

Job Description

Job title: HLTA (English Secondary)

Reports to: English lead, Deputy headteacher

Pay Scale: Scale 6, Point 18

Overall Job purpose:

- To support the delivery of English lessons to KS3 and KS4 pupils with social, emotional and mental health (SEMH) needs.
- To coordinate the provision of appropriate intervention programmes for targeted pupils, including pupils working offsite.
- To work alongside teachers sharing responsibility for adapting learning to meet pupils needs in line with their EHCPs.
- To monitor the effectiveness of the interventions so that impact can be measured and next steps agreed.
- To deliver literacy sessions to identified pupils.
- To cover the teacher role in case of absence

Duties and Responsibilities

Professional Standards

- To build and maintain successful relationships with pupils, treat them consistently, with respect and consideration, and be concerned for their development as learners.
 - To demonstrate and promote the positive values, attitudes and behaviour expected from the pupils at all times.
 - To work collaboratively with colleagues, and carry out your role effectively, knowing when to seek help and advice.
 - To liaise sensitively with parents and carers, recognising their roles in pupils' learning.
 - To improve your own practice, including through observation, evaluation and discussion with colleagues.
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Planning and Expectations

- To work with colleagues and adapt planning for lessons effectively taking into account pupils' needs and interests.
- Teach pre-planned English lessons across key stages
- Plan and deliver targeted literacy and intervention programs to boost reading, writing, and comprehension skills for specific groups or 1:1 students
- To effectively direct other adults within English lessons.
- To provide feedback to pupils and colleagues on pupils' learning and behaviour, in line with school systems and processes.
- To select carefully the resources required to meet the diversity of pupils' needs and interests.
- Contribute to the planning of opportunities for children to learn in out-of-school contexts, including half termly curriculum visits, in accordance with school policies and procedures.

Monitoring and Assessment

- Support teachers in evaluating children's progress through a range of assessment activities.
- Monitor children's participation and progress, providing feedback to teachers, and giving feedback to children as they learn, using live marking.
- Assist in managing children's data by gathering information, inputting data and analysis of results.

Teaching and learning Activities

- Creating a learning environment that supports learning outcomes for all pupils.
 - To give oral and written feedback to pupils on their attainment in order to promote further progress.
 - To work alongside other adults, including teachers and other support staff.
 - Advance children's learning in a range of classroom settings, including working with individuals, small groups and whole classes where the assigned teacher is not present.
 - Recognise and respond effectively to equal opportunities issues as they arise, including by challenging stereotyped views, and by challenging bullying or harassment, following relevant policies and procedures.
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- Organise and manage safely the learning activities, the physical teaching space and resources for which they are given responsibility.
- Promote and support the inclusion of all children in the learning activities in which they are involved.
- To take part in in-service training, relevant performance management arrangements and other meetings as directed in normal contracted working hours; to be conversant with school policies and procedures.
- To maintain confidentiality at all times with regard to all aspects within the school.
- Other appropriate duties relevant to the purpose of the post and within the grading and competency of the post holder, as reasonably required by the Head Teacher.

Supervision

- To provide guidance to Teaching Assistants, including role modelling and supporting their training and assisting in assessing needs.
- To undertake Performance Management of staff supervised as directed

General Duties

- To play a full part in the life of the school community, to lead its distinctive mission and ethos, and to encourage staff and students to follow this example.
- To lead the school in meeting its legal requirements for worship. To actively promote the school and Trust's corporate policies. To continue personal development as agreed. To lead the implementation and comply with the school's Health and Safety policy and undertake risk assessment as appropriate. To observe the high standards defined in the National Standards of Excellence for Head Teachers
- To undertake annual mandatory and statutory training as directed by the Trust or School.
- Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Developing self and working with others

- Promote and maintain a culture of high expectations for self and others
- Regularly review own practice, set personal targets and take responsibility for own development, seeking advice and support from relevant colleagues

Scope:

The post-holder will be based at one of the Trust Schools and will be expected to work across the Trust, travelling from time to time to school sites. This job description needs to be considered in the

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context of a developing and evolving situation and, therefore, responsibilities described here may be adapted to meet changing needs.

Safeguarding:

Compass Eko Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. Employees are expected to have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the Trust

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Person Specification

Criteria	Essential	Desirable	How tested Application/ Interview/ Task
Qualification	<ul style="list-style-type: none"> ● GCSE or equivalent level, including at least a Grade 4 in English and Maths ● Degree in relevant subject 	<ul style="list-style-type: none"> ● HLTA qualification or willingness to achieve ● PE/Sports coaching qualification (e.g., Level 2 Coaching Cert) ● First Aid qualification ● Manual Handling ● Teamteach training 	A/I
Experience	<ul style="list-style-type: none"> ● Experience working in a school environment or other educational setting ● Leading PE sessions or sports coaching 	<ul style="list-style-type: none"> ● Experience working with children with SEN ● Supporting students with complex needs in active sessions ● Experience delivering CPD, running inter-school competitions 	A/I/T
Skills & Knowledge	<ul style="list-style-type: none"> ● Ability to lead and motivate groups ● Excellent communication and teamwork ● Good literacy and numeracy skills ● Good organisational skills 	<ul style="list-style-type: none"> ● Strong understanding of how to adapt learning and activities for pupils with SEND ● Knowledge of child development 	A/I/ T

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	<ul style="list-style-type: none"> ● Ability to build effective working relationships with pupils and adults ● Skills and expertise in understanding the needs of all pupils 	<ul style="list-style-type: none"> ● Ability to manage challenging behaviour ● Familiarity with EHCPs and integrating therapy goals into sessions 	
Personal attributes	<ul style="list-style-type: none"> ● Able to work calmly under pressure ● Ability to critically evaluate own performance and make any necessary changes to be more effective ● Enthusiastic, honest, reliable ● A sense of purpose and ability to take personal initiative ● A sensible, flexible, open-minded and responsive attitude to working with others ● High expectations of pupils' learning and attainment ● Strong commitment to school improvement and raising achievement for all 	<ul style="list-style-type: none"> ● Stamina and resilience ● Creativity in session planning and team engagement 	A/I/ T