

North Cestrian School

Job description: Higher Level Teaching Assistant – EAL and SLCN intervention Leader

Job details

Job title: Higher Level Teaching Assistant (HLTA) – offering targeted support for EAL/SLCN needs

Salary: NJC – 12-17

Hours: Full Time

Contract type: Permanent

Reporting to: SENDCo / Assistant SENDCo

Responsible for: Coordinating the provision for EAL students

Main purpose

The HLTA will:

- To remove barriers to EAL/SLCN pupils' access to the curriculum and wider school life
- Work with SEN leaders to raise the learning and attainment of pupils
- Be responsible for the coordinating the provision for EAL/SLCN students
- Be responsible for the assessment, tracking and monitoring of English language proficiency skills of EAL/SLCN barriers to learning
- Promote pupils' independence, self-esteem and social inclusion
- Give support to pupils, individually or in groups, so they can access the curriculum, take part in learning and experience a sense of achievement

Duties and responsibilities

Teaching and learning

- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all pupils including EAL/SLCN and, where appropriate, those with special educational needs and disabilities (SEND)
- To support and provide stimulating, engaging and purposeful learning experiences for pupils, in accordance with agreed schemes of work and relevant statutory requirements and supporting the Cestrian Way agreed whole-school habits.
- Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities
- To uphold school expectations regarding pupil conduct, using effective behaviour management strategies consistently in line with the school's policy and procedures
- Organise and manage teaching space and resources to help maintain a stimulating and safe learning environment
- Observe pupil performance and pass observations on to the class teacher and Head of Faculty
- Ensure effective and timely feedback is given, in line with the Cestrian Way
- Supervise a class if the teacher is temporarily unavailable
- Use ICT skills to advance pupils' learning
- Undertake any other relevant duties given by the class teacher
- To cover and lead class teaching, independently, as and when appropriate
- To ensure that lessons begin punctually and purposefully.

- Direct the work, where relevant, of other adults in supporting learning

Planning

- Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role
- Liaise with class teachers to ensure appropriate resources are developed to support pupils accessing the learning.
- Use their area(s) of expertise to contribute to the planning and preparation of learning activities, and to plan their role in learning activities
- Use allocated time to devise clearly structured activities that interest and motivate learners and advance their learning
- Plan how they will support the inclusion of pupils in the learning activities
- To develop intervention schemes of work to improve English language proficiency and improve access to learning

Working with colleagues and other relevant professionals

- Communicate effectively with other staff members and pupils, and with parents and carers under the direction of the class teacher, SENDCo or Assistant SENDCo
- Communicate their knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision
- Keep other professionals accurately informed of performance and progress or concerns they may have about the pupils they work with
- Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers
- Collaborate and work with colleagues and other relevant professionals within and beyond the school • Develop effective professional relationships with colleagues

Whole-school organisation, strategy and development

- To uphold the mission, vision and ethos of the school
- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's values and vision
- To promote the use of School/Faculty reward and sanction systems
- Make a positive contribution to the wider life and ethos of the school

Health and safety

- Promote the safety and wellbeing of pupils, and help to safeguard pupils' well-being by following the requirements of Keeping Children Safe in Education and our school's child protection policy
- To be alert to the health and safety of the working environment and to advise the line manager of any health and safety concerns.

Professional development

- Help keep their own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school
- Take part in the school's appraisal procedures

Personal and professional conduct

- Uphold public trust in the education profession and maintain high standards of ethics and behaviour, within and outside school
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality
- Demonstrate positive attitudes, values and behaviours to develop and sustain effective relationships with the school community
- Respect individual differences and cultural diversity

The HLTA 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 postholder 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.

Person specification

| CRITERIA | QUALITIES |
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| Qualifications and experience | <ul style="list-style-type: none">• GCSEs at grades 9 to 4 (A* to C) including English and Maths• Experience of working with children• Qualifications for HLTA status or considerable Teaching Assistant experience with the desire to train as a HLTA.• Experience of planning and leading teaching and learning activities (under supervision)• Experience of supporting English language proficiency would be an advantage and knowledge of the Bell Foundation proficiency scale |

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| Skills and knowledge | <ul style="list-style-type: none"> • Good literacy and numeracy skills • Good organisational skills • Ability to build effective working relationships with pupils and adults • Skills and expertise in understanding the needs of all pupils • Knowledge of how to help adapt and deliver support to meet individual needs • Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils • Excellent verbal communication skills • Active listening skills • The ability to remain calm in stressful situations • Knowledge of guidance and requirements around safeguarding children • Good ICT skills, particularly using ICT to support learning • Understanding of roles and responsibilities within the classroom and whole school context • Understanding of effective teaching methods • Knowledge of how to successfully lead learning activities for a group or class of children • Knowledge of how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support • Knowledge of how to support learners in accessing the curriculum in accordance with the SEND code of practice |
| Personal qualities | <ul style="list-style-type: none"> • Enjoyment of working with children • Sensitivity and understanding, to help build good relationships with pupils • A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school • Commitment to maintaining confidentiality at all times • Commitment to safeguarding pupil's wellbeing and equality |

Notes:

This job description may be amended at any time in consultation with the postholder.