

Polden Bower School

JOB DESCRIPTION

Name:			
Grade:	12	Salary Range:	
Job Title:	HLTA & Cover Supervisor		
Job Number:	N1635		
Reports To:	Assistant Headteacher		
Main Purpose of Job: <i>Briefly – what is the job there for and why is it being done? Please attach an organisation chart to show clearly, the department structure and where the job fits with this.</i>			
<p>To complement the professional work of teachers by taking responsibility for delegated learning activities under an agreed system of supervision. This involves a contribution to the planning and preparing of lessons, within a framework set by the assigned teacher, delivering learning activities for individuals, groups or whole classes without the presence of a teacher and monitoring pupils by assessing, recording and reporting their achievements, progress and development. This role will also require the postholder to cover short term and planned absence for teachers where they will be required to deliver planned and set work by the teacher.</p> <p>“Specified work” is defined in Section 133 of the Education Act 2002 as being these activities:</p> <ul style="list-style-type: none"> • Planning and preparing lessons and courses for pupils. • Delivering lessons to pupils. This includes the delivery via distance learning for computer aided techniques; • Assessing the development, progress and attainment of pupils; and • Reporting on the development, progress and attainment of pupils. 			
Main Responsibilities and Duties: <i>What needs to be done? – Describe the main responsibilities and duties required of the job. This should include responsibilities for the support or management of clients, employees, budgets, processes and equipment.</i>			% of Time
<p>Support the teaching and learning processes.</p> <p>Typically the job will include all, or most of the following elements:</p> <p>Under the supervision of a qualified Teacher:</p> <ul style="list-style-type: none"> • Plan challenging teaching and learning objectives to meet a diversity of pupils’ needs and interests, including those in and out of school 			

contexts.

- Organise and manage a safe and purposeful learning environment; select and prepare resources appropriate to learning activities, taking account of pupils' interests, language and cultural backgrounds, use ICT to support learning activities and develop pupils' competence and independence in its use.
- Develop and deliver structured teaching and learning activities for individuals, groups and whole class groups within the local and national framework appropriate to the key stage within which you are working. Adjust activities according to pupils' responses during the lessons, promote inclusion of all pupils in the learning process.
- Supervise the work of teaching assistants and voluntary helpers who are supporting teaching and learning in the classroom; including the allocation, direction and monitoring of their work.
- Encourage pupils to work co-operatively with each other within an established behaviour policy, anticipate and manage pupils behaviour and promote self-control and independence. Provide feedback for pupils in relation to progress and achievements.
- Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives to inform future planning.
- Record progress and achievement in lessons/ activities systematically and provide evidence to the assigned teacher, using objective and accurate feedback of the range and level of progress and attainment achieved.
- Provide constructive feedback, advice and guidance on pupils' progress and achievement to parents, encourage the role of parents in pupils' learning and participate in meetings with parents as required.
- Cover short term or planned absence, delivering planned work set in the absence of the teacher
- Implement and assist with the development of policies and procedures relating to child protection, equal opportunities, health, safety and security, confidentiality and data protection, report concerns to the appropriate authorised person.
- Establish relationships and communicate with other agencies/ professionals to support the achievement and progress of pupils.
- Assist with the development of appropriate multi-agency approaches and plans to support pupils.
- Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend the work carried out in class.
- Manage and develop a specialist or subject area – for example: work experience and Careers; Enterprise; Nurture provision; Vocational Learning, or specific subject area for example personal

development, knowledge & understanding of the world etc

Assist teaching staff in the development of learning strategies, with the provision of teaching and learning resources and in the preparation and maintenance of a safe, secure and suitable learning environment.

Typically the job will include all, or most of the following elements:

- Class based responsibility including planning and delivery of lessons.
- Assist in the development, monitoring and evaluation of individual programmes of work and work within the team to plan agreed interventions.
- Line management of other class based staff including organisation and administration of the team.
- Delivering lessons to individuals, groups and whole classes including cover for teaching staff during times of short term absence, or long term planned absence.
- Represent teachers at multi-disciplinary meetings, providing constructive feedback.
- Work with families to ensure students have greater opportunities to activities out of school hours.
- Some TA's at this level may choose to lead in a subject, they will jointly plan with subject leader/class teachers and deliver subject independently to small groups/individuals. This will be as per the needs of the school and may require holding clubs etc after school.
- Instigate the development of monitoring and evaluation of individual programmes of work and agreed interventions, working within the team.
- To upkeep data files, catalogue resources, maintain inventories, photocopy, and use ICT systems for administration and educational purposes.
- Organise the making and ordering of resources in line with planning requirements.
- Help devise and work to a costed development plan.
- Contribute to and assist in the development and monitoring of systems for review and recording of pupils' progress.
- Assist teachers in timetabling of individual sessions around their curriculum coverage as required.
- Assist when asked in the preparation for educational visits, and where appropriate accompany pupils.

- Attend and contribute to school staff meetings and in-service training events, within contracted hours or outside normal hours by agreement.
- To cover for colleagues when they are absent or deliver agreed sessions to groups or whole class, under the direction of the Senior Leadership Team.
- The role can be class based or delivering a targeted curriculum throughout the Federation. The requirements will be reviewed on an annual basis and there is a need to flexibility in order to meet the personal requirements of the students
- Take responsibility for induction and on-going CPD of the team.
- Deliver training beyond the Federation.

To provide care and supervision of pupils within the classroom, within the school and outside of the school.

Typically the job will include all, or most of the following elements:

- Supervise pupils around the school. Supervise pupils in playgrounds and when entering and leaving using school transport.
 - Escort pupils to school transport or parental transport, home or to hospital as necessary.
 - Assist in the assessment of individual achievement as directed by the class teachers.
- Assist pupils to achieve independence in their eating and drinking, in a controlled environment.
- Develop an understanding of and provide for pupils' specific personal needs to ensure a safe learning environment. This may include providing some direct personal care, support and assistance to the pupil in respect of toileting, eating, mobility and dispensing medication (following appropriate training)ensuring a compliance in the administration and implementation of specified care arrangements.

Additionally, under the overall direction of teaching staff the job may include some or all of the following duties, depending on the needs of pupils:

- Where a current First Aid qualification is held, in the absence of other medical facilities:
 - Dispense medicines in accordance with school policy.
 - Undertake First Aid.
- To support and monitor other staff in medical/care procedures
- Under the direction of Health Service professionals, undertake activities in support of occupational therapy, physiotherapy and speech therapy.
- Under the direction of teaching staff and, where appropriate, to

<p>assist in the development of Individual Education Plans for pupils with special educational needs, complete 'P' scales and to monitor the achievements of targets set out on the pupils' IEP and assist in the development of risk assessments.</p> <ul style="list-style-type: none"> • You will be required to meet deadlines within your role to ensure the smooth running of school processes, such as attending/collating information for annual review. • To undertake a key worker role when required. • To facilitate person centred reviews, • To plan and run after school clubs, • To liaise with professionals from other education settings • To support inclusion sessions in other settings • Where appropriate to work with pupil groups, using a range of strategies to gain acceptance and inclusion of our pupils. • To support inclusion sessions in other settings, working within collaborative/co-operative working relationships in supporting students needs <p>To be aware of and comply with the Federation Health and Safety and Child Protection reporting procedures.</p>	
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Facts and Figures: Give facts and figures that help to give a picture of the job. This should include any statistics relevant to the job, for example the number of clients supported, type and value of equipment, resources or premises for which the job has responsibility, size of budgets controlled or which the job has some impact on and, if appropriate, numbers of staff managed.

A requirement to supervise the work of teaching assistants and voluntary adult helpers in the classroom, including mentoring of new staff and carrying out appraisals of agreed number of staff under the supervision of the assigned class teacher and Executive Headteacher.

SUPPORTING PROCESSES

Problem Solving and Creativity: Give examples of the problem solving and creativity involved in the job. This should include resolving issues over interruptions to work deadlines, priorities and changing demands. How often do these issues occur?

Plans challenging learning activities for individuals, groups and for whole class groups based on assessments of pupils' prior knowledge and understanding. Develops teaching and classroom management strategies to achieve appropriate learning objectives; prepares resources needed to deliver strategies. Identifies and prepares the resources needed to successfully deliver the strategies. Contributes ideas to the development of school policies and procedures eg behaviour, safety and security.

A variety of interpersonal techniques are needed to establish productive relationships with pupils, parents, carers and outside agencies.

Teaching activities and resources may need to be adjusted during lessons

according to pupil responses, in order that lesson objectives are being achieved and all pupils are engaged. A strong grasp of behaviour strategies is needed to manage challenging behaviour.

Responding to attitude and behaviour of pupils by exercising sound judgement in the context of school policies and procedures.

Decision Making: Give examples of the types of decisions which the job has responsibilities for making, including where appropriate those relating to resources, budgets and employees. Show where there is authority of freedom to act and where there is an impact via recommendations or advice.

Works under the supervision of an assigned teacher and within agreed school policies and procedures. Assesses pupils' learning needs and decides activities which best meet those needs. Selects resources, including the deployment of other teaching assistants and voluntary helpers. During teaching activities has to continually assess their effectiveness on pupils' learning and decide if and what to change.

Takes immediate decisions without referral to the assigned teacher to deal with issues of teaching and learning, care, behaviour management and safety of pupils during lessons. Guidance and support will be readily available from teaching staff.

Physical Effort and Working Conditions: Give details and the frequency of any special effort needed, including the prolonged or frequent use of IT equipment and describe any particular working conditions, other than those encountered in a normal office environment, to which the job holder is subjected eg noise, outside working, unpleasant surroundings.

A normal school environment, although the job holder may be involved in external school activities, such as swimming and educational visits.

Most of the working day is spent standing, with periods of crouching / bending to engage pupils in activities.

Substantial physical effort is required on a regular basis in providing assistance to pupils with significant physical disability. There may be an occasional need to physically lift pupils, such as for safety or care needs.

There are often physical risks associated with intervention in incidents of challenging behaviour, including aggression.

Contacts and Relationships: Give details of the range and type of people within the Council or external organisations and including the recipients of services it is necessary to contact in order to carry out the responsibilities of the job. What is the range and purpose of the contact eg providing information or advice, directing, monitoring, influencing, motivating.

There is frequent discussion with teaching staff to receive and provide information and guidance about teaching and learning activities (planning, preparation, delivery of teaching and learning, assessment, recording and reporting) and the educational, pastoral, physical and emotional needs of pupils.

Continuous interaction with pupils to assess their learning needs, to deliver learning activities, to develop productive working relationships, to promote the inclusion and acceptance of all pupils in the classroom and to encourage independence

and self-reliance.

Contact with parent carers and other agency staff to provide support for pupils, and convey information as appropriate such as giving feedback on pupils' progress. Such communications can be of a delicate nature depending on individual need, and should only be undertaken with the support of a teacher.

Delivering training within and outside the Federation

Additional Information: *Anything else which is relevant to the job which is not adequately covered elsewhere.*

While the level of pupil needs will vary from time to time, the post holder will be predominantly working with pupils who find it difficult to learn new things. Patience is always required when working with children, and our pupils are no different.

Lessons need to be stimulating, and motivating in order for learning to take place.

Knowledge, Skills and Experience: (To be completed by the Line Manager) *The minimum general education standard, qualifications, training and level of experience required by the job holder to be fully effective in the job. Note that this information should relate to the requirements of the job and not what may be available from existing job holders.*

Will have met Higher Level Teaching Assistants' standards that are set at Level 4 of the National Qualifications Framework or equivalent qualifications

Numeracy and literacy skills equivalent to NVQ Level 2 in English and Maths.

Relevant training in learning strategies for example, specialist skills/ training in curriculum or learning area eg Nurture, Post 16, EYFS, Multi-sensory curriculum, ICT, therapeutic techniques.

Will have an awareness of national frameworks for curriculum, teaching and learning and expectations in a particular key stage.

Able to use ICT effectively to support learning; full working knowledge of relevant policies and procedures and relevant legislation. Working knowledge and experience of implanting national curriculum and other relevant teaching programmes/ strategies. Good understanding of child development and learning processes. Understanding of the statutory framework related to teaching and understand the legal definition of SEN and familiar with guidance in SEN Code of Practice.

Ability to organise, lead and motivate others, consistently improving own practice/ knowledge through self-evaluation and learning from others.

Ability to relate well to pupils, parents and carers and colleagues, work constructively as part of a team, understand classroom roles and responsibilities.

Personal qualities required are discretion, loyalty, commitment, patience, flexibility, good personal organisation, firmness, good oral and written communication skills.

The ability to maintain confidentiality at all times.

Extensive experience of working with pupils of the relevant age in an educational setting.

Agreed that the Job Description is a fair and accurate statement of the requirements of the job:

Employee: Date:

Executive Head Teacher: Date: