

## Cover LSA / HLTA (Primary)



### 1. POSITION IDENTIFICATION

<b>Title</b>	Cover LSA / HLTA
<b>Functional Area</b>	Grove Academy - Primary
<b>Reports to</b>	Phase Leader / Member of SLT
<b>Salary</b>	Level 5, point range 13 to 23, salary range £25,950 to £31,153 per annum (pro rata)
<b>Employment Status</b>	Term time plus Inset days, 37 hours per week. 8am – 4pm Monday to Thursday 8am – 3.30pm Friday

### 2. POSITION OBJECTIVE

The Cover LSA / HLTA will:

- Deliver effective class and group lessons to pupils in classes requiring cover for teacher absence or for other ad hoc circumstances
- Follow plans and units for relevant year groups
- Fulfil specific tasks delegated by their line manager
- Contribute to the overall ethos, work, aims and objectives of the school

### 3. COMPETENCIES REQUIRED

The following competencies are required for this position:

- Able to teach to a satisfactory standard
- Can demonstrate effective use of Assessment for Learning strategies to promote progress for all pupils
- Committed to a positive and inclusive approach to educating children
- Willing to work flexibly, often at short notice

#### 4. KEY PERFORMANCE OBJECTIVES

Output s	Key Performance Indicator
<b>Teaching classes</b>	<b>Quality of teaching</b>
<b>Teaching</b>	<ul style="list-style-type: none"><li>• Teaching for class and groups allocated is effective, supporting pupil progress and providing interesting, impactful lessons</li><li>• Work is delivered in a manner consistent with the relevant year group, liaising with teachers and year team leaders as appropriate.</li><li>• A constructive environment for learning is established including the issuing of rewards and sanctions in line with the school's policy and guidance</li><li>• LSAs are supported in any relevant classrooms</li><li>• Pupils' responses to learning activities are noted and teaching adapted as appropriate</li><li>• Pupil's work is marked and other feedback given in accordance with the schools' practices / schemes.</li><li>• Instruction and exposition is clear</li><li>• Subject knowledge is relevant, accurate and kept up to date</li><li>• SEND interventions / agreed strategies with individual and / or groups of pupils are implemented</li><li>• ICT is used competently to support learning</li><li>• Strategies are used which help children to remember and build on key concepts and ideas</li></ul>
<b>Pastoral</b>	<ul style="list-style-type: none"><li>• All matters relating to pupil welfare are dealt with positively and in line with school guidance</li><li>• Knowledge of emergency procedures in all areas of the school is kept up to date and any emergencies are dealt with competently</li><li>• Safeguarding training is kept up to date and concerns are acted upon appropriately</li><li>• Liaison with parents at beginning and end of school day promotes pupil welfare and any pertinent points are feedback to the class teacher</li></ul>
<b>Admin and organisation</b>	<ul style="list-style-type: none"><li>• Accurate attendance records of pupils in lessons are maintained</li><li>• Classroom organisation and tidiness is maintained</li></ul>

<b>Health, safety and discipline</b>	<b>Pupils are safe and well behaved</b>
	<ul style="list-style-type: none"> <li>• The safety and wellbeing of pupils is promoted Good order and discipline among pupils is maintained, behaviour is managed effectively to ensure a good and safe learning environment</li> <li>• Pupils are collected and dismissed at the beginning and end of the school day punctually and safely</li> </ul>

<b>Professional development</b>	<b>Knowledge and skills are kept up to date and relevant</b>
	<ul style="list-style-type: none"> <li>• Participation in appraisal procedures leads to personal development</li> <li>• School led professional development activities are attended as appropriate and whole school initiatives are engaged with</li> </ul>
<b>Working with others</b>	<b>Positive and collaborative relationships are developed with staff, parent/carers and relevant professionals</b>
	<ul style="list-style-type: none"> <li>• Positive and respectful relationships are developed with staff, parents and outside agencies</li> <li>• The role and contribution of other professionals, parents and carers is recognised and respected by liaising effectively and working in partnership with them.</li> <li>• Other relevant staff and professionals are accurately informed of progress or concerns they may have about the pupils they work with, so that informed decision making can take place on intervention and provision</li> </ul>
<b>Personal and professional conduct</b>	<b>Public trust in the education professional is upheld and conduct promotes the best possible outcomes for pupils</b>
	<ul style="list-style-type: none"> <li>• Having proper and professional regard for the ethos, policies and practices of the school in which they work as professional members of staff.</li> <li>• Demonstrating positive attitudes, values and behaviours to develop and sustain effective relationships with the school community.</li> <li>• Having regard for the need to safeguard pupils' wellbeing by following relevant statutory guidance along with school policies and practice.</li> </ul>

	<ul style="list-style-type: none"> <li>• Upholding values consistent with those required from teachers by respecting individual differences and cultural diversity.</li> <li>• Committing to improve their own practice through self-evaluation and awareness.</li> <li>• Promote the safety and wellbeing of pupils, and help to safeguard pupils' wellbeing by following the requirements of Keeping Children Safe in Education (KCSIE) and our school's child protection policy</li> <li>• Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies</li> </ul>
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The employee will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Lead LSA will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher or line manager.

**5. PERSON SPECIFICATION**  
**QUALIFICATIONS/KNOWLEDGE/EXPERIENCE** (please also see competencies)

**Qualifications (Essential):**

GCSE or equivalent level, including at least a Grade 4 (previously Grade C) in English and maths

Qualifications (Desirable):

Education to A Level Standard or Equivalent

**Knowledge, Skills & Experience (Essential):** Experience working in a school environment or other educational setting. Experience working directly with children / young people, including those with EAL and SEND. Knowledge of the National Curriculum. Knowledge of effective teaching and learning and assessment strategies

**Knowledge, Skills & Experience (Desirable):**

Experience covering whole classes

**6. OCCUPATIONAL HEALTH AND SAFETY**

Employees are responsible and accountable for:

- Compliance with workplace policies and procedures for risk identification, risk assessment and risk control
- Active participation in activities associated with the management of workplace health and safety
- Identification and reporting of health and safety risks, accidents, incidents, injuries and property damage at the workplace
- Correct utilisation of appropriate personal protective equipment

## 7. GENERAL RESPONSIBILITIES

- To uphold Academy policy in respect of safeguarding and child protection matters.
- To uphold the highest standards of professional behaviour, demonstrating inclusive practice and respect for diversity and promoting British values within a British, non faith, non selective, state funded setting.
- All staff members participate in the school's performance management scheme.
- The postholder is required to support and encourage the Trust's vision, values and ethos and its objectives, policies and procedures as agreed by the board of trustees.

## ACKNOWLEDGEMENT

This job description has been designed to indicate the general nature and level of work performed by employees within this classification. It is not designed to contain or be interpreted as a comprehensive inventory of all duties, responsibilities and qualifications required of employees assigned to the role.

Employee:

Direct  
Manager:

Signature:

Signature:

Prepared by:

Date Issued: