



The Sisters of the Sacred Hearts of Jesus and Mary

Care Philosophy

The underlying principle which fashions the philosophy of care at any place run by the Sisters of the Sacred Hearts of Jesus and Mary is a Christian one. Our aim is to promote a positive, caring environment which focuses upon and addresses the needs of each person in our care or to whom we provide a service.



JOB PROFILE

Department	Education
Job Title	Higher Level Teaching Assistant (HLTA); Phonics Intervention & PPA Cover
Reports To	Senior Leadership Team
Responsible To	Principal
Grade	Grade 6
Job Purpose	<p>Phonics Intervention; To assist, plan and deliver the phonics and literacy intervention curriculum to Students requiring support to access the curriculum, group or one to one intervention within the classroom environment, to work in collaboration as directed by the teacher or senior staff.</p> <p>PPA Cover; Provide and deliver learning activities to whole classes of students when the class teacher is not present. The HLTA will plan, prepare and deliver lessons and assess, record and report on development, progress and attainment, under the direction of subject co-ordinators. To work independently with whole classes of students. To be responsible for the management and development of a specialist area within the school.</p>

JOB DESCRIPTION

Main Duties and Responsibilities

Phonics Intervention

- To assist in the development of the appropriate resources, schemes of work, marking and teaching strategies to deliver the interventions.
- To plan and prepare sessions in line with the course overview or requirements.
- To devise clearly structured activities in line with the school improvement plan initiative that interest and motivate learners, as well as advance learners.
- To evaluate and monitor the progress of students and keep up-to-date student records as may be required.
- To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved.
- To use Positive Behaviour Support strategies so that effective learning can take place.



- To differentiate work according to students' educational needs, including the setting and marking of work to be carried out by the student and homework.
- To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
- To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
- To prepare and update resources.
- To use a variety of delivery methods which will stimulate learning appropriate to student needs and demands.
- To encourage engagement through standards of work and homework.
- To mark and give written/verbal and diagnostic feedback as required.

Phonics Support for Students

- Set High expectations of children and young people so they fulfil their full potential.
- Differentiate resources and teaching to meet individual student needs.
- Know how to support learners in accessing the curriculum.
- Assist in the educational and social development of students, under the direction and guidance of the subject teacher.
- Take into account the needs of the student, ensuring their access to the lesson and its content, through appropriate clarification, explanations, equipment and material.
- Encourage students to interact with others and engage in activities led by the teacher.
- To reinforce learning and promote independent learning.
- Build and maintain successful relationships with students and parents, acting as a role model and being aware of and responding appropriately to individual needs.
- Promote the inclusion and acceptance, by being consistent with respect and consideration for all students.
- Raise student confidence and enhance self-esteem.
- Encourage students to maintain focus and motivation.
- Supervise and support the named students, ensuring their safety and access to learning.
- Assist students with physical and personal needs, such as implementing personal programs, including social, health, physical, hygiene, first aid and
- welfare matters, where applicable.

Phonics Support for the Teacher

- Liaise with the relevant subject teachers, in support of the named students within the class.
- Work collaboratively with the subject teacher to ensure the correct differentiation is in place for students.
- Be aware of the student's needs, progress and achievements; provide feedback to the Subject Teacher.
- Work collaboratively with the subject teacher to manage the behaviour of the students.
- Work on differentiated activities with or for identified groups.
- Be involved in keeping records and evaluating identified students' progress.
- Work with external agencies or professionals, where appropriate to enhance student learning.

Phonics Support for the Curriculum

- Encourage and support students to understand instructions.
- Encourage and support students to undertake additional literacy and numeracy tasks, as directed.
- Encourage and support students in using ICT as directed.
- Prepare and maintain equipment or resources to assist the student, as directed.



PPA Cover; Support for the Students

- Assess the needs of students and use detailed knowledge and specialist skills to support students' learning.
- Establish productive working relationships with students, acting as a role model and setting high expectations.
- Promote the inclusion and acceptance of all students within the classroom.
- Support students consistently whilst recognising and responding to their individual needs.
- Encourage students to interact and work co-operatively with others and engage all students in activities.
- Promote independence and employ strategies to recognise and reward achievement of self-reliance.
- Provide feedback to students in relation to progress and achievement.
- Organise and manage appropriate learning environments and resources for the lessons that they teach.
- Plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate.
- Monitor and evaluate student responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives.
- Provide objective and accurate feedback/ marking and reports as required on student achievement, progress and other matters, ensuring the availability of appropriate evidence.

PPA Cover; Support for the Teachers

- Record progress and achievement in lessons/activities systematically and provide evidence of range and level of progress and attainment.
- Work within an established behaviour policy to anticipate and manage behaviour constructively, promoting self-control and independence.
- Deliver learning activities to students, adjusting activities according to student responses/needs.

PPA Support for the Curriculum

- Use ICT effectively to support learning activities and develop students' competence and independence in its use.
- Select and prepare resources necessary to lead learning activities, taking account of students' interests and language and cultural backgrounds.

General

- Assist with the supervision of students out of lesson times.
- Accompany teaching staff and students on visits, trips and out of school activities as required.
- Attend and participate in relevant meetings as required.
- Attend relevant training and take responsibility for your own professional development.
- Maintain a professional portfolio of evidence to support your Performance Management process.
- Make a positive contribution to the overall ethos, vision and aims of the school.
- Be aware of and comply with policies and procedures relating to child and vulnerable adult protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Undertake any other duties, commensurate with the post

Responsibility

- For undertaking the duties accurately and efficiently and prioritising own workload.
- For meeting all necessary deadlines set by managers, Senior Leaders and external agencies.
- For bringing matters to the attention of senior staff when necessary.



Decision Making

- Routine decisions regarding the organisation of own work.
- When it is necessary to refer matters to senior staff and when decisions can be taken within guidelines set.
- When matters are confidential or need to be dealt with sensitively- especially when child protection is involved.

This job description is not necessarily an exhaustive list of duties but is intended to reflect the range of duties the post-holder will perform. The post holder will be expected to undertake other tasks commensurate with the general level and responsibility of the post as decided by the Principal and/or Governing Body in the context of the schools changing needs.

The job description will be reviewed regularly and may be changed in the light of experience and in consultation with the post holder.

Posts working with children and/or vulnerable adults will be subject to an enhanced DBS. Pield Heath House School is committed to safeguarding and promoting the welfare of children and vulnerable adults and expects all staff and volunteers to share this commitment.

We recognise the value and worth of those people who we work with and seek to uphold standards of the highest quality. This is to reinforce the dignity and respect of the individual in an atmosphere which is warm, caring, stimulating, accepting and free from all forms of prejudice and discrimination. This means a true partnership between the organisation, parents/carers and authorities or other stakeholders, which will promote the physical, intellectual, emotional and social development of our young people or others in our care, in order that they may achieve their full potential.

The Post Holder is expected to uphold the Christian ethos of the school.

Postholder Name: _____

Signature: _____

Date: _____



PERSON SPECIFICATION			
Criteria		Essential	Desirable
<u>Qualifications and Training</u>	Achieved a HLTA qualification or equivalent experience.	✓	
	GCSE level C or above in English & Maths.	✓	
	Evidence of specialism in literacy and reading development and or a particular area of need.	✓	
	Recent training in relevant learning strategies, e.g. Literacy/Numeracy.	✓	
	Specialist skills/training in curriculum or learning area, e.g. modern foreign language, Music or RE.	✓	
	Successful recent experience working with children of relevant age in a learning environment.	✓	
	Willingness to undertake further work-related training.	✓	
	Willingness to undertake First Aid training.	✓	
	Hold an NVQ Level 3 or above in Specialist Teaching & Learning Support, Teaching & Learning Support, CCLD or equivalent.	✓	
	Hold relevant qualifications at a level equivalent to at least a grade NQT 3-4.		✓
<u>Knowledge and Experience</u>	A minimum of three years' experience of working with children/young people in a paid capacity in an education setting.	✓	
	Proven experience of delivering phonics intervention in a primary setting.	✓	
	An understanding of Safeguarding legislation and its operation in a school environment.	✓	
	Good working knowledge and experience of implementing relevant curricula and other relevant learning programmes.	✓	
	Good understanding of child development and learning processes	✓	
	Good understanding of statutory frameworks relating to teaching	✓	
	Experience of developing and teaching reading.		✓
	Knowledge of National Curriculum including Numeracy and Literacy strategies.		✓
<u>Skills and Abilities</u>	Ability to provide and deliver learning activities for whole classes of students.	✓	
	Ability to use ICT effectively to support learning including Interactive Whiteboard and other equipment technology, e.g. DVD, photocopier.	✓	
	Ability to relate & communicate effectively with both adults & children via written and oral communication.	✓	
	Ability to apply a range of behaviour management policies and strategies which contribute to a purposeful learning environment.	✓	



	An understanding of classroom roles and responsibilities and your own position within these.	✓	
	Commitment to quality & continuous improvement. Motivate, inspire and have high expectations of students.	✓	
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	Effective interpersonal skills both in working relationships with young people and in forming effective professional relationships with a wide range of contacts.	✓	
	Work constructively as part of a team, understanding classroom roles & responsibilities & your position within these.	✓	
	Good organisational and time management skills.	✓	
	Input data into spreadsheets and computer systems (Arbor, G4S and Excel) and be able to analyse and interpret these results to track progress.		✓
<u>Personal Attributes</u>	Commitment to uphold the school's equal opportunities policy.	✓	
	Ability to adapt quickly and effectively to changing circumstances / situations.	✓	
	Ability to work calmly under pressure.	✓	
	Committed to personal and professional development.	✓	
	Ability to critically evaluate own performance.	✓	
	Willingness to be flexible with working hours to respond to the school's needs.	✓	