



Wellspring Academy Trust

Beacon Academy

Job Description

Post Title: HLTA 1 (Maths/Science/English) with Opportunity for Teacher Training Progression

Reporting to: Middle Leader

Salary: SCP 15

1. Purpose of job

Higher Level Teaching Assistants 1 work with pupils over the whole age range and ability range to deliver a range of activities along with providing cover supervision for absent teachers. They support and complement the professional work of teachers by managing and providing an extensive range of learning related activities under an agreed system of supervision and generally support the smooth operation of the Academy staff.

2. Responsibilities

Learning Delivery

Plan, prepare and deliver a specific range of learning activities for groups of pupils and classes that are appropriate to the children's educational, intellectual, social, emotional, cultural and physical needs.

- Assist in lesson planning, teaching and learning within a specific area of curriculum and respond to identified pupil learning needs.
- Deliver planned learning activities to achieve curriculum objectives and respond to individual pupil needs.
- Ensure that learning activities are conducted in a positive atmosphere, pupil contributions are recognised and supported and planned learning objectives are achieved.
- Assess pupil achievement, performance and ability, mark tests, class work and homework to record performance.
- Assist in providing feedback to pupils and teachers and record achievement.
- Establish and maintain a calm learning ethos and facilitate the integration of all children into the setting.
- Provide cover lessons when required to support students in their work during the absence of their teacher.

Pupil Support

Monitor and assess individual and groups of pupil performance against agreed educational, objectives, recording and reporting achievement and provide the necessary help, advice, information and guidance to support development.

- Assess the achievement of pupils against planned objectives.
- Provide objective, accurate evidence based feedback to record progress, celebrate achievement and identify development opportunities.
- Provide the necessary support to overcome difficulties and achieve targets and objectives.
- Support and assist pupils with social integration, advice on strategies to deal with problems and encourage pupils to work cooperatively with others and engage in learning activities.
- Compliment the role of parents and carers in learning and assist in providing parents with constructive feedback and pupil progress and advice on and supporting learning.

Implement Individual Education Plans for pupils identified with different learning abilities to respond to their identified learning related difficulties and enable them to fully access a broad and relevant curriculum and participate fully in school life.

Behaviour

- Support the development and implementation of school policy to promote and celebrate good behaviour through positive interactions with pupils and to establish a safe and calm atmosphere conducive to learning and ensure the safety and wellbeing of pupils, staff and visitors;
- Monitor children's and young people's conduct and behaviour throughout the learning process and intervene to resolve issues using appropriate techniques, skills, strategies and sanctions to de-escalate situations or resolve conflict with individuals and groups of pupils and establish, maintain or restore a safe and calm atmosphere.

Other

- Participate at meetings to support and inform communication, provide information, support continuous professional development, ensure consistency and develop a team ethos;
- Contribute to the overall ethos of the school;
- Plan, organise and deliver out-of-school activities;
- Attend staff meetings/briefings and undertake ongoing professional training.

3. SUPERVISION/MANAGEMENT OF PEOPLE

None

4. CREATIVITY AND INNOVATION

Under the general guidance of a middle leader, the post-holder will be required to plan, prepare, organise and deliver learning activities. This will require significant creativity to ensure that learning is interesting, effective and differentiated to respond to individual pupil needs.

The post-holder will use innovation to plan and organise service delivery to achieve agreed objectives within an approved resource framework.

5. CONTACTS AND RELATIONSHIPS

Middle Leader– to contribute to the planning and organisation of learning support activities.

Teachers - to contribute to lesson planning, report pupil assessment and progress.

Support Staff - The post holder provides advice and information to colleagues.

Pupils – to support, assist and enable them to access a relevant curriculum to their fullest ability. Contribute and support educational, intellectual, social, emotional, cultural and physical development.

Parents – to exchange personal information concerning individual pupils and provide guidance and advice related to specific areas of pupil learning.

External Agency staff to report on routine progress and achievement, contributes to informing pupil support strategies and activity.

6. DECISIONS

Discretion – The postholder has discretion within school policy to achieve the agreed learning objectives and outcomes for the individual, group or class agreed with the teacher or senior manager This could reasonably involve changing the pattern of delivery, responding to the needs of the individual.

The post holder could be required to initiate routine procedures and would be consulted as part of the team supporting learning on wider and strategic issues.

Consequences – Pupils will achieve planned and measurable learning outcomes. Sound decision making and action would have a beneficial effect on educational outcomes, pupil behaviour and resource utilisation.

7. RESOURCES

Shared responsibility for learning resources.

8. WORK ENVIRONMENT

Work Demands

The postholder will be required to deliver and support planned learning activities to achieve specific outcomes and objectives that respond to individual pupil needs.

Physical Demands

Some physical effort will be required.

Working Conditions

The postholder will work within the school environment with some periods of outdoor activity when supervising pupil's' on break, lunch and during enrichment and/or enrichment activities.

Work Context

The post is predominantly classroom based.

KNOWLEDGE AND SKILLS

Achieved Higher Level Teaching Assistant accreditation or equivalent qualification and experience.

Ability to plan, organise and coordinate learning support services to deliver achieved outcomes with allocated resources to agreed deadlines.

Understand the aims, content, teaching strategies and intended outcomes for the lessons in which they are involved, and understand the place of these in the related teaching programme.

Broad experience of delivering learning to children.

A good knowledge and understanding of child development.

Good understanding of the differing educational needs of all children.

Knowledge of safeguarding procedures.

Knowledge of relevant Ofsted framework and standards.

Very good literacy, numeracy and written and verbal communication skills.

Developed listening and observational skills.

Ability to maintain and promote positive relationships with children, parents/carers, colleagues and the wider community.

Ability to contribute to department and wider school duties.

Ability to use and integrate ICT as part of the learning process

Provide, instruct and use a range of specialist curriculum learning equipment, materials and schemes.

Learning processes. Knowledge and experience of a wide range of strategies/techniques to assist pupils.

Understanding of statutory frameworks relating to teaching.

Ability to relate well to pupils and adults.

Current knowledge of developments in education, the national curriculum, and the planning process involved in the delivery of the national curriculum.

An understanding of relevant policies, codes of practice, legislation and the planning process involved in the delivery of the national curriculum to a wide range of pupils.

Practical experience in the delivery of the curriculum and the composition of lesson plans.

GENERAL

b) **Other Duties** - The duties and responsibilities in this job description are not restrictive and the postholder may be required to undertake any other duties which may be required from time to time. Any such duties should not however substantially change the general character of the post.

c) **Equal Opportunities** - The postholder must carry out his / her duties with full regard to the Trust's Equal Opportunities policy.

d) **Health and Safety** - The postholder must carry out his / her duties with full regard to the Health and Safety Procedures.



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Person Specification- HLTA 1

		Essential / Desirable	How Identified (Application Form/Interview /Task)
Section	Information		
Education and Training			
	Gained HLTA status, NVQ 4 or equivalent	D	A/I
	Excellent numeracy/ literacy skills (minimum GCSE C or above in English and Maths)	E	A/I
	ICT – at least a level 2 qualification	D	A/I
	Training in relevant learning strategies e.g. literacy	E	A/I
	Specialist skills/ training in curriculum or learning area e.g. SEN, SEMH, interventions, or other	E	A/I
Experience			
	A minimum of 3 years relevant experience	D	A
	Experience working with children of relevant age in a learning environment	E	A/I/T
	Experience of working with pupils with additional needs	D	A/I/T
General and Specialist Knowledge			
	Full working knowledge of relevant policies/ codes of practice/legislation	E	A/I
	Working knowledge and experience of implementing national/ foundation stage curriculum and other relevant learning programmes/ strategies	D	A/I
	Good understanding of child development and learning processes	E	A/I
	Understanding of statutory frameworks relating to teaching	E	A/I
	Ability to organise, lead and motivate	E	A/I
Skills and Abilities			
	Ability to relate well to children and adults	E	A/I/T
	Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these	E	A/I
	Effective use of ICT to support learning/use of specialist equipment/ resources	E	A/I/T



	Ability to self-evaluate learning needs and actively seek learning opportunities	E	A/I
	Relevant knowledge of first aid	D	A/I
	Ability to plan effective actions for pupils at risk of underachieving	E	A/I
	Understand range of support services/ providers	E	A/I
Additional Requirements			
	Operate with the highest standards of personal/professional conduct and integrity	E	A/I
	Willing to work flexibly in accordance with policies and procedures to meet the operational needs of the Trust.	E	A/I
	Willing to undertake training and continuous professional development in connection with the post.	E	A/I
	Work in accordance with the Trust's values and behaviours.	E	A/I
	Able to undertake any travel in connection with the post.	E	A/I
	Able to demonstrate sound understanding of equality/diversity in the workplace and services provided especially in the access to delivery of the education of pupils and of own non-discriminatory practice and attitude	E	A/I
	Satisfactory DBS disclosure to work in an environment dealing with young people	E	A/I
	Ability to form and maintain appropriate relationships and personal boundaries with children, young people and vulnerable adults	E	A/I
	A commitment to safeguarding and promoting welfare for all	E	A/I