Maths / Numeracy coupled with numeracy support qualifications or a degree in a Maths related subject area.
6. Ability to plan and prepare pupils to return successfully to mainstream school or manage transition processes.

7. Knowledge of a range of additional educational needs that may affect the learning, emotional welfare and behaviour of young people and evidence of strategies to overcome these and support inclusion.
8. Experience in developing and delivering personalized numeracy programmes with evidence of positive impact and closing the gap for vulnerable learners.
9. HLTA accreditation or willingness to engage in appropriate accredited training.
10. Understanding of restorative justice practices/approaches used in a classroom setting or willingness to undertake training in order to adopt this approach.
11. Experience of effective team working.
12. Willingness to be flexible and responsive to individual student's needs but able to work within the framework of consistent, agreed approaches.
13. Experience of assessing pupils using baseline tests and being able to analyse pupil outcomes in relation to numeracy skills.
14. Experience or willingness to undertake training to provide exam dispensation.
15. Strong personal boundaries in relation to self management and interaction with others.
16. Willingness to undertake training in behaviour management including Team Teach.
17. Ability to demonstrate confidence, resilience and perseverance.
18. Ability to be flexible and cope with changing priorities and demands.
19. Basic IT skills and willingness to engage in further training and support to be able to use management information systems.
20. A firm grasp of the importance of confidentiality and the duties of education professionals in relation to safeguarding concerns.
21. Recent experience of working effectively with other professionals within a classroom setting.

This job description is provided to assist the post holder to know their principal duties. It may be amended from time to time in consultation with you without change to the level of responsibility appropriate to the grading of the post.

