

## Job Description

**POST:** HLTA - Reading

**RESPONSIBLE TO:** Director of English / Lead Teacher - Reading

**SALARY:** Scale 5, 12-17 37 hours term time plus two weeks.

**LOCATION:** The Telford Langley School

**WORKING PATTERN:** 1 FTE

**DISCLOSURE LEVEL:** Enhanced

**KEY RELATIONSHIPS:** SLT, OLT, HODs, Heads of House, teaching/support staff, external agencies and parents

**RESPONSIBLE FOR:** The provision of a full learning experience and support for students

### MAIN PURPOSE:

- To implement and deliver appropriately broad, balanced, relevant and differentiated reading programmes for students and to support a designated curriculum area as appropriate
- To monitor and support the overall progress and development of students reading
- To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential
- To contribute to raising standards of student attainment
- To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth.

### SPECIFIC RESPONSIBILITIES

#### OPERATIONAL/ STRATEGIC:

- To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the curriculum area
- To contribute to the curriculum area School Plan and its implementation
- To plan and deliver reading lessons through the Accelerated Reader and Corrective Reader programmes
- To contribute to the whole school's planning activities

#### TEACHING, LEARNING AND CURRICULUM:

- To assist the HOD, DL to ensure that the curriculum area provides a range of teaching which compliments the school's strategic objectives.
- To assist in the process of curriculum development and change so as to ensure continued relevance to the needs of students, examining and awarding bodies and the school's aim.

#### STAFF:

- To take part in continuous professional learning, utilising the school's SSE processes.
- To maintain good subject knowledge and an awareness of excellent, current practice in teaching.

- To engage actively in the Performance Management and Review Process
- To ensure the effective and efficient deployment of classroom support
- To work as a member of designated teams(s) and to contribute positively to effective working relations within the school

#### **SCHOOL SELF EVALUATION:**

- Support the HOD/DL and other post holders in meeting the expectations described in the School Self Evaluation handbook, including reporting procedures and deadlines.

#### **COMMUNICATION:**

- To communicate effectively with the parents of students as appropriate
- Where appropriate communicate and work with persons or agencies outside the school
- To maintain appropriate student records
- To complete relevant documentation in support of student tracking
- To track student progress and use information to inform teaching and learning, engaging with whole school assessment, recording and reporting procedures (including consultations)

#### **RESOURCES:**

- To work productively with the HOD to ensure effective ordering and management of resources

#### **STUDENT GUIDANCE**

- To be a Form Tutor
- To promote the general progress and well-being of individual students and of the Tutor Group as a whole
- Under the leadership of the Head of House, ensure implementation of the school's pastoral and guidance systems.
- To register students, and encourage their full engagement in all aspects of school life.
- To contribute to the teaching of PSHE in line with school policy and work with the Head of House to plan an appropriate differentiated PSHE curriculum.
- To apply behaviour for learning systems so that effective learning can take place.
- To follow best practice in all practice associated with Child Protection and safeguarding
- Keep skills and knowledge up to date with regard to Child protection and safeguarding
- To liaise with other staff as appropriate, in response to problems experienced by students across the curriculum.
- To play a central role in managing the learning of students in the Tutor Group, particularly with reference to effective implementation of Mentoring systems and procedures. This will include regular formal and informal 1:1 to review academic and social progress

#### **OTHER SPECIFIC RESPONSIBILITIES:**

- Comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description
- Contribute to a adopt school Health and Safety Policy and practice
- This job description may be changed by the Headteacher in consultation with you to reflect or anticipate changes in the job commensurate with the grade and job title.

## **SAFEGUARDING CHILDREN -**

CAT is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks.

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment. 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 person undertaking this role is expected to work within the policies, ethos and aims of the Trust and to carry out such other duties as may reasonably be assigned by the Head of Human Resources. The post holder will be expected to have an agreed flexible working pattern to ensure that all relevant functions are fulfilled through direct dialogue with employees, contractors and community members.

## **ENGLISH DUTY -**

This role is covered under part 7 of the Immigration Act 2016 and therefore the ability to speak fluent spoken English is an essential requirement for this role.

## **Person Specification**

### **Our Values and Vision**

These are our values. They can be thought of as our ‘non-negotiables’ - beliefs, expectations and standards that underpin how we work with the young people in our care, and the community we serve. We believe that if we work in the context of these values, students will achieve more than they ever thought possible. They are also values that have evolved following a sustained period of success for our school.

### **Our Young People**

We value three main types of achievement for our young people, and the vision for our school is that we ensure our students are empowered to achieve to a consistently outstanding level.

**Achievement - Academic:** We believe all young people have the potential to achieve great things. Intelligence can be developed regardless of emotional and social background, given appropriate teaching and bespoke, individualised support.

Young people should be encouraged to develop autonomy and meta-cognitive control (‘knowing what to do when they don’t know what to do’) in their learning and to gain inspiration from learning. They should be equipped with a crucial sense of possibility based on a well-developed self-awareness and ambition - ambition not only for themselves but for the communities in which they live and work.

**Achievement - ‘letting your light shine’:** All young people achieve things they can be proud of every day in addition to academic success and outside our school’s planned curriculum. We have a vital role in ensuring individuals develop their own talents and interests and have

a responsibility to instil in them a sense of pride in who they are and what they achieve. We must recognise and celebrate these achievements.

**Achievement - relationships (Starfish Principle):** Excellent relationships for learning are a prerequisite for all other achievements. Relationships that result in mutual respect between young people and all other members of our school community will ensure learning can be fun in a disciplined and caring environment where the highest expectations are the norm.

## Our Staff

Our Values extend to how we challenge, support and work with each other. All staff (support and teaching) play a crucial role in the education of young people. We all understand how our work has a direct influence on the life chances of the young people in our care. In the same way that we all have a duty of care to them, we have a duty of care to each other and have regard for each other's professional and personal wellbeing.

All members of the staff community see themselves as learners. They are empowered to make decisions, be creative and to lead. Mutual respect pervades all relationships, working together to enhance professional learning and practice and collaboration; collegiality and a sense of tea identifies how all staff work together. All staff have clarity and certainty about the direction our school is taking and be working on only a few initiatives at any one time with a sense of how their work is contributing to that vision. Staff co-operate with each other and are not in competition with each other - they are part of a team that ensures our schools are among the best in the country.

	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>HLTA or equivalent qualification.</li> </ul>	<ul style="list-style-type: none"> <li>Degree in relevant subject.</li> <li>QTS recognised teaching qualification.</li> </ul>
<b>Experience, Skills and knowledge</b>	<ul style="list-style-type: none"> <li>To motivate students.</li> <li>To work with other staff in a team.</li> <li>Awareness of behavioural strategies</li> <li>Well-developed inter-personal skills.</li> <li>The ability to work under pressure and meet deadlines.</li> <li>ICT literate.</li> <li>Able to consistently demonstrate successful and creative teaching including an ability to deliver good lessons</li> <li>Keen to try out new ideas</li> <li>able to review, evaluate and learn from own classroom practice</li> <li>Able to establish effective working relationships with a variety of Individuals and as part of a team</li> </ul>	

<p><b>Skills and Abilities</b></p>	<ul style="list-style-type: none"> <li>• To motivate students.</li> <li>• To work with other staff in a team.</li> <li>• Awareness of behavioural strategies</li> <li>• Well-developed inter-personal skills.</li> <li>• The ability to work under pressure and meet deadlines.</li> <li>• ICT literate.</li> <li>• Able to consistently demonstrate successful and creative teaching including an ability to deliver good lessons.</li> <li>• Keen to try out new ideas.</li> <li>• Able to review, evaluate and learn from own classroom practice.</li> <li>• Able to establish effective working relationships with a variety of Individuals and as part of a team.</li> </ul>	
<p><b>Personal Qualities</b></p>	<ul style="list-style-type: none"> <li>• Patience.</li> <li>• Initiative and determination.</li> <li>• Integrity.</li> <li>• Reliability and consistency.</li> <li>• Adaptability and resilience.</li> <li>• Optimism, vision and creativity.</li> <li>• Sensitivity.</li> <li>• Sense of humour.</li> <li>• Able to develop good relationships with others by treating people with respect and leading by example.</li> </ul>	