



BEECHWOOD SCHOOL

Job Description

Post title:	(HLTA) Higher Level Teaching Assistant (English)
Hours of Work:	Full-time, Term Time
Salary:	Experience Dependent
Responsible to:	SENCO
Start Date:	September 2024
Job Purpose	Higher Level Teaching Assistants are part of the whole school team working to promote the best possible outcomes for pupils in terms of their wellbeing, academic and personal development. This role supports the Learning Development team, teaching and senior staff in the teaching and welfare of pupils to ensure that they make appropriate progress in all aspects of development. In particular this Higher-Level Teaching Assistant role supports pupils in KS3 and KS4 with Maths and/or English.
Main Responsibilities	<ul style="list-style-type: none">• Work 1:1 and with small groups of identified pupils who require additional support with Maths and/or English at Key Stage 3 and Key Stage 4 within an agreed system of supervision and direction from the Learning Development specialist staff.• Plan and prepare bespoke Maths and/or English support and interventions for identified pupils under the direction of the Learning Development specialist staff, subject and class teachers.• Deliver Maths and/or English interventions in a manner which enables neurodivergent pupils to access the curriculum and make progress.• Provide input into all stages of the planning cycle including evaluation.• Develop and prepare resources for learning activities in response to pupil's needs.• In discussion with Learning Development specialist staff and teachers, make adaptations which support identified pupils to access the learning and make progress in the classroom.• Provide detailed verbal and written feedback on identified pupil responses to learning activities and pupil behaviour.• Use understanding of special educational needs, subject knowledge and specialist skills to support pupils' learning, establishing productive working relationships.• Assist in maintaining and analysing records of pupils' progress.• Offer opportunities for identified pupils to develop active learning skills, independence and self-esteem.• Support the Learning Development team and teaching staff in fostering constructive relationships between home and school.

	<ul style="list-style-type: none"> • Promote an inclusive, safe, secure and constructive school environment, applying behaviour management strategies in line with the school’s policy and procedures. • Understand and comply with policies and procedures relating to child protection, equal opportunities, health and safety, security, confidentiality, data protection, pupil welfare, administration of medicines and first aid, reporting concerns to the designated person. • Contribute to the overall ethos, work and aims of the school by showing consideration for the needs of the pupils, colleagues and parents and carers in all conduct and decision making. • Participate in training and other learning activities and attend relevant meetings to ensure their own continuing professional development. • Actively participate in performance management.
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Areas of Accountability	The role may be carried out within the school site including teaching and social spaces and also off-site during extra curricula or off-site activities.
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Person Specification

Alpha Schools Limited is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

	Essential	Desirable	Method of assessment
Qualifications	GCSE in English and Maths, with a minimum of grade C/4 or equivalent.	<p>Hold, or be willing to obtain, Higher Level Teaching Assistant status.</p> <p>Hold specialist skills, qualifications or have completed training in the support of those with special educational needs such as: dyslexia, autism spectrum condition, ADHD.</p> <p>Hold, or be willing to obtain, a Level 2, 3 or 5 qualifications in supporting pupils with Dyslexia, Specific Learning Difficulties.</p> <p>Hold the Teaching Assistant NVQ Level 2 or 3 qualification.</p> <p>Evidence of recent, relevant professional development.</p>	Production of the Applicant’s certificates
Experience and Attainments	<p>Experience of working with children to support learning.</p> <p>Experience of working with children with</p>	<p>Experience of delivering learning support to secondary age pupils.</p> <p>Experience of working with children with specific learning difficulties and/or social, emotional and mental</p>	<p>Application Form / CV</p> <p>Interview</p> <p>Professional references</p>

	<p>special educational needs. Experience of supporting students with numeracy or literacy skills.</p>	<p>health needs and/or autism spectrum condition and/or ADHD. Experience of teaching/leading small groups.</p>	
<p>Knowledge and Understanding</p>	<p>An understanding of child development and how children learn. An understanding of special educational needs. Knowledge of classroom roles and responsibilities. Knowledge of and adherence to the concept of confidentiality.</p>	<p>Understanding of specific learning difficulties, autism spectrum condition and ADHD. Knowledge of policies and procedures relating to child protection, health, safety and security, equal opportunities and confidentiality. Familiarity with the secondary curriculum.</p>	<p>Application Form / CV Interview Professional references</p>
<p>Skills and Abilities</p>	<p>Secure literacy and numeracy skills. Ability to operate at a level of understanding and competence equivalent to Teaching Assistant NVQ Level 2. Ability to relate well to children and young people. Commitment to working collaboratively (teamwork), both within Learning Development and the wider school staff, to ensure pupils' needs are met. Good communication skills. Ability to supervise pupils. Ability to build positive working relationships with pupils, parents, teachers and professionals. Good organisational skills. Ability to make effective use of ICT.</p>	<p>Ability to teach pupils in a small group environment.</p>	<p>Application Form / CV Interview Professional references</p>

<p>Personal Characteristics</p>	<p>Able to balance and prioritise work commitments.</p> <p>High levels of professionalism and confidentiality.</p> <p>High levels of emotional intelligence and enthusiasm.</p> <p>Commitment to promoting inclusion, the school's culture, values and ethos.</p>	<p>Willingness to participate fully in the life of the school community</p>	<p>Application Form / CV</p> <p>Interview</p> <p>Professional references</p>
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