

# Wellspring Academy Trust

## Beacon Academy

### Job Description

**POST TITLE:** Learning Lead (HLTA 2)

**GRADE/SPINAL COLUMN POINT:** SCP 23

**REPORTS TO:** Assistant Principal- Inclusion

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#### **PURPOSE OF JOB:**

Higher Level Teaching Assistants 2 work with pupils in Beacon Academy's Internal Support Provision "The Quay" over the whole age and ability range to deliver a wide range of activities, support and enhance learning, personal and social development under the general direction of a senior leader.

Support and complement the professional work of teachers by managing and providing an extensive range of learning related activities under an agreed system of supervision.

#### **2. MAIN RESPONSIBILITIES**

##### **Learning Delivery**

- Plan, prepare and deliver a broad and balanced range of learning activities for individuals and groups of pupils and whole classes that are appropriate to the children's educational, intellectual, social, emotional, cultural and physical needs.
- Create lesson plans with challenging teaching and learning objectives to determine the delivery of the specific area of curriculum and respond to identified pupil learning needs.
- Deliver planned and learning activities to achieve curriculum objectives and respond to individual pupil needs.
- Ensure that learning activities are conducted in a positive atmosphere, pupil contributions are recognised and supported and planned learning objectives are achieved.
- Assess pupil achievement, performance and ability, mark tests, class work and homework to record performance, provide feedback to pupils and teachers and record achievement.
- Establish and maintain a calm learning ethos and facilitate the integration of all children into the setting.



## Pupil Support

- Monitor and assess individual and groups of pupil performance against agreed educational, intellectual, social, emotional, cultural and physical objectives, record and report achievement and provide the necessary help, advice and information and guidance to support development.
- Assess the achievement of pupils against planned objectives.
- Provide objective, accurate evidence based feedback and reports to pupils, parents, staff and other partners to record progress, celebrate achievement and identify development opportunities.
- Provide the necessary advice, support and guidance to overcome difficulties and achieve targets and objectives.
- Support and assist pupils with social integration, advice on strategies to deal with problems and encourage pupils to work co-operatively with others and engage in learning activities.
- Compliment the role of parents and carers in learning and provide parents with constructive feedback and pupil progress and advice on and supporting learning.
- Develop and implement Individual Education Plans for pupils identified with different learning abilities to respond to their identified learning related difficulties and enable them to fully access a broad and relevant curriculum and participate fully in school life.

## Behaviour

Support the development and implementation of a school policy to promote and celebrate good behaviour through positive interactions with pupils and to establish a safe and calm atmosphere conducive to learning and ensure the safety and wellbeing of pupils, staff and visitors.

Undertake audits of behaviour and attendance to inform and contributes to development of positive behaviour policies throughout the school to establish a safe and calm atmosphere conducive to learning and ensure the safety and wellbeing of pupils, staff and visitors.

Monitor children's and young people's conduct and behaviour throughout the learning process and intervene to resolve highly complex, difficult or very challenging issues using appropriate techniques, skills strategies and sanctions to de-escalate potential very serious and demanding situations or resolve conflict with individual and groups of pupils and establish, maintain or restore a safe and calm atmosphere.

## Specialist Resource Support

Organise and develop a specialist curriculum or learning support area or initiatives within the school to deliver specific educational, intellectual, social, emotional, cultural, and physical, pastoral or community objectives within an agreed timeframe and designated resource base:

- Plans activities to achieve operational objectives
- Inform whole school development across a specialism.
- Develop and implement processes, protocols and procedures.



- Procure goods, services and equipment.
- Supervise staff and determine working arrangements.
- Devises designs and develops equipment, apparatus, programmes and other resources.
- Advise on deployment and use of specialist resources and equipment.

### **Other**

Organise and invigilate exams and tests to ensure effective administration and compliance with practice, procedures and protocols.

Plan, organise and supervise educational visits and outings to extend life experiences and provide a broad and varied curriculum and organise pastoral groups and adult helpers.

Lead meetings to support and inform communication, provide information, support continuous professional development, ensure consistency and develop a team ethos.

Contribute to the overall ethos of the school.

Plan, organise and deliver out-of-school activities.

Attend staff meetings and undertake ongoing professional training.

### **3. SUPERVISION/MANAGEMENT OF PEOPLE**

Recruit, select, mentor, train and develop up to five classroom support staff to deliver planned learning objectives, support defined areas of the curriculum, develop a particular emphasis or activity and compliment existing learning delivery.

### **4. CREATIVITY AND INNOVATION**

Under the general guidance of a senior leader, the postholder will be required to plan, prepare, organise and deliver a wide range of learning support activities. This will require significant creativity to ensure that learning is interesting, effective and differentiated to respond to individual pupil needs.

The postholder will use innovation to plan and organise service delivery to achieve agreed objectives within an approved resource framework.

### **5. CONTACTS AND RELATIONSHIPS**

Senior Leader – to assist in the planning and organisation of learning support activities.

Teachers - to contribute to overall planning, report pupil assessment and progress and discuss the effectiveness of learning activity.

Support Staff - The postholder provides supervision, support, advice, guidance and mentoring to colleagues.



Pupils – to support, assist and enable them to access a relevant curriculum to their fullest ability. Contribute and support educational, intellectual, social, emotional, cultural and physical development.

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Parents - Acts as part of the link between the school and parents in relation to education progress and pupil welfare.

External Agency staff to report on progress and achievement, contributes to development and delivery of pupil support strategies and activity.

## 6. DECISIONS

**Discretion** – The postholder has broad discretion within school policy to achieve the planned learning objectives and outcomes for the individual, group or class agreed with the teacher or senior leader. This could reasonably involve changing the pattern of delivery, responding to the needs of individuals and setting standards and performance targets for pupils and colleagues.

The post holder could be required to initiate routine policies and procedures and be consulted as part of the team supporting learning on wider and strategic issues.

**Consequences** – Pupils will achieve planned and measurable personal, social, physical, emotional and learning outcomes. Sound decision making and action would have a beneficial effect on educational outcomes, pupil behaviour and resource utilisation.

## 7. RESOURCES

Shared responsibility for learning resources.

## 8. WORK ENVIRONMENT

### Work Demands

The postholder will be required to deliver and support planned learning activities to achieve specific outcomes and objectives that respond to individual pupil need within a predetermined timescale. The postholder would be subject to regular interruption and changes in circumstances that will need to be accommodated into service delivery.

### Physical Demands

Some physical effort will be required and may involve Positive handling procedures within authorised school policies.

### Working Conditions

The postholder will work within the School environment with some periods of outdoor activity when supervising pupil's' out of school activities etc

### Work Context



The post is predominantly classroom based and some risk is posed to the personal safety of the postholder.

## 9. KNOWLEDGE AND SKILLS

Achieved Higher Level Teaching Assistant accreditation or equivalent qualification and experience.

Ability to plan, organise and co-ordinate learning support services to deliver achieved outcomes with allocated resources to agreed deadlines.

Understand the aims, content, teaching strategies and intended outcomes for the lessons in which they are involved, and understand the place of these in the related teaching programme.

Broad experience of delivering learning to children.

A good knowledge and understanding of child development.

Good understanding of the differing educational needs of all children.

Good understanding of the SEN code of practice and the ability to produce and deliver IEP's.

Knowledge of child protection issues and Academy procedures.

Good knowledge of relevant Ofsted framework and standards.

Very good literacy, numeracy and written and verbal communication skills.

Developed listening and observational skills.

Ability to maintain and promote positive relationships with children, parents/carers, colleagues and the wider community.

Ability to lead, organise and motivate members of the team and parents.

Ability to use and integrate ICT as part of the learning process

Provide instruct and use a range of specialist curriculum learning equipment, materials and schemes.

Good understanding of child development.

Learning processes. Knowledge and experience of a wide range of strategies/techniques to assist pupils.

Understanding of statutory frameworks relating to teaching.

Ability to relate well to pupils and adults.



Current knowledge of developments in education, the national curriculum, and the planning process involved in the delivery of the foundation stage, the national curriculum, the national literacy and numeracy strategies for Key Stages 1-3, Key Stage 4 examination requirements and the SEN Code of Practise.

An understanding of relevant policies, codes of practice, legislation and the planning process involved in the delivery of the national curriculum to a wide range of pupils.

Practical experience in the delivery of the curriculum and the composition of a lesson plans.

## 10. GENERAL

- (a) Other Duties – The duties and responsibilities in this job description are not restrictive and the postholder may be required to undertake any other duties which may be required from time to time. Any such duties should not, however, substantially change the general character of the post.
- (b) Equal Opportunities – The postholder must carry out his/her duties with full regard to the Trust's Equal Opportunities policy.
- (c) Health and Safety – The postholder must carry out his/her duties with full regard to the School's Health and safety Procedures.

### **Standard Duties in all Trust Job Description**

- Show a commitment to diversity, equal opportunities and anti-discriminatory practices
- Show a commitment to ensuring that children and young people learn in a safe environment
- Participate in relevant and appropriate training and development as required.

### **Method of Working**

Wellspring Academy Trust expects all staff to work effectively and cooperatively as part of a team, delivering high quality support. This requires dealing with people politely and tactfully, and in accordance with Trust guidelines, policies and procedures. Wellspring team members are expected to respect confidentiality and safeguarding practices at all times.

### **Public Relations**

Considerable importance is attached to the public relations aspect of our work. Members of the team must project a positive image of the Trust at all times and through all activity.

### **DBS Certificate**

Wellspring Academy Trust takes its duty to safeguard the young people with which it works seriously.



All Wellspring team members are required to undertake a Disclosure and **WELLSPRING**  
Barring Service (DBS) check.

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## HLTA 2

### Person Specification

| Section                                 | Information   | Essential / Desirable | How Identified<br>(Application Form Interview) |
|---|---|-----------------------|--|
| <b>Education and Training</b>           |   |                       |  |
|   | Gained HLTA status, NVQ 4 or equivalent   | D                     | A/I  |
|   | Excellent numeracy/ literacy skills (minimum GCSE C or above in English and Maths)  | E                     | A/I  |
|   | ICT – at least a level 2 qualification  | D                     | A/I  |
|   | Training in relevant learning strategies e.g. literacy  | E                     | A/I  |
|   | Specialist skills/ training in curriculum or learning area e.g. SEN, SEMH, interventions, or other  | E                     | A/I  |
| <b>Experience</b>                       |   |                       |  |
|   | A minimum of 3 years relevant experience  | D                     | A  |
|   | Experience working with children of relevant age in a learning environment  | E                     | A/I/T  |
|   | Several years' experience working in a relevant discipline in a learning environment  | E                     | A/I  |
|   | Experience of working with pupils with additional needs   | E                     | A/I/T  |
| <b>General and Specialist Knowledge</b> |   |                       |  |
|   | Full working knowledge of relevant policies/ codes of practice/legislation  | E                     | A/I  |
|   | Working knowledge and experience of implementing national/ foundation stage curriculum and other relevant learning programmes/ strategies | D                     | A/I  |
|   | Good understanding of child development and learning processes  | E                     | A/I  |
|   | Understanding of statutory frameworks relating to teaching  | E                     | A/I  |
|   | Ability to organise, lead and motivate a team   | E                     | A/I  |
| <b>Skills and Abilities</b>             |   |                       |  |
|   | Ability to relate well to children and adults   | E                     | A/I/T  |
|   | Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these              | E                     | A/I  |
|   | Effective use of ICT to support learning/use of specialist equipment/ resources   | E                     | A/I/T  |

|                                |  |          |            |
|--------------------------------|--|----------|------------|
|                                | Ability to self-evaluate learning needs and actively seek learning opportunities   | <b>E</b> | <b>A/I</b> |
|                                | Relevant knowledge of first aid  | <b>D</b> | <b>A/I</b> |
|                                | Ability to plan effective actions for pupils at risk of underachieving   | <b>E</b> | <b>A/I</b> |
|                                | Understand range of support services/ providers  | <b>E</b> | <b>A/I</b> |
| <b>Additional Requirements</b> |  |          |            |
|                                | Operate with the highest standards of personal/professional conduct and integrity  | <b>E</b> | <b>A/I</b> |
|                                | Willing to work flexibly in accordance with policies and procedures to meet the operational needs of the Trust.  | <b>E</b> | <b>A/I</b> |
|                                | Willing to undertake training and continuous professional development in connection with the post.   | <b>E</b> | <b>A/I</b> |
|                                | Work in accordance with the Trust's values and behaviours.   | <b>E</b> | <b>A/I</b> |
|                                | Able to undertake any travel in connection with the post.  | <b>E</b> | <b>A/I</b> |
|                                | Able to demonstrate sound understanding of equality/diversity in the workplace and services provided especially in the access to delivery of the education of pupils and of own non-discriminatory practice and attitude | <b>E</b> | <b>A/I</b> |
|                                | Satisfactory DBS disclosure to work in an environment dealing with young people  | <b>E</b> | <b>A/I</b> |
|                                | Ability to form and maintain appropriate relationships and personal boundaries with children, young people and vulnerable adults   | <b>E</b> | <b>A/I</b> |
|                                | A commitment to safeguarding and promoting welfare for all   | <b>E</b> | <b>A/I</b> |