

JOB DESCRIPTION

Job Title: HLTA	Grade: SR2 (12 – 17)
Section: SEND Team	Hours: 33.5hours per week, 39 weeks per year
Department: Support Staff	Terms of employment: Permanent

JOB PURPOSE

To work under the instruction/direction of the SENDCo to support students with Cognition and Learning/SEMH/Communication and Interaction, Sensory/physical needs. Work with children and young people who have a range of significant needs associated with an identified area of need, to include anxiety-based school avoidance, Attachment disorder and challenging behaviour. To undertake specified work with individuals, groups under the direction and supervision of the SENDCo. To encourage the participation of pupils in the social and academic processes of the school and enable pupils to become more independent learners.

The hours are based on the school day contracted from 8.30am to 3.30pm daily (4.30pm on Wednesday). The type of assistance required is based around identified areas of need allowing full access to a full mainstream curriculum and school life.

Detailed information is provided at the beginning on each term regarding students' needs and changes to the support and intervention.

DESIGNATION OF POST AND POSITION WITHIN DEPARTMENTAL STRUCTURE

Reports to the SENDCo.

MAIN DUTIES AND RESPONSIBILITIES

- To support SEND students on a phased return to school to reintegrate back into mainstream lessons effectively.
- To support SEND students learning when working independently or as a group during intervention.
- To deliver to send students, record, monitor and measure impact of small-group interventions to include literacy, numeracy, intervention specific to need.
- To help with the re-integration back into mainstream lessons with the SEND students who were accessing the 18-week Alternative Provision programme.
- To support SEND students during social times offering activities to support groups or individuals.
- Monitor SEND students attendance, behaviour and progress data for identified SEND cohort for EHCP and K code students.
- Provide bespoke support in lessons following a graduated approach for identified SEND students for an agreed time scale. Supporting SEND students to identify and use strategies to support and promote independence and self-advocacy.

- To support with providing information for SEND students for parent meetings and annual reviews, external agencies when requested.
- To work with external agencies where appropriate and directed by the SENDCo.
- Attend EHA'S, parent, or professional meetings where appropriate and directed by the SENDCo.
- To provide after school activities to support SEND students.
- To oversee, support and engage with programmes and procedures that monitor and promote SEND student wellbeing.
- To carry out lesson checks to monitor student engagement with lessons and identify any issues so they can be resolved efficiently.
- Support with the delivery of access arrangements during in house assessments.
- To liaise with teachers and ensure students have access to missed learning and understand the key concepts of the lesson due to withdrawal for intervention.
- To support teaching groups, where appropriate, as directed by the SENDCo.

Supporting the Students

- To develop knowledge of a range of learning support needs and to develop an understanding of the specific needs of the students they are supporting.
- Consider the individual needs of their identified cohort of SEND students and aid SEND student access to mainstream curriculum and lessons for students to learn as effectively as possible both in group situations and on their own promoting independence.
 - Motivating and encouraging students as required.
 - Developing appropriate resources to support the students.
 - Liaise with teaching staff and wider teams.
- To establish a supportive relationship with the SEND students concerned.
- To encourage acceptance and inclusion of the SEND students and the cohort they support.
- To develop methods of promoting/reinforcing the student's self-esteem, reducing anxiety and access to the mainstream curriculum.
- Providing in-class support for students in lesson and or returning to lessons after a long-period of absence, where appropriate.

Supporting the School

- Where appropriate, to develop a relationship to foster links between teachers, faculties and wider school teams.
- To liaise, advise and consult with other members of the SEND and wider school teams supporting the students when asked to do so and directed by the SENDCo.
- To contribute to reviews of student's progress as appropriate.
- To attend relevant in-service training.
- To be aware of school procedures.
- To support at school break times with supervision of students as and when required.
- To be aware of confidential issues linked to home/pupil/teacher/schoolwork and to keep confidences appropriately.
- To attend wider school meetings where appropriate.

- The above is not exhaustive and the post holder will be expected to undertake any duties which may reasonably fall within the level of responsibility and the competence of the post as directed the SENDCo and by the Head Teacher.

Signed by Employee: _____

Dated: _____

Professional standards for HLTA's

Those awarded HLTA status must demonstrate, through their practice, that they:

Professional values and practice

1. have high expectations of children and young people with a commitment to helping them fulfil their potential
2. establish fair, respectful, trusting, supportive and constructive relationships with children and young people
3. demonstrate the positive values, attitudes and behaviour they expect from children and young people
4. communicate effectively and sensitively with children, young people, colleagues, parents and carers
5. recognise and respect the contribution that parents and carers can make to the development and well-being of children and young people
6. demonstrate commitment to collaborative and cooperative working with colleagues
7. improve their own knowledge and practice including responding to advice and feedback.

Professional knowledge and understanding

8. understand the key factors that affect children and young people's learning and progress
9. know how to contribute to effective personalised provision by taking practical account of diversity
10. have sufficient understanding of their area(s) of expertise to support the development, learning and progress of children and young people
11. have achieved a nationally recognised qualification at level 2 or above in English/literacy and mathematics/numeracy
12. know how to use ICT to support their professional activities
13. know how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support
14. understand the objectives, content and intended outcomes for the learning activities in which they are involved
15. know how to support learners in accessing the curriculum in accordance with the special educational needs (SEN) code of practice and disabilities legislation
16. know how other frameworks, that support the development and well-being of children and young people, impact upon their practice.

Professional skills

Teaching and learning activities must take place under the direction and supervision of an assigned teacher and in accordance with arrangements made by the headteacher of the school.

Planning and expectations

17. use their area(s) of expertise to contribute to the planning and preparation of learning activities
18. use their area(s) of expertise to plan their role in learning activities
19. devise clearly structured activities that interest and motivate learners and advance their learning
20. plan how they will support the inclusion of the children and young people in the learning activities
21. contribute to the selection and preparation of resources suitable for children and young people's interests and abilities.

Monitoring and assessment

22. monitor learners' responses to activities and modify approaches accordingly
23. monitor learners' progress in order to provide focused support and feedback
24. support the evaluation of learners' progress using a range of assessment techniques
25. contribute to maintaining and analysing records of learners' progress.

Teaching and learning activities

26. use effective strategies to promote positive behaviour
27. recognise and respond appropriately to situations that challenge equality of opportunity
28. use their ICT skills to advance learning
29. advance learning when working with individuals
30. advance learning when working with small groups
31. advance learning when working with whole classes without the presence of the assigned teacher
32. organise and manage learning activities in ways which keep learners safe
33. direct the work, where relevant, of other adults in supporting learning.

PERSON SPECIFICATION

Job Title:	HLTA
Section:	SEND
Department:	Support Staff

KEY CRITERIA	ESSENTIAL	DESIRABLE
Qualifications and Training	GCSE A* - C or equivalent in Maths and English HLTA Qualification	A level qualifications or equivalent
Competence Summary (Knowledge, abilities, Skills, Experience)	- Working with children or experience of own children - Knowledge of supporting SEND students that present with Cognition and Learning/Communication and Interaction/SEMH/Sensory and Physical	- Working in a school environment - Previous experience of working or volunteering with children in key stage 3 and 4 - Experience of working with children with specific difficulties and a range of difficulties.
Work related Personal Requirements	- Good spoken and written English - Numeracy skills - Have the ability to relate well to children and adults, understanding their needs and being able to respond accordingly. - Ability to work under the direction of the SENDCo, Deputy SENDCo, class teacher but also to work independently and use initiative appropriately. - IT skills.	- Particular interest in a specific subject area - Specialist training or experience of SEN support - Knowledge of specific and a variety of student who present with a range of difficulties.
Other Work Requirements	- Flexibility - Self motivation - Good sense of humour - Desire to improve the outcomes of SEND students and promote the welfare of children and young people. - To work collaboratively across a variety of teams, internal and external and foster positive professional relationships with all students, professionals and parents.	Willingness to undertake appropriate training and development

Safeguarding	As a support member of staff, you are required to have an understanding of safeguarding principles. This includes recognising signs of abuse or neglect, knowing how to report concerns, and understanding the importance of maintaining a safe and secure environment for all students. You will receive training to ensure you are aware of the school's safeguarding policies and procedures.	
---------------------	--	--

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.