



The Castle Partnership Trust
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Wellesley Park Primary School

HLTA / Cover Supervisor



Job Description and Person Specification

WELLESLEY PARK PRIMARY SCHOOL

Job Title:	HLTA / Cover Supervisor
Responsible to:	Headteacher, members of the senior leadership team (SLT) and classroom teachers
Disclosure Level:	Enhanced
Liaising with:	School leadership team, teaching/support staff, colleagues across The Trust, LA representatives, external agencies, organisations, individuals, parents.
Grade:	School Support Staff Grade 13 (£9.93 to £10.97 per hour)
Working Time:	29.17 hours per week (5 hours 50 minutes per day), 38 weeks per year (term time plus 3 of the 8 school INSET days, equivalent to 43.1281 paid weeks per year)
Terms of employment:	Permanent.

Main purpose of the job:

- To implement the professional standards for Higher Level Teaching Assistants consistently when supporting and delivering learning to ensure all pupils make excellent progress, through a rich, creative and innovative curriculum.
- Liaise effectively with colleagues to ensure consistency of approach in teaching and learning across the school.
- To promote the vision, culture and ethos of the school.

Key Responsibilities

Please note that the 'Professional Standards for Higher Level Teaching Assistants' should also be read in conjunction with this document.

Supporting & Leading Learning

- To ensure that all policies implemented by the school are actively upheld and promoted at all times.
- At times agreed by the Senior Leadership Team, be responsible for the delivery of learning without the class teacher being present, ensuring that high levels of behaviour and engagement are upheld.
- To build and maintain positive and constructive working relationships with pupils, families, multi-agencies, professionals and colleagues, to maximise pupils' development and maintain the overall ethos and vision of the school.
- To work alongside the class teacher to deliver learning to support the academic achievement of all learners, through focused group learning, as directed by the class teacher.
- To provide feedback to pupils and the class teacher, supporting with the monitoring, recording and reporting of pupil progress to support with the attainment of all pupils.

- Support pupils within the learning environment, including those with special educational needs, to promote independence, inclusion, acceptance and equality of access to learning opportunities for all pupils.
- To take a lead role alongside the class teacher with the implementation of individual pupil support plans, i.e. EHC plans to ensure that the school is meeting the specific needs of all pupils.
- On occasion, lead the delivery of specific learning objectives and activities, adjusting them to meet the requirements of individual pupils following support from the class teacher.
- Be responsible and accountable for achieving the highest possible standards in work and conduct.
- Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries.
- Work proactively and effectively in collaboration and partnership with learners, parents/carers, governors, other staff and external agencies in the best interests of pupils.
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school.

Preparing the Classroom Environment & Supporting the Curriculum

- To support the needs of the pupils and curriculum, by assisting the teacher with preparation of equipment, photocopying of material for use in learning and by providing general clerical support for class based tasks.
- Create and maintain a purposeful, orderly and supportive environment and assist with displays of the pupil's learning.
- To monitor resource levels and contribute to the resource ordering process, ensuring that there is minimal waste and to maximise the effectiveness of financial resources to assure the requirements of the curriculum can be met in a timely manner.
- Support other members of staff with the effective resourcing of specific specialist areas to deliver the curriculum effectively, for example phonics, reading etc.
- Support teaching staff and pupils on school trips as required, by taking responsibility for a group of children and adhering to the relevant school policies and documentation.

Team working and collaboration

- Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies.
- When appropriate, and as directed by the Senior Leadership Team, lead, advise and contribute to team development activities, by coaching and mentoring less experienced colleagues to support the achievement of individuals and the school priorities.
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them.
- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil.
- Cover for absent colleagues when directed by Senior Leadership Team

Fulfil wider professional responsibilities

- Work collaboratively with others to develop effective professional relationships.

- Communicate effectively with parents/carers with regard to pupils' achievements and well-being using school systems/processes as appropriate.
- Communicate and co-operate with relevant external bodies.
- Make a positive contribution to the wider life and ethos of the school.

Administration

- Register the attendance of and supervise learners, before, during or after school sessions as appropriate.

Professional development

- Regularly review the effectiveness of your practices and their impact on pupils' progress, attainment and well-being, refining your approaches where necessary responding to advice and feedback from colleagues.
- Be responsible for your personal improvement through participating fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal.

Other

- To have professional regard for the ethos, policies and practices of the school in which you work, and maintain high standards in your own attendance and punctuality.
- Perform any reasonable duties as requested by the headteacher.

This job description is current at the date shown, but, in consultation, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the salary grade and post title. It does not form part of a contract of employment.

Each individual task may not have been identified and outlined within the main duties and responsibilities above. It would be expected that the post holder would carry out any reasonable request made to undertake work of a similar level that is not specified in this job description.

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is subject to a satisfactory Disclosure and Barring Service (DBS) Enhanced Disclosure Certificate.

Signature of post holder: **Date:** / /

Signature of headteacher: **Date:** / /

Person specification

CRITERIA	ESSENTIAL QUALITIES	DESIRABLE
Qualifications and training	- Good standard of education – 5 GCSE's or equivalent	
Experience	- Knowledge and understanding of working in a classroom environment.	- Experience of delivering whole class teaching - having achieved the Professional Standards for - Higher Level Teaching Assistants.
Skills and knowledge	- Thorough knowledge and understanding of safeguarding children. - Effective communication and interpersonal skills - Ability to build effective working relationships - Create a stimulating and safe learning environment. - The ability to challenge and engage children in their learning through creative opportunities with high levels of expectations for all learners.	- Experience of contributing to planning and curriculum delivery - An understanding of Primary phase curriculum requirements. - Demonstrate high level IT competencies.
Personal qualities	- A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school - A commitment to maintaining confidentiality at all times - Ability to work flexibly: self-evaluative adapting to changing circumstances and new ideas. - A commitment to safeguarding and equality - Sense of humor - A commitment to ongoing relevant professional self-development - Patience: showing warmth, care, sensitivity and interest when dealing with children and carers. - Enthusiasm - A commitment to inclusion.	

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Headteacher/line manager's signature: _____

Date: _____

Postholder's signature: _____

Date: _____