

Part A - Grade & Structure Information

Job Family Code	6CLES	Role Title	Specialist HLTA
Grade	PS6	Reports to (role title)	Associate Senior Leader - DSL
JE Band	192-227	School	Esher C of E High School
		Date Role Profile created	September 2020

Part B - Job Family Description

The below profile describes the general nature of work performed at this level as set out in the job family. It is not intended to be a detailed list of all duties and responsibilities which may be required. The role will be further defined by annual objectives, which will be developed with the role holder. The Council reserves the right to review and amend the job families on a regular basis.

Role Purpose including key outputs	To work with identified vulnerable students, including those who have physical, emotional or educational needs, to achieve the best possible outcomes for those individuals. Creating bespoke individual support packages through liaison with colleagues, families, external agencies etc. Key deliverables include • To cater for vulnerable students in a responsive manner; to manage a facility where students can have time out from lessons where necessary and continue to achieve in a structured way, ensuring a proportional response based on knowledge of individual students. • To work strategically with your line manager, keeping them informed of progress and any areas of concern. • To raise attendance both to school and to individual lessons. • To support students who are temporarily not in lessons to encourage them to complete work/return to lessons as soon as possible. • To liaise with parents/guardians to develop positive relationships. • To improve emotional wellbeing of identified vulnerable students. • To provide support to students in a variety of ways – be it in the classroom, supporting a reduced timetable, short-term or longer-term interventions. Develop and use specialist skills (e.g. literacy, numeracy, behavioural) to contribute to student learning. • To liaise with teaching staff with regards to progress and curriculum.
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	• To implement school policies designed to improve standards of achievement and well-being. To have a responsibility for the Safeguarding, Health and Safety and Welfare of students. • Accompany students to off-site visits as required and liaise with external agencies. • Maintain students' records and files. • Support the internal exclusion room on an agreed rota. • Facilitate wellbeing assessments, recommend strategies and or interventions and review regularly. • Support nurture groups.
Enlighten Learning Trust Work Context and Generic Responsibilities	This role is based at Esher C of E High School part of Enlighten Learning Trust. Enlighten Learning Trust expects all its staff to: • Maintain confidentiality in and outside of the workplace • Be pro-active in matters relating to health and safety and report accidents as required • Support the aims and ethos of the Trust setting a good example in terms of dress, behaviour, punctuality and attendance • To carry out all such other duties as the SLT or your line manager may reasonably direct, this may include the invigilation of exams.
Line management responsibility if applicable	N/A
Budget responsibility if applicable	N/A
Representative Accountabilities Typical accountabilities in roles at this level in this job family	Support delivery • Monitoring and maintaining a programme of activities / interventions e.g. wider curriculum support, maintaining supplies of materials and equipment. • Assist with the delivery of relevant schemes of work, delivery and assessment. • Deliver a range of learning support for existing systems or processes to agreed standards, to maximise quality of teaching & learning. • May carry out personal care routines as appropriate. Planning & Organising • Support more senior staff in classroom management and behaviour techniques. • Plan and deliver specified work to individual pupils, groups and the whole class. Policy and Compliance • Adhere to established standards of service delivery to support any associated regulatory or technical compliance requirements. Work with others • Receive and respond to everyday enquiries from colleagues and customers to provide a timely, courteous and effective service.

	• Report any concerns, problems or incidents, e.g. safeguarding, behaviour in accordance with relevant reporting procedures. • May be required to assist in the recruitment, selection and supervision processes, to ensure high standards of team delivery. • Contribute to and influence children's learning and personal development. Resources • May assist in the management of a small budget or recovery of income. Analysis, Reporting & Documentation • Provide and manipulate data for statistical and other report and run and present standard reports. • Assist with regular assessment of performance of schemes and initiatives through the use of feedback, surveys and management information. • Prepare and despatch a range of correspondence/documents connected with the defined area of activity. Duties for all • Values: To uphold the values and behaviours of the organisation. • Equality & Diversity: To work inclusively, with a diverse range of stakeholders and promote equality of opportunity. • Health, Safety & Welfare: To maintain high standards of Health, Safety and Welfare at work and take reasonable care for the health and safety of themselves and others. • The Core National Standards for Supporting Teaching & Learning: To understand and carry out role in line with agreed standards, expectations & qualifications. Contribute to and influence children's learning and personal development. • To have regard to and comply with safeguarding policy and procedures.
Education, Knowledge, Skills & Abilities, Experience and Personal Characteristics	• Minimum 5 GCSEs at Grade C or above (including English & Maths), or equivalent, or able to evidence ability at an equivalent level. • Understanding of Health and Safety requirements. • Understanding of relevant regulations, processes and procedures and issues relating to the service user group. • Good written and oral communication skills with the ability to build sound relationships with customers. • Require a technical/professional qualification related to the role. e.g. HLTA status, NNEB, or other relevant qualifications at level 2 or 3. • Competent in a range of IT tools. • Ability to work with others to improve customer service. • Good administrative, analytical and organisational skills. • Able to prioritise and plan own workload in the context of conflicting priorities and work on own initiative. • Ability to guide and support less experienced or more junior colleagues. • Typically previous relevant work experience in a similar service environment.

	Some roles may require work out of office hours and physical effort.
Details of the specific qualifications and/or experience if required for the role in line with the above description	The successful candidate will be subject to a satisfactory enhanced disclosure from the Disclosure and Barring Service (DBS). Esher Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. - Experience of working with vulnerable students in a school or similar setting. - Ability to work independently as well as a part of a team. - Knowledge of referral routes and how to raise concerns. - An understanding of the importance of effective documentation and record keeping.
Role Summary	Roles at this level typically provide a practical support as part of a team. They will carry out a range of practical activities using knowledge of professional standards values and practice, together with a broad understanding of learning strategies. The work is within established processes and procedures and while it may not be subject to direct supervision, guidance is readily available. They will be expected to organise their own workload and set their own priorities within short, e.g. day-to-day or week-to-week timescales, usually reacting to clear deadlines or processes. They support more senior staff by covering specific aspects of the teaching/learning programme and will be fully versed in all the procedures of their specialism. They may be involved in guiding/supervising the work of more junior staff.