**ELIZABETH WOODVILLE SCHOOL JOB DESCRIPTION**

Title: HLTA

Reports to: Assistant SENco / Inclusion Manager

Date: October 2019

Based in: Inclusion Hub

Hours: 37 hours per week, 39 weeks per year

Grade: Grade H, points 14 - 21

**Job Context**

This role will primarily focus on the pre-defined disadvantaged student group but the scope of the role may also include other targeted groups of students including high achievers, gender groups, behaviour issues or other groups as identified as requiring specific monitoring by the SLT. We have a wide range of monitored Disadvantaged Students as well as a growing number of year 7 students eligible for Catch Up programmes in numeracy & literacy. These students have a range of learning needs ranging from light touch in one subject or behaviour to intensive support across the board. All these students require their progress recording, monitoring and reporting as well as a cohesive mentoring programme that maps provision against the student. This role, although line managed by the Inclusion Manager, will have contact and some accountability to the Assistant Head i/c of Intervention. The post holder will be well educated and have considerable subject knowledge in core areas.

**Key Responsibilities**

* To work collaboratively with teaching staff within the faculty and take a lead in the planning and the management/preparation of resources for the designated students.
* To provide teaching support for the students, the teacher and the school in order to raise standards of achievement for all disadvantaged students.
* To assess and record the work of the students and plan an intervention programme to maximise their progress and ensure this feeds back accurately into Go4S and the various matrix of student support.
* To encourage students to become independent learners, to signpost support for their welfare, and highlight any concerns to the appropriate staff members.
* To act as a mentor to a number of the monitored group and be the lead co-ordinator in their progression, social development and achievement.

**Job Description**

**Planning in liaison with the Inclusion Manager**

1. Plan and prepare lessons with teaching staff, participating in all stages of the planning cycle, including in lesson planning, evaluating and adjusting lessons/work plans.
2. Design, develop and prepare differentiated resources for learning activities in accordance with lesson plans and in response to individual student requirements.
3. Plan specific intervention strategies and build in enhancement opportunities for the students to develop their learning styles and experiences.
4. Organise and safely manage the appropriate learning environment and resources within the faculty structure.

**Teaching & Learning**

1. Progress student’s learning in the hub and/or a range of class settings ranging from one to one tuition to full classes within an agreed system of supervision and within a pre-determined lesson framework as agreed with the Inclusion Manager/Subject lead.
2. Use clearly structured and varied lesson plans to motivate and encourage student’s learning and participation in lessons.
3. Assess students’ responses to learning tasks and where appropriate, modify methods to meet individual and/or group needs.
4. Lead on the teaching and monitoring for the Year 7 catch up group (Literacy or Numeracy) for those not achieving the national standard required to be at a secondary ready level. Ensure appropriate lesson plans, targets and learning objectives are set and fit for purpose.
5. Support the teaching staff with reporting students’ progress and achievements for parents’ evenings or through meetings with parents to provide constructive feedback on progress, achievement or behaviour, maintaining sensitivity and confidentiality at all times.
6. In line with the Faculty structure, evaluate students’ progress through a range of assessment activities including the marking or evaluation of student homework, tests or specific assessed pieces of work.
7. Work with the Inclusion Manager and SENCo to ensure the support and integration of students with special educational needs (SEND) and liaise with them regularly to ensure student progress is sustained.
8. Liaise with subject staff in the classroom.
9. To contribute to inset training on subject content, teaching strategies and data management.

**Assess & Record**

1. Provide detailed verbal and written feedback on behaviour, lesson content and student responses to learning, to teachers and students themselves.
2. Assist in the setup, analysis and maintenance of student’s record of progress and provide the Inclusion Manager and AHT with up to date records or progress as required.
3. 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 students.
4. Ensure familiarity with Go4S and be able to interrogate student progress data as requested in order to inform action planning and intervention.

**Mentoring of students**

1. Act as a mentor to a specified group of students. Meet with them regularly and consult with other school staff as required to ensure the students are supported in their social development, learning habits and behaviour as well as their progress and achievement.
2. Promote and support the inclusion of all students, including those with specific needs or differences, both in learning activities and within the classroom ensuring all students have equal access to opportunities to learn and develop.
3. Use behaviour management strategies, in line with the school’s policy and procedures, to contribute to a purposeful learning environment and encourage students to interact and work co-operatively with others.
4. Promote and reinforce students’ self-esteem and independence and employ strategies to recognise and reward achievement of self-reliance.
5. Understand and implement school’s safeguarding procedures and comply with legal responsibilities.
6. Accompany teaching staff and students on visits and trips, as required and take responsibility for a group under the supervision of the teacher. There may also be a need to take small groups on trips and visits as the lead member of staff.
7. 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.
8. To work collaboratively with key professionals, in and out of school, involved in the student’s education to ensure advice from external services is disseminated to the faculty and acted on.
9. To use information technology systems as required to carry out the duties of the post in the most efficient and effective manner.
10. To undertake support with Exam Access Arrangements as required.
11. To undertake other duties appropriate to the post that may reasonably be required from time to time