



Job Title: Higher Level Teaching Assistant – English

Salary: £24,496 - £26,845 FTE (pro-rata for term time only + 5 days)
Actual salary of £20,705 - £22,690 < 5 years' service. £21,160 – 23,189 > 5 years' service

Hours: 37 hours per week (8am-4pm Mon-Thu, 8am-3.30pm Fri)

Purpose of Job

To help ensure all pupils make the progress they are capable of by working in lessons to assist learners in accessing all elements of the English curriculum, collaborating closely with a talented teaching team to support pupil understanding.

To work closely with the Literacy lead to organise, plan and deliver a range of reading interventions before, during or after the school day. Working independently with small groups, monitoring and tracking of the impact of these interventions.

Principal Responsibilities

Providing support for pupils, teachers and the whole academy as outlined below.

Main Duties

Teaching and Learning Activities

1. Helping pupils make progress in a range of classroom settings including whole classes where the assigned teacher is not present.
2. Within an agreed system of supervision; planning challenging teaching and learning objectives and delivering learning activities to pupils, making adjustments according to pupil responses and needs, as appropriate.
3. Planning personal role in lessons and how to provide feedback to pupils and colleagues on pupils' learning and behaviour.
4. Supporting the department in selecting and preparing teaching resources that meet pupils' needs and interests.
5. Contributing to identifying and undertaking appropriate out of school learning activities which consolidate and extend work carried out in class.
6. Supporting teachers in evaluating pupils' progress through a range of monitoring and assessment activities, by developing and implementing 'Learner Profiles' and assessing the needs of pupils, using detailed knowledge and specialist skills to support pupils' learning.

7. Monitoring pupils' responses to learning tasks and modifying their approach accordingly.
8. Monitoring pupils' participation and progress, giving constructive feedback to support them as they learn.
9. Supporting the role of parents in pupils' learning and contributing to/leading meetings with parents to provide constructive feedback on pupil progress and achievement.
10. Regularly providing teachers and other colleagues with feedback on pupils' learning, participation and progress.
11. Administering, assessing and marking tests.
12. Contributing to maintaining and analysing records of pupils' progress.

Support for the Pupil

1. Supporting all pupils included in a mainstream setting, support base, home base, special school, or any other learning environment as appropriate.
2. Communicating effectively and sensitively with pupils to support their learning.
3. Promoting and supporting the inclusion of all pupils, for example those with special educational needs, pupils from minority ethnic groups and those with disabilities, in the learning activities in which they are involved.
4. Assisting in the provision of activities for the fullest development of the pupils which may involve work outside the academy base and in the local community.

Support for the Academy

1. Following the academy guidelines for absent teachers and providing cover for lessons under the agreed system of supervision.
2. Under the supervision of the Head Teacher or other designated teachers, invigilating internal and external examinations.
3. Under the direction of department staff, overseeing after school supervision and intervention.
4. Helping to maintain a safe environment for the pupils and the staff.

General Requirements

1. Attending and participating in meetings, training and development activities as required.
2. Participating in schemes of assessment, professional development and review.
3. To establish constructive relationships and communicate with the other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.

4. Being an effective role model for the standards of behaviour expected of pupils.
5. Having due regard to confidentiality, child protection procedures, health and safety, other statutory requirements and the policies of the governing body and the local education authority.

Professional Values and Practices

1. Having high expectations of all pupils; respecting their social, cultural, linguistic, religious and ethnic backgrounds; and being committed to raising their educational achievement.
2. Treating pupils consistently with respect and consideration, and being concerned with their development as learners.
3. In line with the academy's policy and procedures, using behaviour management strategies which contribute to a purposeful learning environment.
4. Working collaboratively with colleagues as part of a professional team; and carrying out roles effectively, knowing when to seek help and advice from colleagues.
5. Reflecting upon and seeking to improve personal practice.
6. Working within academy policies and procedures and being aware of legislation relevant to personal role and responsibility in the academy.
7. Recognising equal opportunities issues as they arise in the academy and responding effectively, following academy policies and procedures.
8. Building and maintaining successful relationships with pupils, parents/carers and staff.
9. To undertake any other duties commensurate with the post.

Reviewed November 2022

The post holder must act in compliance with data protection principles in respecting the privacy of personal information held by the academy.

The post holder must comply with the principles of the Freedom of Information Act 2000 in relation to the management of academy records and information.

The post holder must carry out their duties with full regard to the academy's Equal Opportunities Policy, Code of Conduct, Child Protection Policy and all other academy Policies.

The postholder must comply with the academy's Health and safety rules and regulations and with Health and Safety legislation.