

Post: HLTA

Location:	Ormiston Latimer Academy, Freston Road, London, W10 6TT.
Salary:	Grade 6, Point 20 - 25 (£38,637 – £41,637 FTE) Pro-Rated Salary for working Term Time only is £33,233 - £35,814
Status:	Permanent
Responsible to:	Principal
Hours:	37 hours a week, Term Time only

Main purpose of the job

complementing the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision, supported by direction from SENDCo, Deputy SENDCo, Curriculum Learning Deputy and teachers in line with OAT policies and guidance. This may involve planning, preparing and delivering learning activities for individuals/ groups or short-term for whole classes. **The ability to deliver Mathematics lessons and interventions would be beneficial.** It may also involve the monitoring of learners and assessment, recording and reporting on attendance, achievement, behaviour, progress and development. As a HLTA in some cases it will also involve the strategic support of learners to mainstream schools with a particular focus on inclusion and reintegration. Key duties and responsibilities will include spearheading the mental health and wellbeing strategy.

Support for Learners and Families

- Assess the needs of learners and use detailed knowledge and specialist skills to support learning at OAT locations and transition to mainstream settings.
- Work alongside staff, learners and families in the early identification of learners at risk from suspension. Developing appropriate intervention packages to prevent/reduce suspension.
- Establish productive working relationships with learners and their families to provide advice, training and guidance as required in school and home settings
- Develop and implement IEPs
- Promote the inclusion and acceptance of all learners within the classroom
- Support learners to manage their behaviour consistently whilst recognising and responding to their individual needs in order to meet or exceed learning expectations

- Encourage learners to interact and work co-operatively with others and engage all learners in activities
- Promote independence and employ strategies to recognise and reward achievement and self-reliance
- Provide feedback to learners in relation to progress and achievement

Teaching and Learning

Work in partnership with Teaching Staff to:

- Facilitate delivery of induction testing generating data to inform teacher planning.
- Organise and manage appropriate learning environments and resources
- **Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate with a particular focus on Mathematics**
- Monitor and evaluate learner responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives
- Provide objective and accurate feedback and reports as required on learner achievement, progress and other matters, ensuring the availability of appropriate evidence
- Record progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment
- Work within an established behaviour policy to anticipate and manage behaviour constructively, promoting self-control and independence
- Supporting the role of parents in learners' learning and contribute to meetings with parents to provide constructive feedback on learner progress/ achievement etc.
- Support the delivery of exams and other summative assessments

Strategic Support

- Take a lead role in supporting the development of the school's mental health vision and support plan pivotal in supporting the school to implement and sustain an effective whole school approach to mental health and wellbeing.
- Support or deliver learning activities within an agreed system of supervision, adjusting activities according to learner responses/ needs
- Deliver learning interventions as required e.g. literacy, circle of friends, anger management and circle time
- Use ICT effectively to support learning activities and develop learners' competence and independence in its use
- Select and prepare resources necessary to lead learning activities, taking account of learners' interests and language and cultural backgrounds
- Advise on appropriate deployment or signpost the use of specialist aid/ resources/ equipment

Support for Schools & Partner Institutions

- Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, quality assurance, confidentiality and data protection, reporting concerns to an appropriate person
- Be aware of and support difference and ensure all learners have equal access to opportunities to learn and develop
- Contribute to the overall ethos/ work/ aims of the organisation
- Establish constructive relationships and communicate with other agencies/ professionals, in liaison with the lead professional, to support achievement and progress of learners
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others
- Contribute to the identification and execution of appropriate out of school learning activities
- To take reasonable care for his/ her own health and safety and any other person(s) who may be affected by his/ her acts or omissions at work, in accordance with Health & Safety legislation.
- To promote the protection and safeguarding of learners through the active implementation of relevant school policies and procedures with particular reference to: child protection policy, safe touch policy, positive behaviour policy and the staff code of conduct, and to raise any concerns relating to such procedures which may be noted during the course of duty.
- You will be required to have a valid Enhanced DBS disclosure that will be re-checked every 3 years as per the OAT policy

Wider Responsibilities

- Line Management of LSPs.
- Develop and facilitate CPD for LSPs and wider staff on interventions
- Run regular report of interventions and send to HOS
- Conduct termly Learner Voice/Parent questionnaires with all learners/parents and report on results
- *Plan, deliver and support with Enrichment session.*
- Organise rewards and book trips where necessary
- Liaise with multi agencies when necessary
- Cover supervision
- Be aware of and comply with policies and procedures relating to child protection /safeguarding, equality and diversity, health and safety, ICT, security, confidentiality and data protection, reporting all concerns to an appropriate senior person.
- Comply and assist with the development of policies and procedures relating to area of responsibility as required.
- Develop effective professional relationships with others.
- Be aware of and support difference and ensure equal opportunities for all stakeholders accepting the principles underlying the OAT equal opportunities policies and practice.
- Maintain the confidential nature of information relating to the OAT Trust, its students, parents and carers acting in accordance with the principles of the Data Protection Act 2018 at all times.
- Contribute to and support the overall life, work/aims and ethos of the OAT Trust.
- Participate and engage in training and appraisal as required.
- Undertake additional duties as reasonably requested by senior staff.

Please note this list is not exhaustive and you would be required to carry out any reasonable requests from the Principal and Senior Leadership Team

Equal opportunities

We are committed to achieving equal opportunities in the way we deliver services to the community and in our employment arrangements. We expect all employees to understand and promote this policy in their work.

Safeguarding Commitment

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

DBS

- An Enhanced Disclosure and Barring check will be a requirement of the post

Person Specification

Attributes tested by Application, Interview, Task and References	
Qualifications & Experience	
<u>Qualifications/Training</u> Educated to degree level with relevant qualification or considerable experience of working within a range of education settings	Essential (E)/Desirable (D) E
<u>Experience</u> Educated to degree level with relevant qualification or considerable experience of working within a range of education settings	E
<u>Knowledge Skills</u> Evidence of successfully initiating and delivering initiatives and projects in a school setting	E
Expert knowledge in at least 3 areas of SEN/ SEBD intervention e.g. Dyscalculia, Anger Management, Restorative Justice	E
<u>Equal Opportunities</u> Commitment to the implementation of the Trust's equal opportunities policy	E
<u>Continuing Professional Development</u> Willingness to undertake additional training/ staff development as appropriate	E
Ability to reflect on your own professional practice	E