



Roundwood School and Community Centre

Higher Level Teaching Assistant with responsibility for Reading across the School, Reading Interventions & Rewards

Job Description and Person Specification

January 2024

Job Description

Job Title	Higher Level Teaching Assistant with responsibility for Reading across the School, Reading Interventions & Rewards
Reports to	Headteacher
Liaison with	Teaching staff, support staff, Headteacher, pupils, parents/carers
Job Purpose	<ul style="list-style-type: none"> • To work with teachers as part of a professional team to support learning activities for classes, groups and/or support pupils undertaking lessons delivered via distance learning or computer aided techniques with a specific focus on CEIAG. • To cover classes as required in the absence of the teacher. Level 1a HLTAs will be expected to deliver pre prepared lesson plans, to progress pupils' learning and to assess, record and report on development, progress and attainment as agreed with the teacher. • HLTAs work under the professional direction of a teacher and within an agreed system of supervision.
Principal Accountabilities	<ul style="list-style-type: none"> • Use detailed knowledge and specialist skills to support and progress pupils' learning with a specific focus on CEIAG • Deliver agreed learning activities to pupils, adjusting activities according to pupil responses/needs with a specific focus on CEIAG

<p>Duties</p>	<p><u>Leadership and Management of Reading across the school</u></p> <p>You can do this by:</p> <ul style="list-style-type: none"> ● Making sure the teaching of reading is as effective as possible, for example by: <ul style="list-style-type: none"> ○ Making sure that all staff have the knowledge, skills, understanding and professional support to teach reading effectively by using our staff skills and knowledge audit ○ Selecting and preparing high-quality resources for teaching reading ● Embedding time in the daily timetable for reading. This is explained in more detail below ● Supporting teachers in: <ul style="list-style-type: none"> ○ Making literacy a priority ○ Managing the rest of the curriculum realistically ○ Making sure all children make sufficient progress by boosting their confidence and attainment in English ● Promote reading for pleasure by: <ul style="list-style-type: none"> ○ Making efforts to involve families in supporting their children's reading ○ Developing a programme for reading aloud to children ○ Read about 8 ways schools promote reading for pleasure <p>Together, with your line manager, you should agree on:</p> <ul style="list-style-type: none"> ● Expectations and assessment of progress for each year group ● Timetables for phonics, reading, writing and storytimes ● How to best organise teaching spaces and resources ● Extra practice for pupils making the slowest progress ● Systems to tackle any poor attendance and punctuality of pupils who need the most support ● A timetable for practice and coaching for teaching staff ● Systems for staff cover ● How they'll help parents to support their children's reading
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Leadership and Management of Reading Interventions

Teaching assistants (TAs) are often best-placed to run interventions, but it may also be another member of staff, such as the pupil's teacher.

Whoever is running it will need to familiarise themselves with the pupil's needs and the objectives of the intervention.

Carve out time before the intervention to discuss:

- How to run the intervention
- The objectives
- The pupils' needs
- How progress will be measured and reported
- The link between the intervention and the learning in the classroom, and how you will make these links clear to pupils

It may be useful for a confident member of staff (such as the Deputy Headteacher) to run the first session, with the relevant staff member observing.

Leadership and Management of the Rewards System

Set up reward systems for good behaviour

Create a unified reward system to:

- Remind pupils of the type of behaviour you expect
- Incentivise good behaviour through exciting rewards
- Make behaviour a key focus across the whole school

Such a system should be applied consistently by all members of staff.

Read more about effective behaviour management systems, including rewards and sanctions, in [this article](#).

Encourage pupils to reflect on their behaviour

How it could work:

- At the start of the week, ask pupils to set targets for their behaviour
- Each morning, ask pupils to think about whether they think they met their target yesterday
- If they think they've met their target, they can give themselves a sticker or a smiley face

This routine helps pupils to reflect on what they've done well and encourage them to repeat those good behaviours as the lesson begins.

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student interventions **to meet student needs** and school targets.

- Supervise pupils on visits, trips and out of school activities as required.
- Support for school wide events.
- Support the role of other professionals

SUPPORT FOR THE TEACHER

- Organise an appropriate learning environment • Monitor and record pupil responses to learning activities through a range of assessment and monitoring strategies against predetermined learning objectives
- Provide objective and accurate feedback and reports to teachers
- Record progress and achievement in lessons/activities systematically and provide evidence of range and level of progress and attainment
- Establish a clear framework for discipline in line with established policy, anticipate and manage behaviour constructively, promoting self control and independence
- Support the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement etc
- Work in collaboration with other learning support assistants in the classroom.

SUPPORT FOR PUPILS

- Establish productive working relationships with pupils, acting as a role model and setting high expectations • Promote the inclusion and acceptance of all pupils within the classroom
- Support pupils consistently whilst recognising and responding to their individual needs
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities

	<ul style="list-style-type: none"> • Promote independence and employ strategies to recognise and reward achievement of self-reliance • Provide feedback to pupils in relation to progress and achievement <p><u>SUPPORT FOR THE CURRICULUM</u></p> <ul style="list-style-type: none"> • Use ICT effectively to support learning activities and develop pupils' competence and independence in its use • Select and prepare resources necessary to deliver learning activities, taking account of pupils' interests and language and cultural backgrounds
General	<ul style="list-style-type: none"> • Comply with policies and procedures relating to child protection, equal opportunities, health, safety and

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	<p>security, confidentiality and data protection, reporting concerns to an appropriate person</p> <ul style="list-style-type: none"> • Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop • Contribute to the overall ethos/work/aims of the school • Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils • To participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager. • To comply with individual responsibilities, in accordance with the role, for health & safety in the workplace • Ensure that all duties and services provided are in accordance with the School's Equal Opportunities Policy • The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment. • The duties above are neither exclusive nor exhaustive and the postholder may be required by the Headteacher to carry out appropriate duties within the context of the job, skills and grade.
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PERSON SPECIFICATION

General heading	Detail	Examples
Qualifications & Experience	Specific qualifications & experience	<ul style="list-style-type: none"> • Successful experience working with children in a school/early years environment • Educated to NVQ Level 3 in learning support/early years or equivalent qualification

		/experience • Meet Higher Level Teaching Assistant standards
	Knowledge of relevant policies and procedures	• Basic knowledge of First Aid • Understand classroom roles and responsibilities and your own position within these
	Literacy	Good reading and writing skills
	Numeracy	Good numeracy skills
	Technology	Full working knowledge of ICT to support learning

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Communication	Written	Ability to write detailed reports, letters etc
	Verbal	• Ability to use clear language to communicate information unambiguously • Ability to listen effectively
	Languages	Specialist language/communication skills if appropriate
	Negotiating	Ability to negotiate effectively with adults and children
Working with children	Behaviour Management	Ability to demonstrate effective implementation of the school's behaviour management policy and strategies which contribute to a purposeful learning environment
	SEN	Successful completion of training to support SEN if appropriate

	Curriculum	<ul style="list-style-type: none"> • Working knowledge and experience of implementing national curriculum and other relevant learning programmes • Good working knowledge of specialist curriculum area(s) if appropriate • Understanding of statutory frameworks relating to teaching
	Child Development	<ul style="list-style-type: none"> • Detailed understanding of child development and learning processes • Ability to assess and record progress and performance and recommend appropriate strategies to support development • Motivate, inspire and have high expectations of pupils
	Health & Well being	Understand and support the importance of physical and emotional wellbeing
Working with others	Working with partners	Ability to make a proactive contribution to the work of the team supporting children, their families and carers through thinking, planning etc Ability to work with parents and carers to improve support for children
	Relationships	Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults

	Team work	Ability to work effectively with a range of adults
	Information	Contribute to the development and implementation of effective systems to share information
Responsibilities	Organisational skills	<ul style="list-style-type: none"> • Good organisational skills • Ability to remain calm under pressure • To be flexible • Follow instructions accurately • Use own initiative and work independently
	Line Management	Ability to manage and support the work of others
	Time Management	<ul style="list-style-type: none"> • Ability to manage own time effectively • Ability to adapt quickly and effectively to changing circumstances, situations
	Creativity	Demonstrate creativity and an ability to resolve problems independently
General	Equalities	Awareness of and promotion of equality
	Health & Safety	Good understanding of Health & Safety
	Child Protection	Good understanding and effective implementation of child protection procedures
	Confidentiality/Data Protection	Understand procedures and legislation relating to confidentiality

	CPD	<ul style="list-style-type: none"> • Demonstrate a clear commitment to develop and learn in the role • Constantly improve own practice/knowledge through self evaluation and learning from others
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