



Higher Level Teaching Assistant

Salary / grade range	NJC SCP 17-22 - term time only + 5 days 32.67 hours a week
Location	Co-op Academy Princeville
Reports to	Headteacher, Executive Headteacher
Direct reports to	Assistant Headteachers

Purpose of role:

- To develop the provision for pupils with EAL needs across the academy.
- To deliver interventions and to work collaboratively with teachers to enable pupils with EAL to acquire English language skills and engage with the curriculum
- To deliver interventions and to work collaboratively with teachers to improve phonics and reading of identified pupils in the academy.
- To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision involving planning, preparation and delivering learning activities for individuals/groups or short term, whole classes.
- To monitor, assess, record and report on pupils' achievement, progress and development.

The job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once each year and it may be subject to modification or amendment at any time, after consultation with the post holder.

Key accountabilities (and specific duties / responsibilities):

Main duties:

- Plan, deliver, monitor and review a range of curriculum-based interventions to develop pupils' English language skills and subject knowledge
- To plan, deliver and review personalised and targeted wave 2 and 3 interventions under the guidance of the SENDCo and EAL leader.
- Provide face to face, small group teaching for EAL pupils using appropriate resources
- Support the admission and induction process for EAL pupils
- Carry out English language assessments of international new arrivals
- Promote the inclusion and acceptance of all pupils
- Meet regularly with the English and Maths leaders as well as the EAL lead, to assess the progress of EAL pupils
- To meet with the English lead to assess the progress of pupils in the reading/phonics intervention groups



- Disseminate EAL strategies/advice to Academy staff.
- Be a proactive member of the EAL team.
- Complete individual training and development and where appropriate, assist in the training of members of staff including the induction of new staff.

Support for pupils:

- Plan, deliver and review EAL interventions and/ or small group work
- Provide in-class support to help pupils to access and engage in the learning where appropriate
- Encourage pupils to act independently and to become independent learners.
- Implement the Academy's behaviour management system.
- Monitor pupils' responses to learning activities and accurately record achievement/progress
- To promote the inclusion and acceptance of all pupils within the classroom to
- develop and implement IEPs
- To support pupils consistently, whilst recognising and responding to their individual
- needs
- To encourage pupils to interact and work co-operatively with others and engage all
- pupils in activities
- To promote independence and employ strategies to recognise and reward
- achievements of self-reliance
- To provide feedback to pupils in relation to progress and achievement
- Support the assessment process: administer routine tests and undertake routine marking of pupils' work
- Give regular feedback to pupils, teachers and parents on progress and attitude to learning.
- Establish good relationships with pupils, by presenting positive personal image and responding appropriately to individual needs.

Support for the teachers:

- To produce lesson plans, worksheets, plan challenging teaching and learning
- objectives, evaluate and adjust lesson/work plans as appropriate within an agreed
- system of supervision
- To monitor and evaluate pupil responses to learning activities through a range of
- assessment and monitoring strategies against pre-determined learning objectives
- To provide objective and accurate feedback and reports as required on pupil
- achievement, progress and other matters, ensuring the availability of appropriate
- evidence
- To record progress and achievement in lessons/activities systematically and provide
- evidence of range and level of progress and attainment
- To work within an established discipline policy to anticipate and manage behaviour
- constructively, promoting self-control and independence
- To support the role of parents in pupils' learning and contribute to/lead meetings with
- parents to provide constructive feedback on pupil progress/achievement etc.
- Undertake student record keeping and updating of records, information and data and provide feedback to
- the teacher
- Adapt routine tests if necessary and undertake marking of student work

Support for the curriculum:

- To deliver learning activities to pupils within agreed system of supervision, adjusting
- activities according to pupil responses/needs
- To deliver local and national learning strategies and make effective use of
- opportunities provided by other learning activities to support the development of
- pupils' skills
- To use ICT effectively to support learning activities and develop pupils' competence



- and independence in its use
- To select and prepare resources necessary to lead learning activities, taking account
- of pupils' interests and language and cultural activities
- To advise on appropriate deployment and use of specialist aid/resources/equipment

Support for the school:

- To comply with and assist with the development of policies and procedures relating to pupil protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person
- To be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- To contribute to the overall ethos/work/aims of the school
- To establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils

Personal attributes required (based on job description):

Attributes	All attributes are essential, unless indicated below as 'desirable'	How measured, e.g. application form (A), interview (I) test (T)
Qualifications <ul style="list-style-type: none"> • NVQ Level 4 for Higher Level Teaching Assistants or equivalent as per QCA document • Very good numeracy/literacy/ICT skills • Evidence of appropriate professional development commensurate with the role • Additional professional qualifications • First Aid Certificate 	 D D	 A A A A, I A A
Experience <ul style="list-style-type: none"> • Experience of working with young people with English as an additional language • Experience in teaching reading and phonics lessons • Experience of using book bands and tracking this • Experience of working with young people with special educational needs • Experience of teaching small groups of pupils • Working knowledge and experience of implementing learning programmes, strategies and interventions • Knowledge and understanding of different types of SEND and the SEND Code of Practice • Understanding of statutory frameworks relating to teaching 	 D D D	 A, I A, I A, I A, I A, I, T A, I, T A, I



<ul style="list-style-type: none"> • Support the evaluation of learners' progress using a range of assessment techniques • Contribute to maintaining and analysing records of learners 'progress. • Use effective strategies to promote positive behaviour • Recognise and respond appropriately to situations that challenge equality of opportunity • Use their ICT skills to advance learning • Advance learning when working with individuals • Advance learning when working with small groups • Advance learning when working with whole classes without the presence of the assigned teacher • Organise and manage learning activities in ways which keep learners safe • Direct the work, where relevant, of other adults in supporting learning. 		<p>A, I</p> <p>A, I</p> <p>A, I</p> <p>A, I</p> <p>A, I</p> <p>A, I</p> <p>A, I</p> <p>A, I</p> <p>A, I</p>
<p>Personal Qualities</p> <ul style="list-style-type: none"> • Evidence of ability to work as part of a team and an understanding of personal accountability • An ability to instil confidence in others • An ability to adapt information for communication to a range of audiences • Excellent organisational skills and an ability to cope well with professional pressure • Flexibility and adaptability to changing demands • A commitment to restorative practice • Co-op Academy Woodlands expects all employees to uphold the duty to safeguard and promote the welfare of learners 		<p>A, I</p> <p>A, I</p> <p>A, I</p> <p>A, I</p> <p>A, I</p> <p>A, I</p> <p>A, I</p>

Co-op Academies Trust as an aware employer is committed to safeguarding and protecting the welfare of children and vulnerable adults as its number one priority. This commitment to robust recruitment, selection and induction procedures extends to organisations and services linked to the Trust on its behalf. This post is subject to an enhanced DBS check with appropriate childrens and/or adults barred list check if necessary. A person who is included in the childrens or adults barred list commits an offence if they engage in regulated activity from which they are barred.

Co-op Academies Trust is committed to equality of opportunity for all staff and applications from individuals are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, pregnancy and maternity, race, religion or belief and marriage or civil partnerships.