



Longbenton High School

HLTA Curriculum Support (Cover Supervisor)

Job Description

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| Salary | Gr 7 Pt 19 to Pt 22 £25,804 to £27,426 (£29,777 to £31,364 Full Time) |
| Contract | 37 hours per week TTO |
| Responsible to | Deputy SENCO/SLT |
| Responsible for | TBC |
| Date of job description | Nov 23 |
| Start date | January 2024 |

Primary purpose of the role & key responsibilities

To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision. This may involve planning, preparing and delivering learning activities for individuals/groups or for whole classes. Responsible as part of the Inclusion Team (HLTAs) for the management and development of a specialist area within the school and/or management of other Teaching Assistants including allocation and monitoring of work, appraisal and training.

Main responsibilities/duties

To supervise classes when teachers are absent, including:

- Be responsible for the supervision of students whose work has been set in accordance with the school policy.
- Answer students' queries about processes and procedures relating to the lesson and the work set.
- Support the learning of students by explaining, reading and clarifying work and encouraging the completion of tasks.
- Register and record students' attendance in lessons.
- Supervise entry and departure of students in accordance with school policy.
- Collect completed work after the lesson and return it to the appropriate teacher.
- Support students in accessing learning activities, as directed by the teacher.
- Be responsible for creating and maintaining a purposeful, orderly and productive working environment.
- Encourage students to interact with others and engage in activities.

- Establish productive working relationships with students, acting as a role model and setting high expectations.
- Manage the behaviour of students to ensure a constructive learning environment.
- Provide feedback to the classroom teacher on the students' progress against lesson plans, conduct of the lesson.

Support for Students

- Assess the needs of students and use detailed knowledge and specialist skills to support learning.
- Establish productive working relationships with students, acting as a role model, setting high expectations.
- Promote the inclusion and acceptance of all within the classroom.
- Support students whilst recognising and responding to their individual needs.
- Encourage students to interact and work cooperatively with others and engage all students in activities.
- Promote independence and employ strategies to recognise and reward achievement of self-reliance.
- Provide feedback in relation to progress and achievement.
- Supervising groups of students in extra-curricular activities, detention, study or homework clubs, as required.

Support for Staff

- Organise and manage appropriate learning environment and resources.
- Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans, as appropriate.
- Monitor and evaluate students' responses to learning activities through a range of assessment and monitoring strategies against predetermined learning objectives.
- Provide objective and accurate feedback and reports, as required, on student achievement, progress and other matters; ensuring the availability of appropriate evidence.
- Record progress and achievement in lessons/activities systematically.
- Work within the established behaviour/culture policy to anticipate and manage behaviour constructively, promoting self control and independence.
- Supporting the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on progress/achievement etc.
- Administer and assess/mark tests and invigilate exams/tests.
- Production of lesson plans, worksheets, plans etc.
- Provide general administrative and clerical support for departments, as required. This could include: carrying out research; preparing and mounting displays; routine marking not requiring specialist knowledge; contacting outside agencies and parents on straightforward matters etc.

General

- Undertake break, lunchtime or examination supervision, as required.
- Be responsible for keeping up to date with the requirements of the role, by attending appropriate training and meetings, and keeping abreast of changes in legislation;
- Be aware of and comply with policies and procedures relating to child protection, equal opportunities and race equality, health and safety, confidentiality and data protection, reporting all concerns to an appropriate person
- To undertake any other duties commensurate with the post as may be required by the Headteacher.
- Whilst every effort has been made to explain the main duties and responsibilities for the post, each individual task undertaken may not be identified. The job description, in consultation with the post holder, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job

title.

Person Specification

| Selection criteria | Essential | Desirable | How assessed |
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| Skills, Knowledge Aptitudes | <ul style="list-style-type: none">→ Can use ICT effectively to support learning.→ Full working knowledge of relevant Policies/codes of practice/legislation.→ Working knowledge and experience of implementing national/foundation stage curriculum and other relevant learning programmes/strategies.→ Good understanding of child development and learning processes.→ Understanding of statutory frameworks relating to teaching.→ Ability to organise, lead and motivate a team.→ Constantly improve own practice/ knowledge through self-evaluation and learning from others.→ Ability to relate well to children and adults.→ Work constructively as part of a team: understanding classroom roles and responsibilities and your own position within these. | | <ul style="list-style-type: none">→ AI→ AI→ AI→ A→ AI→ A→ A→ A→ A→ A |
| Qualifications & Training | <ul style="list-style-type: none">→ Meet Higher Level Teaching Assistant standards or equivalent qualification or experience.→ Training in relevant learning strategies e.g. literacy.→ Current NVQ level 2 in English and Maths or equivalent and willingness to work towards NVQ level 4 or degree equivalent in relevant discipline/job role | <ul style="list-style-type: none">→ Specialist skills/training in curriculum or learning area e.g bi-lingual, sign language, ICT | <ul style="list-style-type: none">→ A→ A→ A |
| Experience | <ul style="list-style-type: none">→ Experience working with children of relevant age in a learning environment | | <ul style="list-style-type: none">→ AI |
| Disposition | <ul style="list-style-type: none">→ Able to work on own initiative and as part of a team with minimal supervision | | <ul style="list-style-type: none">→ I |