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| **J o b D e s c r I p t I o n** | | | | |
| **Job Title:** | **HLTA PPA Cover (Primary Phase)** |  | **Reporting to** | Head of Infants and/or Head of Juniors |
| **Generic JD based on** |  |  | **Grade and Range:** | WAT Grade F |
| **Resources resp:** | N/A |  | **Supervises:** | N/A |
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| **Purpose:** | * To undertake whole class work, working independently to undertake PPA cover and/or cover appropriately for absent teachers, enabling pupils to actively engage in their learning and make appropriate progress. * To lead in providing learning activities for groups of learners with the professional direction of a designated class teacher. * To plan, prepare and deliver lessons and assess record and report on the development, progress and attainment of pupils. * To provide support to individual pupils with special needs or those pupils in receipt of targeted pupil premium funded support. | | | |
| **Liaising with:** Senior Leadership Team, Junior School Teachers, HLTA, Teaching Assistants, Junior School Administrator, SEND Manager, pupils, parents. | | | | |
| **Main duties:**  The post holder will be required to work flexibly as part of the teaching support staff with guidance from the Head of Infants/Juniors, SLT and class teachers to fulfil the following responsibilities:   * To work collaboratively with the teaching staff to plan delivery of lessons and support for groups of students and individuals. * Teach whole classes as part of PPA provision according to the PPA timetable. * Provide short-term cover within any age group in response to teacher absence. * Provide support for individual pupils within classes, especially those with specific learning difficulties. * Provide intervention for small groups of pupils in order to address gaps in their learning and support them to make progress. * Provide verbal and written feedback on lesson content, pupil responses to learning activities and pupil behaviour, to teachers and pupils in line with school policy. * Motivate and progress pupils’ learning following school policies and guidance from class teachers * Organise and safely manage the appropriate learning environment and resources. * Assess pupils’ responses to learning tasks and where appropriate, modify methods to meet individual and/or group needs. * Promote and support the inclusion of all pupils, including those with specific needs, both in the classroom as part of first-quality teaching and through intervention work. * Use positive behaviour management strategies in line with the school’s policy and procedures to contribute to a purposeful learning environment and encourage pupils to interact and work cooperatively with others. * Provide information relating to pupil progress for parents and carers, teachers and senior leaders upon request and to contribute to assigned pupils’ annual reports at the request of the pupils’ class teachers and SLT. * Support pupils’ social and emotional well-being, reporting problems to the teacher as appropriate.   **Other duties:**   * To participate in Polam Hall School’s annual appraisal process. * To have regard to guidance on keeping children safe in education. * To observe health and safety requirements and to contribute to ensuring a safe working environment. * To participate in the duty rota for the supervision of pupils at break and lunchtimes. * To invigilate examinations and otherwise supervise students where necessary. * To take responsibility for one’s own continuing professional development. * To maintain high standards of professionalism in every facet of the role, including conduct, dress code, and communications.   **All Staff at Polam Hall School should:**   * Promote and support the distinctive character of the Polam Hall School as demonstrated through its ethos, service to the community, promotion of spiritual and moral values and its commitment to community cohesion. * Understand the concept of in loco parentis and be concerned for the development and well-being of each student as a whole person through pastoral and spiritual leadership. * Contribute to the whole professional life of Polam Hall School which has successful teaching and learning as its core purpose supported by all staff contributing to the Woodard Academies Trust’s commitment to each student gaining meaningful enriching experiences.   *The Job Description and Person Specification will be reviewed regularly, and any changes will be made in consultation with the post holder. These responsibilities are not exhaustive, and the post holder is expected to carry out any other related reasonable duties commensurate with their skills, abilities and grade.* | | | | |

**P e r s o n S p e c i f i c a t I o n**

**HLTA PPA Cover (Primary Phase)**

E = Essential criteria, D = Desirable criteria

**Qualifications**

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| **E** | 5 GCSEs at A\*-C or equivalent including Maths and English |
| **E** | NVQ Level 3 qualification in Supporting Teaching and Learning or equivalent |
| **D** | HLTA status |
| **D** | Current Safeguarding training (if not training will be provided) |
| **D** | Basic First Aid |
| **D** | Qualifications relevant to role |

**Experience and Knowledge**

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| **E** | Experience of working with children in a Primary School setting. |
| **E** | Experience of teaching whole classes as an HTLA or in a similar role. |
| **E** | Relevant experience of working with pupils with a range of learning difficulties. |
| **E** | Good understanding of behaviour management and ability to apply a range of behaviour strategies which contribute to a purposeful learning environment. |
| **E** | Experience of working constructively as part of a team. |
| **E** | Good understanding of child development and how children learn. |
| **E** | Experience of working with pupils within an agreed behaviour management policy. |
| **D** | Knowledge and experience of planning learning activities for pupils. |

**Skills and Abilities**

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| **E** | Good numeracy and literacy skills. |
| **E** | Good organisational skills. |
| **E** | Good and appropriate written and spoken communication skills. |
| **E** | Ability to relate well to children and adults and communicate effectively with them. |
| **E** | Ability to provide and deliver learning activities for whole classes of pupils |
| **E** | Ability to use ICT effectively to support learning. |
| **E** | Ability to evaluate learning needs and actively seek learning opportunities |
| **E** | Ability to work on own initiative. |
| **E** | Ability to work effectively as part of a team and contribute to group thinking, planning etc. |
| **D** | Desire and ability to constantly improve own practice/knowledge through self-evaluation and learning from others |

**Motivation**

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| **E** | Appropriately motivated to work with children and young people. |
| **E** | Motivated to perform the job well and to continuous professional development. |
| **E** | A commitment to Polam Hall School ethos and values. |

**Personal Qualities**

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| **E** | Reliability. |
| **E** | Ability to be flexible, adapt to changing circumstance and work calmly under pressure |
| **E** | Strong interpersonal skills and ability to communicate effectively with children and adults. |
| **E** | Motivate, inspire and have high expectations of pupils |
| **E** | Able to deal sensitively with people and achieve positive outcomes. |
| **E** | Ability to form and maintain appropriate relationships with pupils. |
| **E** | An understanding of classroom roles and responsibilities and your own position within these. |
| **E** | Ability to establish good working relationships with a wide range of stakeholders and external agencies. |
| **E** | Strong team ethic, supportive of others and covering for other staff if needed. |

**Special Conditions**

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| **E** | All postholders will be required to undertake an enhanced DBS check. Individuals on the children’s barred list (and adults barred list where relevant) should not apply. |
| **E** | May be required to work outside of normal school hours on occasion, with due notice. |