



## **Roundwood School and Community Centre**

**Higher Level Teaching Assistant With  
responsibility for Careers Education;  
School Council and Reading Support**

### **Job Description and Person Specification**

**January 2024**

## Job Description

<b>Job Title</b>	<b>HLTA with responsibility for Careers Education, School Council and Reading Support</b>
<b>Reports to</b>	Headteacher
<b>Liaison with</b>	Teaching staff, support staff, Headteacher, pupils, parents/carers
<b>Job Purpose</b>	<ul style="list-style-type: none"> <li>• 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.</li>   <li>• 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.</li>   <li>• HLTAs work under the professional direction of a teacher and within an agreed system of supervision.</li> </ul>
<b>Principal Accountabilities</b>	<ul style="list-style-type: none"> <li>• Use detailed knowledge and specialist skills to support and progress pupils' learning with a specific focus on CEIAG •</li> <li>• Deliver agreed learning activities to pupils, adjusting activities according to pupil responses/needs with a specific focus on CEIAG</li> </ul>

<p><b>Duties</b></p>	<p><b><u>Leadership and Management of Careers Information, Advice and Guidance (CEIAG)</u></b></p> <ul style="list-style-type: none"> <li>• Provide Careers Education, Information, Advice and Guidance to pupils from Years 7 to 11, to support their choices and future educational / career aspirations and progression, this includes liaison with other internal and external providers.</li> <li>• Develop, deliver and evaluate an annual operational plan for CEIAG linked to School priorities and pupil needs in consultation with Teachers and the Headteacher to reflect national and local initiatives and priorities and against Gatsby Benchmark standards.</li> <li>• Representing the school at the local CEIAG network meeting and providing updates and feedback to SLT as appropriate. Liaise with YPS and post 16 institutions to provide the operational plan for CEIAG for pupils under the guidance of the Headteacher.</li> <li>• Plan, deliver and evaluate appropriate models for integrating CEIAG into the curriculum (liaising with teachers and the Headteacher) and delivering appropriate programmes of study.</li> <li>• Provide a prioritised schedule of interviews for pupils. Maintain effective communication with pupils, staff and</li> </ul>
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stakeholders through liaison with post 16 providers and YPS on provision

- Effective and relevant displays /communication. • Involvement in school events; review day, parents' evenings, etc, as appropriate.
- To provide accurate annual statistics for the school including tracking and reporting on pupil destinations, recruitment and retention to post 16.
- Identify potential NEETS - work with and support pupils to secure post 16 provision.
- Develop and coordinate the Work Related learning provision of the School (including Work Experience placements); this will include: Maintenance and review of the Placements Database; Supporting the communication and visits of pupils on placements; Monitor pupil performance, achievements; Health and Safety and attendance at placement in line with existing School policies and procedures; To continue to liaise with employers, pupils and parents throughout the work experience period to ensure that issues are dealt with as they arise; Support in the delivery of the Work Experience Debrief. 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. Encourage pupils to interact and work cooperatively with others.
- Support pupils consistently whilst recognising and responding to individual needs.
- Promote independence and employ strategies to recognise and reward achievement of self-reliance. • Provide objective and accurate feedback and reports, as required on activities, pupil's achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Produce Action Plans, Delivery Schedules, SoW lesson plans, worksheets, plans, etc.

- Deliver local, national and subject specific learning strategies and make effective use of opportunities provided by other learning activities to support the development of pupils' skills. Use ICT effectively to support learning activities and develop pupils' competence and independence in its use.
- Select and prepare resources necessary to lead learning activities, taking account of pupils' interests and language and cultural backgrounds.
- The postholder will undertake recruitment / induction / appraisal/training and mentoring of other trainers, teaching assistants, assessors and technical staff.
- Break-time, dinner and after school duties (on a rota basis). All employees will be asked to work at their level on

**Leadership and Management of the Student Leadership strand at the school**

- To develop Student Leadership in the following areas. The following are examples of what could be created. This will be a growing role in discussion with the Headteacher and Deputy Headteacher

The school's year 11 leadership mentors oversee the different student leadership groups. Here are some examples:

- Sports leaders: (years 7 to 11) are passionate about sports and enjoy inspiring others to participate in physical activity. They complete the SL1 level qualification in [sports leadership](#), which allows them to assist teaching staff in lessons, in clubs and at sports events.
- Subject leaders: (years 7 to 10) apply to work in student subject teams. They're involved in leading assemblies, designing displays, organising learning environments and running clubs.
- Wellbeing ambassadors: work to promote positive mental health by offering mindful lunch-time drop-in sessions and mindful activities.
- Anti-bullying ambassadors: are on duty every break and lunch time, patrolling the courtyard. They're trained to spot and report incidents, and support students.
- School Council meets with the Headteacher on a monthly basis to discuss the school and implement

	<p>change.</p> <p><b><u>Taking a clear and decisive role in the Leadership and Management of Reading and Reading Interventions across the school</u></b></p> <ul style="list-style-type: none"> <li>● Assessing all students for their Reading Ages and providing staff with that information.</li> <li>● Supporting Phonics Interventions</li> <li>● Supporting Reading Interventions</li> <li>● Being an effective role model in Reading across the school.</li> </ul>
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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"> <li>• Promote independence and employ strategies to recognise and reward achievement of self-reliance •</li> <li>• Provide feedback to pupils in relation to progress and achievement</li> </ul> <p><b><u>SUPPORT FOR THE CURRICULUM</u></b></p> <ul style="list-style-type: none"> <li>• Use ICT effectively to support learning activities and develop pupils' competence and independence in its use •</li> <li>• Select and prepare resources necessary to deliver learning activities, taking account of pupils' interests and language and cultural backgrounds</li> </ul>
<b>General</b>	<ul style="list-style-type: none"> <li>• Comply with policies and procedures relating to child protection, equal opportunities, health, safety and</li> </ul>

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	<p>security, confidentiality and data protection, reporting concerns to an appropriate person</p> <ul style="list-style-type: none"> <li>• Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop</li> <li>• Contribute to the overall ethos/work/aims of the school</li> <li>• Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils</li> <li>• 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.</li> <li>• To comply with individual responsibilities, in accordance with the role, for health &amp; safety in the workplace</li> <li>• Ensure that all duties and services provided are in accordance with the School's Equal Opportunities Policy</li> <li>• 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.</li> <li>• 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.</li> </ul>
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### PERSON SPECIFICATION

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

		/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

<b>Communication</b>	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
<b>Working with children</b>	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"> <li>• Working knowledge and experience of implementing national curriculum and other relevant learning programmes</li> <li>• Good working knowledge of specialist curriculum area(s) if appropriate</li> <li>• Understanding of statutory frameworks relating to teaching</li> </ul>
	Child Development	<ul style="list-style-type: none"> <li>• Detailed understanding of child development and learning processes</li> <li>• Ability to assess and record progress and performance and recommend appropriate strategies to support development</li> <li>• Motivate, inspire and have high expectations of pupils</li> </ul>
	Health & Well being	Understand and support the importance of physical and emotional wellbeing
<b>Working with others</b>	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
<b>Responsibilities</b>	Organisational skills	<ul style="list-style-type: none"> <li>• Good organisational skills</li> <li>• Ability to remain calm under pressure</li> <li>• To be flexible</li> <li>• Follow instructions accurately</li> <li>• Use own initiative and work independently</li> </ul>
	Line Management	Ability to manage and support the work of others
	Time Management	<ul style="list-style-type: none"> <li>• Ability to manage own time effectively</li> <li>• Ability to adapt quickly and effectively to changing circumstances, situations</li> </ul>
	Creativity	Demonstrate creativity and an ability to resolve problems independently
<b>General</b>	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"><li>• Demonstrate a clear commitment to develop and learn in the role</li><li>• Constantly improve own practice/knowledge through self evaluation and learning from others</li></ul>
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