

## **STALHAM INFANT & JUNIOR SCHOOLS**

### **JOB DESCRIPTION**

POST TITLE:	Specialist Hub of Inclusive Practice (SHIP) HLTA
RESPONSIBLE TO:	Headteacher/SENDCo/Senior Leader
GRADE:	F
POSTHOLDER:	

### **1. JOB PURPOSE**

The SHIP HLTA will be jointly responsible with the SHIP teacher, for the learning, progress, standards and safeguarding of the pupils on roll the SHIP, in conjunction with plans and support from the lead teacher. Teachers and support staff will deliver a varied, interesting, targeted curriculum designed to support pupils co-occurring special educational needs and/or disabilities.

The HLTA will assist the lead teacher and/or teacher in completing focused screenings alongside National Curriculum and SEND assessments. They will support child-centred learning that captures the needs and the interests of the pupils.

The HLTA will create a sense of safety through routines and emotional support to ensure that the needs of the children are met. They will support the lead teacher and follow the routines, approaches, strategies and plans set out in the absence of the lead teacher/teacher.

The HLTA will support pupil's self-esteem, whilst delivering individual and small group literacy and numeracy, relationships, sex and health education (RSHE), and therapeutic-led activities and lessons. The approaches and support will focus on the individual needs of the child.

Close partnerships will be maintained through collaborative working which enables effective professional relationships with senior management teams, schools and external partners to develop.

### **Overview/Context**

The SHIP will support, deliver and use bespoke approaches to learning, provided through an enabling environment, differentiated provision and appropriate resources for the children's needs. Using individual approaches and whole setting social approaches the SHIP team will develop, support and enhance holistic learning for every pupil.

The children in the SHIP will be of an age reflective of the age of the students of the school. The SHIP is designed for up to eight pupils.

The SHIP will work closely and collaboratively with the current school or setting, the family and the child to allow for the students on role to access mainstream classes and integrate as much as possible into the life of the main school. The SHIP's environment and provision must be an outstanding example of how co-occurring needs can be met.

### **Principle accountabilities / responsibilities of the job**

Deliver the curriculum in the absence of the Lead Teacher in a way which is differentiated and adjusted so that the children can access learning that is broad and balanced, willingly and without anxiety.

Assist the Lead teacher in activities, lunchtime supervision, delivery of lessons and working with children. Assist in the creation and implementation of detailed individualised plans and interventions intended to best meet the varied needs of the children and support them to thrive in the classroom and wider school life.

Be responsible for promoting and safeguarding the welfare of children within the school, raising any concerns through following school protocol/procedures

To demonstrate a knowledge of specific learning difficulties and specific learning programmes and activities is necessary when supporting children in the school.

To be conversant with, and work towards, fulfilling the school's aims and objectives as laid out in that policy documents.

### **MAIN RESPONSIBILITIES:**

1. To assist the lead teacher and/or teacher within the SHIP to:

- Work with pupils on an individual or group basis
- Support in the preparation of specific areas of the curriculum
- Assist in the planning, assessment and recording of educational activities
- Support the efficient preparation of classroom materials, resources, and equipment
- Devise activities within the framework of the overall planning set by the teacher
- Utilise ICT in helping to deliver the curriculum to groups and individuals
- Always provide co-regulation to children, supporting their development of self-regulation

2. Teach groups and then provide feedback to the teacher involved with that group.

NB: an induction programme and training in particular curriculum areas or activities might be required.

3. Understand the general school curriculum, the environment, processes and practices and specific learning programmes.
4. Be responsible for the safety of children by giving them adequate support and supervision.
5. Establish with the staff team appropriately high expectations, giving clear guidance to children about behaviour, enabling them to achieve and engage successfully and positively in school.
6. Attend meetings as required to discuss children on an individual basis and contribute towards establishing a unified and consistent approach throughout the school. This may include attending staff meetings on occasions and may also include contributing to a pupil's reports or plans in either written or verbal form.
7. Participate fully in the daily observation and recording of progress, giving feedback to teachers and other staff teams where appropriate.
8. Assist in the professional development of colleagues and self by involvement in, and attendance at, relevant aspects of the school's Staff Support and Development Programme.
9. Perform any tasks that the Headteacher may reasonably request.
10. Take part in the initial and advanced Norfolk Steps training and to ensure that this is updated on an annual basis as directed by the Headteacher.
11. Ensure that the advanced skills in behaviour management are constantly revisited so that staff are able to work individually with children who exhibit high levels of dysregulation.
12. To coordinate display work for classrooms and corridors.
13. To work with partner schools on integration projects or outreach projects in line the aims of the SHIP.

### **Relationships**

1. Develop effective, consistent relationships that promote emotional safety for pupils.
2. Use a calm, consistent approach using language and scripts to embed consistency for children.
3. Use supportive approaches to enable transparent and aspirational expectations and outcomes for children.
4. Use language tone and body language to create strong safe relationships with pupils.
5. Have high expectations for behaviour and promoting self-efficacy for pupils, supporting them to thrive in a mainstream provision when ready.
6. Build strong pupil/adult relationships on a foundation of promoting positive, safe behaviour.
7. Use approaches based on understanding and supporting co-occurring special educational needs.
8. Provide co-regulation to pupils at all times to support the development of their self-regulation

### Person Specification

<b>Qualifications:</b>	Essential (x)	Desirable (x)
GCSE English and Maths at Grade C/4 or above	X	
Positive Handling training & Safeguarding and Child Protection training		X
Level 3 qualification in Supporting Teaching and Learning		X
HLTA Status (Higher Level Teaching Assistant qualification or equivalent HLTA assessment)		X

<b>Knowledge/Experience:</b>	Essential (x)	Desirable (x)
Experience of working in an educational setting in EYFS or key stage 1/2	X	
Knowledge and understanding of the SEN CoP (2014) and the Equalities act (2018)	X	
Experience of successfully meeting the needs of students with SEND		X
Experience and knowledge of basic literacy and numeracy skills and how to develop them in students using known and successful strategies and interventions	X	
Knowledge of Education, Health and Care plans and the statutory regulations that are involved		X
Experience of working with external agencies		X
Experience of leadership and management within a school setting		X
Have completed or have ability to complete training in Norfolk STEPS STEP ON and STEP UP approaches	X	
Experience, knowledge and use of strategies and systems for supporting SEMH needs		X

Experience in behaviour management strategies	X	
Experience and knowledge in approaches to support and develop social skills		X
Have a clear working understanding of safeguarding protocols and procedures		X
Have an understanding of therapeutic approaches within schools		X

<b>Aptitudes/Behaviours</b>		
Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal	X	
To show compassion, care, kindness and empathy to all children at all times, especially when in crisis	X	
A clear ability to demonstrate solution focussed thinking and resilience to meet the needs of children	X	
Have a calm manner when working with pupils	X	
Be able to foster effective working relationships with a range of other professionals	X	
Be able to work under pressure	X	
Show resilience and the ability to work under pressure.		X
Proven ability to be creative		X
Have excellent interpersonal skills	X	
Have a commitment to safeguarding and welfare of children	X	
Demonstrate commitment to children and their learning and well-being	X	
Ability to build relationships	X	
Ability to be self-reflective	X	
Show ability to communicate effectively	X	

To demonstrate strong self-regulatory skills and strategies to manage your emotional responses	X	
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An enhanced DBS check is required. A full driving licence is required.

**Other Job Information** (special factors or constraints and physical requirements or environmental conditions that the job holder will encounter, including how long they last and how often they occur).

**General Information**

- The job description details the main outcomes of the job and will be updated if these outcomes change
- Job holders will be expected to understand what is meant by safeguarding vulnerable groups (children, young people and adults) and how to raise concerns
- Job holders will be expected to be flexible in their duties and carry out any other duties commensurate with the grade and falling within the general scope of the job, as requested by management

This job description will be reviewed regularly and may be subject to amendment or modification at any time after consultation with the post-holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the post-holder’s professional responsibilities and duties.

**ACCEPTANCE**

**I acknowledge receipt of this job description of which this is a copy**

**Signature:.....Date:.....**