



Vacancy Reference No:

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| Job Title: | HLTA (Cover Supervisor) | Job Number: | A5708 |
| Directorate: | Children, Learning and Young People | Post Number: | 1038039 |
| Service: | Services for Schools | Grade: | 5 |
| Location: | Willenhall Community Primary School | Hours: | 35 per week (8:30 – 16:00) TTO plus training days |

Job Purpose:

- To lead planned learning with individuals, groups or classes of pupils in the absence of a Teaching Assistant or Teacher.
- To manage, organise and prepare resources for planned learning.

Duties and Responsibilities

Under the direction and supervision of teaching or senior staff:

- Undertake appropriate preparation of lessons for individuals, groups and whole classes.
- Lead and supervise agreed learning of individuals, groups and whole classes of pupils as required.
- Assess the development, progress and attainment of pupils in planned learning sessions.
- Report on the development, progress and attainment of pupils to the responsible teacher as appropriate.

SUPPORT FOR PUPILS

- Adjust learning for individuals, groups of pupils or a whole class as appropriate.
- Establish productive working relationships with pupils providing feedback to them in relation to progress and achievement and acting as a role model and setting high expectations.
- Promote the inclusion and acceptance of all pupils.
- Support pupils consistently whilst recognising and responding to their individual needs.
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities.

- Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour.
- Promote pupil independence in learning, social and mobility skills and employ strategies to recognise and reward achievement of self-reliance.
- Ensure that pupils are able to safely use equipment and materials provided.

SUPPORT FOR TEACHERS

- Monitor and evaluate pupil's responses to learning activities through observation and planned recording of achievements against pre-determined learning objectives.
- Undertake marking of pupils' work and accurately record achievement/progress, administer and assess routine tests and assessments.
- Follow the school's agreed marking and feedback policy and adhere to the same expectations of presentation and work.
- Undertake supervision and discipline of pupils within the procedures of the school/service, providing feedback to pupils.
- Contribute to a stimulating learning environment.
- Liaise sensitively and effectively with other professional staff and when reporting information from/to parents or carers, contributing to meetings to discuss a specific child's progress as appropriate.
- Establish constructive relationships and communicate with other agencies or professionals, in liaison with teachers, to support achievement and pupil progress.

SUPPORT FOR THE SCHOOL

- Be aware of and comply with policies and procedures.
- Contribute to the overall ethos, work, aims and vision of the school.
- Undertake pupils' out of school hours learning activities.
- Supervise pupils on visits, trips and out of school activities as required.
- Recognise own strengths and areas of expertise and use these to advise and support others.
- Assist at an appropriate level and within the school's protocols, with the provision of general care and welfare of pupils which may include:
 - assistance with the personal hygiene routines, e.g. toilet training, changing of incontinent children, dressing and undressing; the changing of soiled clothing and its disposal in an appropriate way.
 - assisting with children's injuries and, where appropriately qualified, administering first aid.
 - assist with the administering of medicines.
 - assist with the identification and monitoring of children's general health and welfare.
- Assist with the supervision of pupils outside of lesson times, including before and after school and during lunchtime.

- Participate in weekly / regular personal and professional development activities to meet the changing demands of the job, and encourage and support other staff in their development and training
- Assist in the supervision, training and development of volunteer helpers, students or other staff in the classroom

Ethos and Culture

- To support the school's leadership in promoting an ethos and culture within the school that drives through school improvement in line with the aims of the school.
- To facilitate, within the whole school, behaviours that support and contribute towards developing the values of the school.
- To undertake any other duties that fall within the grade and nature of the post in order to ensure the smooth running of the school

NB: All staff in school will be expected to accept reasonable flexibility in working arrangements and the allocation of duties in pursuance of raising pupil achievement and progress. Any changes will take account of salary/status/hours and will be subject to discussion, in accordance with the guidance note on contractual changes.

The post holder must comply with Coventry City Council's health and safety policy and in particular is required:-

- To promote and safeguard the safety and welfare of children and young people
- To take reasonable care for their own health and safety at work and of those who may be affected by their actions or by their omissions
- To cooperate with their line manager and senior management, to work safely, to comply with health and safety instructions and information and undertake appropriate health and safety training as required
- Not to intentionally or recklessly interfere with or misuse anything provided in the interests of health, safety and welfare
- To report to their manager any health and safety concerns, hazardous condition or defect in the health and safety arrangements.

Any further Health and Safety responsibilities relevant to this post will be set out in the offer letter and Written Statement of Particulars

The post holder must comply with the Interagency procedures of the Safeguarding Boards and Coventry City Council's policies for safeguarding children and safeguarding adults and in particular is required:-

- To ensure they are aware of the signs that may suggest a child or vulnerable adult is being abused or neglected
- To report to their manager, or other appropriate manager, any concerns they may have that suggest that a child or vulnerable adult may be being abused or neglected

immediately

Any further Safeguarding Board responsibilities relevant to this post will be set out in the offer letter and Written Statement of Particulars

Post holders will be accountable for carrying out all duties and responsibilities with due regard to the City Council's Equal Opportunities Policy.

Duties which include processing of any personal data must be undertaken within the corporate data protection guidelines.

Willenhall Community Primary 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 exempted under the Rehabilitation of Offenders Act 1974 and as such appointment to this post will be conditional upon the receipt of a satisfactory response to a check of police records via Disclosure and Barring Service (DBS)

Responsible to: Deputy Head Teacher

Date Reviewed: February 2023

Updated: June 2024



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| Qualifications | <ul style="list-style-type: none"> • Level 3 qualification in relevant subject area (e.g. supporting teaching and learning in schools, diploma in childcare and education, T-level in education and childcare) or externally assessed HLTA status • Nationally recognised qualification at level 2 or above in English/literacy and Maths/numeracy (e.g. GCSE grade 4-9 or equivalent) |
| Experience | <ul style="list-style-type: none"> • Experience of assisting pupils in their learning from across the Primary Age Range • Experience working as a teaching assistant in a school for a minimum of 3 years • Experience of working with pupils with additional educational needs, more able, special educational needs • Experience of working in the relevant discipline • Experience of working as part of a team • Experience of leading learning in large groups or class sessions in teacher absence (desirable) • Responsibility of attainment and progress for individuals or groups of pupils (desirable) |
| Knowledge & Understanding | <ul style="list-style-type: none"> • Demonstrate knowledge and understanding of the HLTA standards • Understand the key factors that affect children and young people's learning and progress • Know how to contribute to effective personalised provision by taking practical account of diversity • Have sufficient understanding of your area(s) of expertise to support the development, learning and progress of children and young people • Know how to use ICT to support your professional activities • Know how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners you support • Understand the objectives, content and intended outcomes for the learning activities in which you are involved |

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| | <ul style="list-style-type: none"> • Know how to support learners in accessing the curriculum in accordance with the special educational needs (SEND) code of practice and equalities legislation • Know how other frameworks, that support the development and well-being of children and young people, impact upon your practice • Knowledge of Health and Safety requirements |
| Skills & Abilities | <ul style="list-style-type: none"> • To contribute to the planning and preparation of learning activities, including your role within the learning activities • To devise clearly structured activities that interest and motivate learners and advance their learning • To plan how you will support the inclusion of the children and young people in the learning activities • To contribute to the selection and preparation of resources suitable for children and young people's interests and abilities • To monitor learners' responses to activities and modify the approach accordingly • To monitor learners' progress in order to provide focused support and feedback • To support the evaluation of learners' progress using a range of assessment techniques • To contribute to maintaining and analysing records of learners' progress • To use effective strategies to promote positive behaviour • To recognise and respond appropriately to situations that challenge equality of opportunity • To use your ICT skills to advance learning • To advance learning when working with individuals, small groups or whole classes without the presence of the assigned teacher • To organise and manage learning activities in ways which keep learners safe • To direct the work, where relevant, of other adults in supporting learning |
| Personal Qualities | <ul style="list-style-type: none"> • Have high expectations of children and young people with a commitment to helping them fulfil their potential • Establish fair, respectful, trusting, supportive and constructive relationships with children and young people • Demonstrate the positive values, attitudes and behaviour they expect from children and young people • Communicate effectively and sensitively with children, young people, colleagues, parents and carers • Recognise and respect the contribution that parents and carers can make to the development and wellbeing of children and young people • Demonstrate a commitment to collaborative and cooperative working with colleagues • Improve their own knowledge and practice including responding to advice and feedback • Flexibility to respond to the daily changing needs of the school • Maintain confidentiality on all school matters • A sense of humour |

