

# Special Provision Partnership



## HLTA

Grade 7

## Job Description

### Purpose of the Post

- To work under the supervision and guidance of the leadership team to support the development and coordination of identified areas across the Academy
- To make an effective contribution to the organisation and delivery of learning of individual, small group and class groups in relation to their academic, vocational and personal development needs
- To complement the professional work of teachers by taking responsibilities for agreed learning activities under an agreed system of supervision
- To plan from the teachers framework and to implement a range of purposeful learning activities
- To support the teacher in monitoring and evaluating pupil progress and achievements using a range of assessments as agreed
- To liaise with parents/carers and partner services in regards to individual pupil's needs
- To use specialist skills/training/experience to support pupils learning

At Greenacre you will develop and share your expertise in one of the following areas:

- SEMH x 4
- Communication & Interaction x 4
- Complex Needs x 4
- Manual Handling x 2
- Satellite Provision x 1

### Key Result Areas

#### Support for Pupils

- Establish productive relationships with pupils, acting as a role model and being aware of and responding appropriately to individual needs
- Promote the inclusion and acceptance of all pupils within the classroom
- Participate in comprehensive assessment of pupils to determine those in need of particular help
- Supervise and support pupils ensuring their safety and access to learning
- Use specialist knowledge and experience to support pupils to learn in line with their individual learning plans or targets
- Attend to pupils' personal needs including social, health, physical, hygiene, first aid and welfare matters
- Provide feedback to pupils in relation to progress, achievement, behaviour and attendance
- Encourage pupils to interact and work cooperatively and employ strategies to recognise and reward achievement of self-reliance
- Develop 1:1 mentoring relationships with pupils and provide appropriate support at times of crisis
- Challenge and motivate pupils, promote and reinforce self-esteem
- Lead on the transition of key pupils ensuring appropriate information relating to social conduct is appropriately shared with their next destination and appropriate professionals and partner agencies

#### Support for the Teacher

- Work with the teacher to establish a purposeful, orderly and productive learning environment
- Work with the teacher and other staff in lesson planning, evaluating and adjusting lesson plans and resources as appropriate

- Monitor, evaluate and evidence pupils' progress and provide accurate information and analysis when required
- Undertake the marking of work
- Promote and maintain health and safety through the pro-active management of pupil behaviour dealing promptly with incidents and issues in line with school policies
- Establish constructive relationships with parents and carers, exchanging information sensitively and effectively in a range of matters including progress, behaviour and attendance
- Liaise with other professionals and services as appropriate
- Administer and assess routine tests and invigilate when required
- Provide general administrative support and assist with the development of a range of plans and monitoring systems
- Liaise sensitively and effectively with parents/carers as agreed with teachers within your role/responsibility and participate in feedback sessions/meetings with parents as directed
- Contribute to planning, development and organisation of systems/procedures in particular working with school PHSC Co-ordinator to lead whole-school PSHE events
- Utilise IRIS in supporting Academy development

**Support for the Curriculum**

- Support pupils to access the curriculum including, in particular, reading and ICT
- Implement agreed learning activities and programmes according to pupils' needs
- Be aware of, appreciate and promote a range of activities, courses, organisations and individuals both within and outside of the Trust to provide support for pupils to broaden and enrich their learning
- Determine the need for, prepare and maintain equipment and resources
- Monitor and arrange orderly and secure storage as supplied
- Operate and maintain everyday equipment in accordance with instructions, undertaking simple repairs and reporting damage

**Support for the School**

- Contribute to the overall ethos, work and aims of the school including the induction of new staff members
- Coordinate and oversee the regular delivery of team meetings in agreed areas
- Participate in and lead training opportunities and other learning activities and performance development as required
- Establish constructive relationships and communicate with other professionals to support the progress of pupils
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Recognise own strengths and areas of expertise and use these to advise and support others
- Attend and participate in relevant meetings and training as required
- Assist with the supervision of pupils on visits, trips and out of school activities as required
- Supervise pupils at lunch and break times
- Be responsible for maintaining and updating records, information and data in line with school policies
- Be aware of and comply with the policies and procedures relating to safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- To undertake any other duties that are deemed reasonable by the headteacher

**Responsible to:** Principal

**Employee Supervision:** Teaching Assistants, Support Staff

Knowledge, experience and skills:	E/D
E = Essential                  D = Desirable	
Experience	

1. Relevant experience in a school or similar setting.	E
2. Experience of working with children and young people with special educational needs and/or social, emotional and mental health difficulties.	E
3. Experience of effectively and positively managing a class and leading learning with groups of pupils, using appropriate strategies to enable them to settle to learn.	E
4. Experience of using restorative practices.	D
<b>Knowledge</b>	
5. Understanding of pupils' needs in order to support them effectively by personalised and differentiated learning and appropriate interventions.	E
6. Knowledge of issues and needs that affect behaviour and strategies to support.	E
7. Knowledge of child development, the range of ways that pupils learn and how to motivate them.	D
8. Full understanding of the range of multi-agency support required and available to pupils.	D
9. Full working knowledge of relevant safeguarding, equality and health and safety policies, codes of practice and legislation.	E
<b>Skills</b>	
10. Ability to relate well to children and adults and to build positive relationships.	E
11. Ability to work constructively as part of a team, understanding school roles and responsibilities and your own position within these.	E
12. Ability to develop personalised strategies to support reluctant learners to engage and achieve learning goals/objectives.	E
13. Ability to respond calmly and use initiative, responding effectively to unexpected or unplanned situations or reactions throughout the school day.	E
14. Ability to use a range of strategies to support positive behaviour and self-regulation.	E
15. Ability to use correct English in spoken and written communication.	E
16. Ability in the use of IT and other equipment to support learning.	E
17. Efficiency with the administration and maintenance of pupil records.	E
<b>Qualifications:</b>	
18. GCSE English/Maths at grade A to C or equivalent.	E
19. Level 3 qualification.	E
20. Level 4 qualification.	D
21. HLTA qualification (or willing to achieve within 2 years).	E
22. Specific training in interventions/SEN/SEMH.	D
23. Commitment to all CPD offered.	E
<b>Behaviours and expectations:</b>	
All staff members are expected to adhere to and promote professional standards including the Trust and Academy's code of conduct and values.	
<b>General:</b>	
The post holder will be expected to undertake any other duties, commensurate within the grade, at the discretion of the Senior Leadership Team and develop and promote high standards of professional conduct throughout the school and the wider Trust community.	
You will be expected to carry out your duties in line with the Academy's policies, procedures and relevant legislation. You will be made aware of these in your appointment letter, statement of particulars, induction, ongoing performance management and development through school communications.	
You will be required to work at any premises which the Trust currently has or subsequently acquires or at which it may, from time to time, provide services.	

You will be expected to travel throughout the borough and wider area and will, therefore, have access to a vehicle with appropriate Business Insurance. There may be a requirement to transport pupils from time to time, subject to appropriate risk assessments being in place.

You will be expected to attend and participate in a wide variety of meetings as well as training and development activities to support Trust, Academy and your own professional development.

All staff, regardless of their position, are expected to undertake Team Teach training and work within "good practice" guidelines using a range of positive handling strategies, gradual and graded, involved in holding, guiding and escorting safety, from least intrusive to more restrictive holds.

As part of your wider duties and responsibilities you will be required to promote and actively support the school's responsibilities towards safeguarding. Safeguarding is about keeping people safe and protecting people from harm, neglect, abuse and injury. It is about creating safe places, being vigilant and doing something about any concerns you might have. It isn't just about the very old and the very young, it is about everyone who may be vulnerable.

The post holder must be willing to undertake an enhanced Disclosure and Barring Service check. Please note that a conviction may not exclude candidates from appointment but will be considered as part of the recruitment process.

1 August 2020