COPLESTON HIGH SCHOOL

JOB DESCRIPTION

POST TITLE: Higher Level Teaching Assistant

GRADE: Grade 4 – Below the bar

LINE MANAGER: SENCO/ASSISTANT PRINCIPAL

## **LEVEL DESCRIPTION**

All duties will be carried out within recognised procedures or guidelines. The post holder will need to have a good knowledge of a range of organisation policies and procedures.

May include ad hoc duties, which require initiative.

The post holder will undertake a range of tasks, which require theoretical, practical and procedural knowledge across a technical or specialist area or in an equivalent level of organisational, procedural and policy knowledge.

The post holder will be expected to respond independently to unanticipated problems and situations.

The job requires analytical and/or creative and development skills to analyse and interpret complex information or situations and to solve difficult problems or develop solutions or plans over the medium term (several months, up to a year).

Exchanges complicated or sensitive information orally or in writing with a range of audiences.

Demonstrate sensitivity and tact in contentious situations.

The post holder will organise own workload and will have direct responsibility for the supervision, co-ordination, direction or training of other employees.

Manager is available for overall direction of work and advice and guidance on serious problems.

**Specific roles/responsibilities of the post:**

* The role of the HLTA is to provide high quality teaching and learning ensure high standards of attainment and progress in student learning.
* To lead the work within the Communication and Interaction Unit (CIU) which is a specialist onsite unit supporting students with this SEND diagnosis.
* To lead the work within the Connect Unit which is a specialist onsite unit supporting students with their attendance to school
* The ability to deliver both literacy and numeracy interventions will be essential
* Carry out the duties of this post in line with the remit outlined in the current School Teachers Pay and Conditions Document and the Oxlip Learning Partnerships own specific policies, frameworks and curriculum i.e the Copleston Connect Handbook
* Be an excellent classroom practitioner and act as a role model for other teaching staff
* Have an impact on educational progress beyond your assigned pupils
* Assist in the smooth running of the CIU and Connect Unit at all times.
* Ensuring the safeguarding of all pupils.
* Consistently deliver outstanding teaching and progress of pupils
* Provide co-leadership of an area of responsibility for the CIU and Connect Unit
* Provide inspiring training and development to staff from within or outside the Trust

Contribute to pedagogical research within the Trust

**In addition, staff in this band are expected to:**

Be highly competent and make a substantial and sustained contribution to the wider life of the school, as shown below. This will be reviewed during the appraisal process.

(a) Provide a role model for teaching and learning.

(b) Make a distinctive contribution to the raising of pupil standards.

(c) Take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils learning and achievement.

(d) Undertake action research or policy development which enhances practice or outcomes in the school through membership of school working parties and focus meetings.

(e) Provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice in order to help them meet the relevant standards and develop their teaching practice.

(f) Deliver high quality CPD sessions/training.

(g) Undertake lesson observations and providing feedback and appropriate follow up support.

(h) Engage in monitoring of teaching and learning, under the direction of the leadership team

(i) Participate in regular and frequent commitment to cross-curricular or extra-curricular activities.

**Duties and responsibilities:**

1. Set high expectations which inspire, motive and challenge pupils

(a) Establish a safe and stimulating environment for pupils, rooted in mutual respect.

(b) Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions

(c) Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils

2. Promote good progress and outcomes by pupils

(a) be accountable for pupils attainment, progress and outcomes

(b) plan teaching to build on pupils' capabilities and prior knowledge

(c) guide pupils to reflect on the progress they have made and their emerging needs

(d) demonstrate knowledge and understanding of how pupils learn and how these impacts on teaching

(e) Encourage pupils to take a responsible and conscientious attitude to their own work and study

3. Demonstrate good subject and curriculum knowledge

(a) have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings

(b) demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship

(c) demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher s specialist subject

4. Plan and teach well-structured lessons

(a) impart knowledge and develop understanding through effective use of lesson time

(b) promote a love of learning and children’s intellectual curiosity

(c) set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired

(d) reflect systematically on the effectiveness of lessons and approaches to teaching

(e) contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5. Adapt teaching to respond to the strengths and needs of all pupils

(a) know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.

(b) have a secure understanding of how a range of factors can inhibit pupils ability to learn,

and how best to overcome these.

(c) demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils education at different stages of development.

(d) have a clear understanding of the needs of all pupils including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6. Make accurate use of assessment

(a) know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.

(b) make use of Copleston High School formative and summative assessment to secure pupil’s progress.

(c) use relevant data to monitor progress, set targets, and plan subsequent lessons.

(d) give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7. Manage behaviour effectively to ensure as good and safe learning environment

(a) have clear rules and routines for behaviour in classrooms and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy.

(b) have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly

(c) manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them.

(d) maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8. Fulfil wider professional responsibilities

(a) make a positive contribution to the wider life and ethos of the school.

(b) develop effective professional relationships with staff, knowing how and when to draw on advice and specialist support.

(c) take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from staff

(d) communicate effectively with parents regarding pupils achievements and well-being.

A HLTA is expected to demonstrate consistently high standards of personal and professional conduct.

**CIU overview**

* 8.15 meet students at the gate and support to form lineup

• Attend 8:30am & 3:15 pm briefings, attend Monday weekly meetings

• Plan and deliver CIU interventions based on students EHCP needs.

• Complete the RAG rating tracker for each intervention delivered

• Maintain student intervention books

• Cover students during lunch and break time

• Support students with cover work, homework and exam preparation across a range of subjects up to GCSE level.

• Support de-regulated pupils through timetabled CIU on- call -The role of the CIU on-call is to support students who are in the unit but not in a lesson/intervention. CIU on-call must be present in the unit and situated in a place where they have an oversight of the main areas outside of the teaching spaces e.g. reception area, toilets, and open area. CIU staff must notify the CIU on-call if a student needs support.

• Offer of "outreach" to CIU pupils: transition/induction outreach for new admissions, short term support package to re-engage pupils who have disengaged/stopped attending, support for misplaced pupils - outreach offered as a daily/weekly safeguarding eyes-on home visit whilst Copleston SENDCO organises an emergency Annual Review.

**Connect Unit**

* Carry out home visits to create risk assessments, identify push and pull factors relating to school attendance, use information gathered to create a pen portrait, complete a strengths and difficulties questionnaire
* Carry out a variety of interventions to support students in attending school such as Lego therapy, Talkabout for Teenagers, Drawing and Talking etc
* Support students with their integration to mainstream lessons by following the Copleston Curriculum
* To undertake baseline assessment which contribute to creating a holistic view of each student and enable the impact of interventions to be monitored.

July 2025