



Roundwood School and Community Centre

Higher Level Teaching Assistant with responsibility for Phonics and Reading Interventions

Job Description and Person Specification

January 2024

Job Description

Job Title	HLTA with responsibility for Careers Education, Information, Advice and Guidance (CEIAG)
Grade	Grade 6 SCP 18 – 20 (Brent local rates)
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 Responsibilities	<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

Duties	<p>Help all pupils to access phonics by making reasonable adjustments to their Teaching and Learning</p> <p>It's important to teach phonics to all pupils who can access it at any level, and almost all pupils are capable of accessing these skills.</p> <p>However, some may find it harder than others. This can mean they take longer to learn to read, which can limit their access to the rest of the curriculum.</p> <p>As Ofsted suggests, you may need to adjust your phonics teaching to support some of these pupils.</p> <p>Identify which individuals need more help, and what will work best for them</p> <p>You can then adjust your teaching to help.</p> <p>Pupils who might need more support may include those in the groups listed below, especially if the pupil joins your class in the middle of the year.</p> <p>But remember: not all pupils in these groups will need additional support to access phonics, and not all pupils who need additional support will belong to 1 of these groups.</p> <p>You'll need to assess each pupil's needs and how to meet them on an individual basis.</p> <table><tr><th>Need</th><th>Reason</th><th>Suggested additional support these pupils might benefit from</th></tr><tr><td>Pupils who have English as an additional language (EAL)</td><td><p>Pupils with EAL who may need additional support may include:</p><ul style="list-style-type: none">Those who have not yet learnt the English alphabet sounds (which will remain a priority for teaching them)Those who arrive in your classroom later in the phonics teaching process</td><td>Make sure you're using visual cues as part of your phonics provision.</td></tr></table>	Need	Reason	Suggested additional support these pupils might benefit from	Pupils who have English as an additional language (EAL)	<p>Pupils with EAL who may need additional support may include:</p> <ul style="list-style-type: none">Those who have not yet learnt the English alphabet sounds (which will remain a priority for teaching them)Those who arrive in your classroom later in the phonics teaching process	Make sure you're using visual cues as part of your phonics provision.
Need	Reason	Suggested additional support these pupils might benefit from					
Pupils who have English as an additional language (EAL)	<p>Pupils with EAL who may need additional support may include:</p> <ul style="list-style-type: none">Those who have not yet learnt the English alphabet sounds (which will remain a priority for teaching them)Those who arrive in your classroom later in the phonics teaching process	Make sure you're using visual cues as part of your phonics provision.					

	<p>Pupils who are mute or selectively mute</p> <p>Pupils who are deaf</p> <p>Pupils with special educational needs (SEN): autism</p>	<p>These pupils often find it hard to verbally communicate their understanding of phonics, and might find repeating sounds (a common practice in teaching phonics) challenging.</p> <p>Hyperlexia is common in pupils with autism. This means the pupil can decode and read lots of words, but doesn't know their meaning.</p> <p>Some pupils with autism can struggle with mainstream phonics teaching because they can find abstract concepts such as 'silent e' hard to understand.</p> <p>Some can also find it more difficult to retain the high volume of information that's taught in phonics.</p> <p>Some pupils might struggle to access phonics because of difficulty with decoding and blending. This could be because of speech and language difficulties (Sp&LD), phonological processing difficulties or attention-deficit challenges.</p>	<p>Use visual cues when teaching phonics.</p> <p>Offer alternative ways to communicate, such as those described in the 'Functional reading' section below.</p> <p>Focus on comprehension (as the pupil's grasp of phonics is already good) with guided reading (see the 'Guided reading' section below).</p> <p>Use visual cues when teaching phonics.</p> <p><u>Ofsted suggests</u> you:</p> <ul style="list-style-type: none"> • Allow pupils to be in a small group, free from distractions • Break learning down into smaller steps and repeat the steps • Provide age-appropriate resources to older pupils <p>Focus on reading whole words. See 'Whole-word reading' below.</p> <p>Focus on guided reading. See 'Guided reading' below.</p> <p>Use strategies to help the pupil access decoding and blending, such as those in the video linked to on this page from Phonics for Pupils with SEN.</p> <p>As above, Ofsted suggests you:</p> <ul style="list-style-type: none"> • Allow pupils to be in a small group, free from distractions
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	<p>Pupils with complex needs</p> <p>This is a broad term that refers to pupils who need extra support for a variety of reasons.</p> <p>Consider what these pupils need on a case-by-case basis.</p> <p>Often, pupils with complex needs attend special schools, but this is not always the case.</p>	<ul style="list-style-type: none"> • Break learning down into smaller steps and repeat the steps • Provide age-appropriate resources to older pupils <p>Focus on a bank of key words that are particularly relevant to the pupil. See 'Functional reading' below.</p> <p>As above, Ofsted suggests you:</p> <ul style="list-style-type: none"> • Allow pupils to be in a small group, free from distractions • Break learning down into smaller steps and repeat the steps • Provide age-appropriate resources to older pupils
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Consider using these alternative approaches to accompany teaching phonics

You're probably using most of them already alongside or as part of your phonics programme.

Please note that all of the below approaches are intended to complement phonics teaching, not replace it. You can consider using them as additional support strategies for those who are struggling to access phonics and the wider curriculum.

Mention of any commercial sources in this article does not constitute an endorsement from The Key.

Whole-word reading

Whole-word reading supports pupils to read by sight, and to recognise words and their meanings. In mainstream schools, pupils work their way through a list of words. In special schools, staff usually create a list of words that are particularly meaningful to pupils.

- Use flashcards to practise word recognition. Encourage pupils to sound out the words as a compromise between phonics and whole-word reading
 - For pupils who are neurodivergent or have SEN: build a set of flashcards around core vocabulary (words that are frequently used in English), and build up to fringe vocabulary (words specific to a topic, individual or environment)
 - For pupils with more complex Sp&LD needs: if you're already working with a speech and language therapist, you could ask them to create individual sets of flashcards or provide a list of core verbs
- Combine whole-world reading with guided reading (see 'Guided reading', below)
- Give pupils opportunities to practise their whole words in other contexts

Guided reading

Guided reading focuses on comprehension. Pupils read in small groups and develop fluency, as well as deepen comprehension.

- Encourage pupils to sound out words as they read

Read about [whole-class reading as an alternative to guided reading](#).

Functional reading

Some pupils benefit from spending time focusing on functional reading. This is reading that will help them with 'real world' scenarios, and/or help them communicate.

You might use this approach already if you work in a special school. Consider embedding it into your reading provision.

Picture/symbol reading

This approach to reading assigns pictures or symbols to words, offering pupils who struggle to communicate a way to express their thoughts. [Picture communication symbols](#) are a widely used example of picture reading.

- Use this to help pupils learn to read by showing written words with pictures alongside them
- You can also create your own picture-reading system using photos from the pupil's own life or drawings associated with their experiences. For example, a picture of a blonde-haired person to represent 'Mum' if their mother is blonde
- Consider using 1 of these systems:
 - **The Picture Exchange Communication System (PECS)**
 - PECS allows people with little or no communication abilities to communicate requests or thoughts by handing people cards with images on
 - It then builds up 'sentence structures' using image cards
 - Read [more about PECS](#) here.
 - **Colourful Semantics**
 - Colourful Semantics is an app, as well as a printable resource, which supports pupils to create sentences
 - It does this by assigning colours to different word types and grammatical structures, such as subject, object, verb and adjective
 - Make your own 'chatboards' using the principles of Colourful Semantics, which pupils can use to build sentences
 - Consider involving the whole class in using Colourful Semantics, instead of providing individual additional support
 - Read [more about Colourful Semantics](#)

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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
- Promote independence and employ strategies to recognise and reward achievement of self-reliance
- Provide feedback to pupils in relation to progress and achievement

SUPPORT FOR THE CURRICULUM

- 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.

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	<ul style="list-style-type: none"> • 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

5

Communication	Written	Ability to write detailed reports, letters etc
	Verbal	<ul style="list-style-type: none"> • 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
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	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