



OAKLANDS SCHOOL

JOB DESCRIPTION – HLTA

| | |
|------------------------|--|
| Post Title: | Higher Level Teaching Assistant – Literacy |
| Responsible to: | AHT in charge of Literacy |
| Salary Scale: | Scale 5 Points 12-15 (£26, 544 – £28, 005 per annum, pro rata). Actual salary payable: £21,201 – £22,368 per annum |
| Working Hours: | 32.5 hours per week, term time only (39 weeks) |

“Thinking Reading” responsibilities

Administration

- Ensure that all teaching, assessment and practice materials, are filed, clearly labelled, accessible and up-to-date.
- Ensure that team members maintain appropriate levels of supply for any items which require copying or printing.
- Maintain the teaching environment so that it is calm, clean, tidy and pleasant.
- Visually display graphs of student progress in the teaching area to provide recognition and raise motivation for participating students.
- Highlight the graduation graphs of students who have successfully completed the programme.

Teaching and Learning

- Ensure that all lesson protocols, including entry and exit testing and evaluations are followed accurately and completely.
- Monitor the progress of all students through inspecting students’ intervention notes, reading level progress, meeting with tutors to discuss the details of students’ progress, and maintaining the Thinking Reading tracking spreadsheet.
- Share the tracking spreadsheet with Thinking Reading at agreed regular intervals, usually fortnightly.
- Raise queries or concerns about student progress with Thinking Reading in a timely manner so that students’ needs can be met promptly.
- Observe staff teaching, both formally and informally, to monitor the quality of lesson delivery and record keeping. In particular, the accuracy of error identification in reading accuracy records should be monitored. Where inconsistencies or mistakes are found, appropriate remedial action (e.g additional practice with recordings, observing an effective colleague) should be put in place.

Reporting

- Report regularly to the SLT member overseeing Thinking Reading to provide updates on progress, based on the Thinking Reading tracking spreadsheet.
- Report to the school's governing body on impact, including number of students assessed, number of students in programmes in the current academic year, number of students waiting for a place, number of graduates in the current academic year, students' rates of progress per lesson and students' overall progress. (All this information is available from the Thinking Reading tracking spreadsheet). Share a summary of this information annually with Thinking Reading.
- Produce reports for each student at the end of the academic year, and/or upon graduation from the programme.
- Provide certificates and other forms of recognition each time a student moves to a higher level within the programme.
- Report to relevant staff and parents in the appropriate formats when students graduate and provide each student with a graduation certificate.

General HLTA Duties and Responsibilities

- Working with external agencies to ensure the emotional needs of learners are met
- Line management responsibility for all TAs working with students within area of responsibility
- Offer behaviour and literacy/ numeracy support in mainstream lessons
- Work with relevant external agencies to ensure communication
- Keep up to date with current good practice within area of responsibility.
- Work with identified students in mainstream lessons.
- Feedback to the AHT on the progress and impact of any interventions.
- To establish and develop productive working relationships with students.
- To work with students, understanding how to motivate and encourage them to develop and achieve.
- To liaise with AHT/SENCO and class teachers to identify and monitor students with Special Educational Needs
- Promote the inclusion and acceptance of all students within the classroom. Encourage students to interact and work co-operatively with others and engage in all activities.
- To support the learning needs of individual students as directed by the SENCO/AHT
- To feedback the achievement of students to colleagues through agreed monitoring systems.
- To accompany teachers and classes on educational visits.
- To be aware of and comply with policies and procedures relating to child protection, health and safety, security and confidentiality, reporting all concerns to an appropriate person.

- To be aware of and support differences and to ensure all students have equal access to opportunities to learn and develop.
- To contribute to overall ethos/work/aims of the school.
- To contribute to the identification and execution of appropriate out of school learning activities, which consolidate and extend work, carried out in class.
- To attend and participate in regular meetings and in training and other activities as required.
- To assist with students at the beginning and end of the day and in the playground as required.
- To attend meetings with line managers as required.
- To establish constructive relationships and communicate with relevant agencies and professionals as directed by the AHT
- To recognise own strengths and areas of specialist expertise and use these to lead, advise and support others.
- Within an agreed system of supervision, to deliver learning and teaching activities and adjust these when necessary.
- To use initiative to provide support for students to broaden and enrich their learning.
- To work with identified students on a 1:1 and small group basis as directed by the AHT
- To support the inclusion of students with emotional and behavioural difficulties

Supporting and Delivering Learning

- Within an agreed system of supervision, ability to work with students in small groups, taking responsibility for learning and adjusting their work if needed.
- To have an understanding of the principles of child development and to work with teachers to establish an appropriate learning environment and lesson plans.
- To have full working knowledge of relevant policies/codes of practice and an awareness of relevant legislation.
- The ability to provide accurate feedback to pupils/teacher in relation to progress and achievement based on monitoring and observation.

Other General Duties

- To carry out any other duties commensurate with the grading of the post as requested, in the most effective, efficient and economic manner available.
- Participate in training and other learning activities and performance management and development as required.
- To comply with Health and Safety responsibilities as part of performing the role
- To have an understanding of the challenges and opportunities that relate to the changing needs of a maintained secondary school.
- Contribute to the overall ethos / work / aims of the School.

- Equal Opportunities: Be aware of and support difference and ensure equal opportunities for all.
- Support: Appreciate and support the role of other professionals.

This job description is not necessarily a comprehensive definition of the post. It may, from time to time, be subject to modification or amendment in consultation with the holder of the post and other relevant parties.

November 2021



OAKLANDS SCHOOL PERSON SPECIFICATION

HIGHER LEVEL TEACHING ASSISTANT

SELECTION CRITERIA

1. KNOWLEDGE

- To be aware of the curriculum at Oaklands School
- To have a good understanding of the barriers to students' learning.

2. SKILLS

- To be able to relate to and communicate effectively with students, parents, carers and external agencies clearly and effectively.
- To know how to use ICT to advance students' learning, and be able to use common ICT tools for your own and Students' benefit.
- To have a broad range of strategies to establish a purposeful learning environment and promote good behaviour.
- To be able to manage and supervise the work of a team of Teaching Assistants.
- To be able to contribute to the review and evaluation of the SEN Department Development Plan.

3. EXPERIENCE

- Experience of advancing students' learning in a range of classroom settings, including working with individuals, small groups and whole classes.
- Significant experience of providing support to students with learning difficulties or physical difficulties at ages 11- 19.
- Evidence of working at HLTA level or equivalent.

4. EDUCATION AND TRAINING

- To have achieved a qualification in English and Maths at Grade A-C or 9-4 equivalent.
- HLTA qualification is desirable.

5. PERSONAL QUALITIES

- Flexibility and ability to work as part of a team.
- Ability to organise oneself, others and to work unsupervised.
- Ability to empathise with and motivate students.
- Ability to deal calmly with difficult and changing situations and people.
- To have high expectations of all students and respect their social, cultural, linguistic, religious and ethnic backgrounds and are committed to raising their educational achievement.