

## HTLA English

<b>SCALE/SALARY</b>	<b>Grade D</b>
<b>RESPONSIBLE TO</b>	<b>Head of English</b>

### MAIN CONTACTS

Leadership Team, Heads of Departments, Assistant Heads of Department, Subject Leaders, Teaching & Learning Leads, Progress Leaders, Teaching Staff, Link staff in feeder schools, Attendance Officer, Support Staff, Parents, External Agencies working with students, Governors and Students.

### MAIN RESPONSIBILITY

The HTLA works predominately in the English Department providing both in class support and small group intervention. The HTLA works with small numbers of students that work within the school's successful inclusion provisions. This involves leading literacy and language interventions and programmes as directed, whilst building relationships with pupils to promote interaction and learning.

### MAIN DUTIES OF ROLE

- Working as a member of the English Department to deliver interventions of a high standard to address low literacy issues and study and/or learning issues with students across all key stages.
- Demonstrating a commitment to the school's inclusive ethos by working with all students as directed by the Line Manager or SLT.
- Utilising agreed assessment and testing processes and packages to identify students, monitor progress and analyse information to ensure rigour in the intervention programmes and process, discussing and presenting data to managers.
- Delivering a range of interventions to support student progress and attainment to small groups, or one to one, across all key stages as directed by managers.
- Implementing and maintaining rigorous and accurate intervention records to enable analysis, identify need, address potential or future need and to demonstrate progress through intervention.
- Working collegiately as part of the English curriculum area supporting colleagues and attending meetings as directed by managers, including department meetings as appropriate.



- Sharing information from interventions and assessments with relevant teaching staff, or other staff, to support and develop student progress and establish the learning link between intervention and main stream lessons.
- Supporting and monitoring reintegration of students into the mainstream lessons to best utilise the impact of interventions.
- Liaising with all appropriate staff where sharing of information will benefit targeted students.
- Supporting the wider reading culture of the school to positively promote reading.
- Working with the Inclusion Departments to deliver small group lessons and interventions for students not accessing mainstream lessons.
- Building and maintaining successful relationships with students, treating them consistently, with respect and consideration, and demonstrating concern for their development as learners.
- Using familiarity of the school curriculum, age related expectations of students, the main teaching methods and the testing/ examination frameworks in the subjects and age ranges in which they are involved to ensure good provision.
- Ensure understanding of the aims, content, teaching strategies and intended outcomes for the lessons in which they are involved, and understand the place of these within teaching.
- Support teachers using their expertise to assess student needs and progress and use detailed knowledge and specialist skills to support learning and promote independence.
- Contribute to planning and evaluation of lessons within a framework set by the teacher.
- Contribute effectively to the selection and preparation of teaching resources that meet the diversity of students, their needs, interests and abilities.

*The Hamble School and Hampshire County Council are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to DBS checks along with other relevant employment checks.*

