



Commitment to others, Commitment to learning.

Job Description

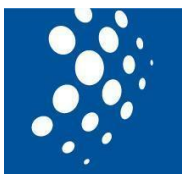
Job Title	TOA Plus HLTA
Grade and Salary Range	Grade 8, SCP 18-23, 45.24 paid weeks Actual salary £26,586 - £29,028 (£30,559 - £33,366 FTE)
Hours	37 hours per week with a half hour unpaid lunch break each day; term time plus 5 inset days
Contract type	Permanent
Reporting To	Internal AP Lead TOA plus
Additional Information	The successful candidate will be engaging in regulated activity, working regularly in a location where the work gives an opportunity for contact with children. An Enhanced DBS will be required.

Job Purpose:

TOA Plus at The Oxford Academy supports a small group of students who are at risk of permanent exclusion, school refusal and risk of Not in Employment Education or Training (NEET) in a bespoke on site internal provision. The Higher Level Teaching Assistant for TOA Plus will work collaboratively with the TOA Plus team to ensure students are supported to achieve their next steps and reintegrate back into the mainstream school. The HLTA will be responsible for supporting students in TOA Plus lessons as well as supporting teaching and leading small groups including interventions under the guidance of the class teacher and TOA plus lead.

Responsible for:

- Working collaboratively with the TOA Plus team providing an inclusive provision for students in the class;
- Supporting the TOA Plus team during lessons by supporting the students, preparing resources and scaffolding tasks where relevant;
- Supporting the learning of students within TOA Plus and managing their transitions to attend an increasing number of lessons with their peers in mainstream classes;
- Planning and teaching small groups of students, including running relevant intervention group within TOA Plus;
- Working with the TOA Plus team to support students returning to mainstream school;
- Covering class teaching where necessary for TOA Plus;
- Providing academic and pastoral support to the TOA Plus Students throughout the school day;
- Communicating with and providing support to the parents/carers of students in the Enhanced Pathway;
- Reviewing progress of the students in the TOA Plus in collaboration with the class



teacher, TOA plus lead, SENCO and Deputy Headteacher;

- Attending any relevant meetings regarding the TOA Plus students;
- Providing before school and break time support to students;
- Working as part of the wider Inclusion team where necessary.

General Duties:

- To be familiar with and adhere to all Trust and School Policies;
- To fulfil your duties and responsibilities regarding safeguarding pupils and health and safety in the workplace;
- To support the aims and ethos of the school and promote good relationships with students, colleagues and parents;
- To set a good example in terms of dress, punctuality and attendance;
- To participate in the School's arrangements for appraisal, professional development and other mandatory training;
- To undertake other such duties as may be reasonably required by the line manager which are in line with the grading of the post.

The Oxford Academy and The River Learning Trust are committed to safeguarding and promoting the welfare of all children and preventing extremism; all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people. The successful candidate will be required to undergo an Enhanced Disclosure from the Disclosure and Barring Service (DBS) and obtain any other statutorily required clearance. Employment will also be conditional on the receipt of at least two acceptable references (1 from current/latest employer) and evidence of the formal qualifications required for the role.

This job description is written at a specific time and is subject to change as the demands of the organisation and the role develops. The role requires flexibility and adaptability and the employees of the Academy as part of the River Learning Trust need to be aware that they may be asked to perform tasks and be given responsibilities not specified on this job description.



	Essential	Desirable
Qualifications	<ul style="list-style-type: none">• Be able to demonstrate levels of numeracy and literacy applicable for the role.	<ul style="list-style-type: none">• Other relevant qualifications (e.g. Foundation Degree in Education)• Training in relevant learning strategies e.g. literacy / numeracy
Experience	<ul style="list-style-type: none">• Working with children who have special educational needs/SEMH• A good awareness of inclusion, especially within a school setting	<ul style="list-style-type: none">• Working with pupils in school for a minimum of 2 years• Leading and managing other support staff• Training or expertise in a relevant curriculum or other learning area (e.g. ICT, maths or literacy)• Planning and teaching individuals, small group interventions (training will be provided)
Knowledge and Understanding	<ul style="list-style-type: none">• Knowledge of working with vulnerable learners• Relevant policies, codes of practice and legislation including safeguarding• Good written and spoken English.	<ul style="list-style-type: none">• Multi agency working• First Aid



Skills	<ul style="list-style-type: none">• Have effective oral and written communication skills• Form effective professional relationships including team working• Have good organisational and time management skills• Have sound ICT skills• Be able to plan effective activities for pupils at risk of underachieving;• Develop knowledge through the evaluation of their own learning needs;• Be able to work independently;• Remain calm under pressure and be able to adapt to change quickly• Provide detailed and regular feedback to teachers on children's achievements and progress• Assist with the development and implementation of Provision Plans	<ul style="list-style-type: none">• Use coaching and mentoring skills with adults and pupils• Demonstrate leadership and line management skills
Other	<ul style="list-style-type: none">• Attend school training sessions• Have empathy with those facing barriers to their learning• An understanding of and a genuine commitment to Inclusion	