



JOB DESCRIPTION

Job Title: HLTA and Librarian

Location:

King Edward VI Academy

Job Purpose:

Working under the direction and within an agreed system of supervision from a qualified teacher/ SENCO.

To complement the teachers' delivery of the national curriculum and contribute to the development of other support staff, pupils and school policies and strategies.

To undertake specified timetabled teaching duties as agreed with the Headteacher and Senior Leadership Team.

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 including PPA.

To run the smooth day-to-day operation of the school library.

To provide support for pupils, the teacher and the school in order to raise standards of achievement for all pupils (e.g. SEN, EAL, GT, all underachieving groups), by utilising advanced levels of knowledge and skills when assisting with planning, monitoring, assessing and managing classes, and to encourage pupils to become independent learners, to provide support for their welfare, and to support the inclusion of pupils in all aspects of school life.

Background:

The David Ross Education Trust (DRET) is a network of academies with a geographical focus on Northamptonshire, Leicestershire, Lincolnshire, Yorkshire/Humberside and London.

Our aim is to be the country's leading academy chain, committed to delivering the highest educational standards alongside an unrivalled package of sporting and cultural enrichment.

Reporting To:

The SENDCO and SLT

Grade:

NJC06

KEY RESPONSIBILITIES AND ACCOUNTABILITIES

MAIN DUTIES AND RESPONSIBILITIES

- ★ The Higher-Level Teaching Assistant will be a member of a multi-disciplinary team, under the leadership and supervision of the teacher. In co-operation with the teacher and under the agreed educational plan, the post holder will:

Planning

- ★ Plan and prepare interventions, participating in all stages of the planning cycle, including in lesson planning, evaluating and adjusting lessons/work plans.
- ★ Develop and prepare resources for learning activities in accordance with lesson plans and in response to pupil need.
- ★ Contribute to the planning of opportunities for pupils to learn in out-of-school contexts in line with schools policies and procedures.

Teaching and Learning

- ★ Within an agreed system of supervision and within a pre-determined lesson framework, teach intervention groups as identified by the SLT/ SENCO.
- ★ Provide detailed verbal and written feedback on lesson content, pupil responses to learning activities and pupil behaviour, to teachers and pupils.
- ★ Motivate and progress pupils' learning by using clearly structured, interesting teaching and learning activities.
- ★ Support the teaching of literacy and numeracy and assist pupils to access the full curriculum. Be familiar with lesson plans, IEP targets and learning objectives.
- ★ Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- ★ Promote and support the inclusion of all pupils, including those with specific needs, both in learning activities and within the classroom.
- ★ Use behaviour management strategies, in line with the school's policy and procedures, to contribute to a purposeful learning environment and encourage pupils to interact and work co-operatively with others.
- ★ In accordance with arrangements made by the headteacher, progress pupils' learning in a range of classroom settings, including working with individuals, small groups and whole classes where the assigned teacher is not present.
- ★ Organise and safely manage the appropriate learning environment and resources.
- ★ Promote and reinforce children's self-esteem and independence and employ strategies to recognise and reward achievement of self-reliance.
- ★ Assist in the acceptance and integration of children with special needs, or from different cultures and/or with different first language.
- ★ Support the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress, achievement and behaviour, maintaining sensitivity and confidentiality at all times.

Monitoring and Assessment

- ★ Evaluate pupils' progress through a range of assessment activities.
- ★ Assess pupils' responses to learning tasks and where appropriate, modify methods to meet individual and/or group needs.
- ★ Monitor pupils' participation and progress and provide constructive feedback to pupils in relation to their progress and achievement.
- ★ Assist in maintaining and analysing records of pupils' 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 reporting pupils' progress and achievements at parents' meetings which are usually held outside school hours.

Mentoring, Supervision and Development

- ★ Contribute to the overall ethos, work and aims of the school by attending relevant meetings and contributing to the development of policies and procedures within the school. Also participate in staff meetings and training days/events as requested.

Behavioural and Pastoral

- ★ Recognise and challenge any incidents of racism, bullying, harassment, victimisation and any form of abuse of equal opportunities, ensuring compliance with relevant school policies and procedures and making sure the individual/s involved understand it is unacceptable.
- ★ Understand and implement school child protection procedures and comply with legal responsibilities.
- ★ Assist in maintaining good discipline of pupils throughout the school and escort and supervise pupils on planned visits and journeys.
- ★ Provide physical support and maintain personal equipment used by the children at the school. Administer medication as agreed.
- ★ 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.
- ★ Supervise pupils in the playground and plan and organise play time activities.
- ★ Assist teachers by receiving instructions directly from professional or specialist support staff involved in the children's education. These may include social workers, health visitors, language support staff, speech therapists, educational psychologists, and physiotherapists.

Other

- ★ Any other duties required by the Senior Leadership, Assistant SENCO or SENCO.
- ★ To work within and encourage the school's Equal Opportunity policy and contribute to diversity policies and programmes in relation to discriminatory behaviour.
- ★ To promote the safeguarding of children
- ★ To carry out the duties and responsibilities of the post, in accordance with the school's Health and Safety Policy and relevant Health and Safety Guidance and Legislation.
- ★ To use information technology systems as required to carry out the duties of the post in the most efficient and effective manner.
- ★ To undertake other duties appropriate to the post that may reasonably be required from time to time.

N.B. The above job description serves to indicate the wide range of duties and responsibilities involved in the post, however no written job description can cover every eventually when dealing with children in a Primary School, therefore the duties may vary from time to time to meet the needs of the school and the children.

PERSON SPECIFICATION

Your application will be reviewed against the essential and desirable criteria listed below.

Applicants are strongly advised to explicitly state and evidence how they meet each of the essential (and desirable) criteria in their application. Stages of assessment are as follows:

1 – Application

2 – Test/Presentation

3 – Interview

	Essential	Desirable	Assessed
Qualifications and Professional Development			
★ Have Higher Level Teaching Assistant Status or equivalent qualification or experience.	✓		
★ Excellent numeracy and literacy skills or qualifications equivalent to NVQ level 2 in English and maths.	✓		
★ Specialist training in relevant learning strategies in appropriate curriculum or learning area.		✓	
Experience			
★ Experience of working with relevant age groups within a learning environment.	✓		
★ Experience of working with children with additional needs.	✓		
★ Experience of general clerical/ administrative work.	✓		
★ Experience of managing a team.		✓	
Skills and Knowledge			
★ Ability to organise, lead and motivate.	✓		
★ Ability to direct the work where relevant of other adults in supporting learning.	✓		
★ An understanding of classroom roles and responsibilities.	✓		
★ Good working knowledge of national curriculum and other relevant learning programmes.	✓		

★ An ability to understand the principles of child development and learning processes and in particular barriers to learning.	✓		
★ Full working knowledge of relevant policies and codes of practice and awareness of relevant legislation.	✓		
★ Working knowledge and experience of implementing national/foundation stage curriculum and other relevant learning programmes/strategies.	✓		
★ Good understanding of child development and learning processes and able to observe, monitor and provide constructive feedback.		✓	
★ Understanding of statutory frameworks related to teaching.		✓	
★ Understand range of support services and other agencies as appropriate.		✓	
★ Ability to plan effective actions for pupils at risk of underachieving.		✓	
Equal Opportunities			
★ A commitment to promoting equality and diversity, providing an inclusive and co-operative environment in which all students and individuals working for and on behalf of the organisation feel respected and able to give of their best.	✓		
Safeguarding			
★ Committed to promoting the welfare of all children and creating a safe environment in which children can learn; considering, at all times, what is in the best interests of the child.	✓		
★ Play an important part in the wider safeguarding of children – identifying concerns, sharing information and taking prompt action to safeguard and protect them.	✓		
★ Aware that the Trust will take all steps to prevent those who pose a risk of harm from working with children. Recruitment procedures ensure rigour in identifying and rejecting people who might abuse children.	✓		
Health and Safety			
★ Aware of Health & Safety and Safeguarding as appropriate to role.	✓		

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

The Academy will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This Job Description is current at the time of printing but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.

The David Ross Education Trust is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo vetting appropriate to the post, including a social media presence check and Enhanced DBS check. The successful applicant will be expected to adhere to all safeguarding, welfare and health and safety policies and procedures of the Trust.

All pre-employment checks are in line with "Keeping Children Safe in Education" statutory guidance.