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#### ROYAL BOROUGH OF GREENWICH

**JOB DESCRIPTION**

**DEPARTMENT: NEWHAVEN SCHOOL**

**POST DESIGNATION (TITLE): HLTA**

**GRADE & SALARY:** APT&C Scale 5 point 12 £30,033 pro rata, actual £24,944 approx

Our Vision-Trust, Restore, Achieve

Newhaven School works hard to be a caring, trauma informed community where young people are kept safe, supported as individuals, taught the skills they need and challenged to become

 successful adults with dreams to realise.

Purpose of Job:

To build and maintain productive relationships with all pupils, acting as a role model and mentor. Recording, reporting and celebrating students’ achievements, progress and development. To work as part of a team to develop and deliver targeted support for students to access learning. This may involve (depending on campus)

* developing, preparing and delivering programmes of support including learning and well-being activities for individuals and groups
* working alongside SLT and the Pastoral team to provide “on call” support to help students regulate and access learning
* Support the reintegration of disaffected pupils and those who have been absent for sustained periods of time

Support for the staff and school

* Organising and managing an appropriate learning environment and resources
* Liaising closely with the pastoral manager and other key staff in the development of programmes to promote inclusion in the school
* Planning and delivering teaching and learning objectives to individuals or groups, and evaluating and adjusting lessons/work plans as appropriate
* Monitoring and evaluating student responses to learning activities, academic and independence-based, through a range of assessment and monitoring strategies against pre-determined learning objectives
* Providing objective and accurate feedback and reports as required on student achievement, progress and other matters, ensuring the availability of appropriate evidence
* Recording progress and achievement in lessons/activities systematically and providing evidence of the range and level of progress and attainment
* Working within the established relationships policy to anticipate and manage behaviour and student well-being constructively, developing emotional regulation and independence

Support for the Students

* Organising and managing a range of ASD, ADHD and mental health focussed intervention programmes to support the development of individual need.
* Liaising with parents/carers on a regular basis to inform them of their child’s progress and any issues that arise
* Assessing the needs of students and using detailed knowledge and specialist skills to support student’s learning
* Establishing productive working relationships with students, acting as a role model and setting high expectations for behaviour and learning
* Promoting the inclusion of all students in the classroom
* Supporting students consistently, whilst recognising and responding to their individual needs
* Encouraging students to interact and work co-operatively with others
* Promoting independence and employing strategies to recognise and reward achievement of self-reliance
* Providing feedback to students in relation to progress and achievement.
* Actively safeguarding vulnerable students

Generally

* Delivering learning activities to students within agreed systems of supervision, adjusting activities according to student responses/needs
* Contributing to the overall ethos/work/aims of the School
* Selecting and preparing resources necessary to lead learning activities, taking account of students’ interests, language and cultural background
* Covering for absent colleagues within the department as required
* Attend whole school CPD as required
* Maintain confidentiality and respect the privacy of children, parents and staff whilst ensuring any child protection or safeguarding concerns are passed on in a timely manner
* Help maintain health and safety for all by following published advice and guidelines
* Being aware of and supporting difference, ensuring all students have equal access to opportunities to learn and develop
* Maintain a high level of professionalism and consistency
* Assist with any other duties of a similar level of responsibility, as required by line management
* To ensure that all students are safeguarded in line with the school Child protection and other relevant policies.

Designation of the Post to which the Post-Holder normally reports to: *Pastoral Manager /Head of NEST/ SLT*

*Newhaven is committed to safeguarding and promoting the welfare of young people and expects all staff to share this commitment. All appointments will be subject to a satisfactory Enhanced with Barred List check through the Disclosure & Barring Service (DBS) plus additional pre-employment checks.*

*Newhaven is committed to the journey to decolonising our school by becoming deeply reflective about our systems, processes and decisions, by sharing our lived experiences in a genuine way that means we have a much better understanding of each other and by developing our staff so that all have equity of opportunity.*

*[Amendments may be made to this job description following consultation between the Headteacher and the Post holder if the needs of the School change. Staff are appointed to Newhaven as a whole and may be required to transfer across sites as service demand necessitates.]*



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**PERSON SPECIFICATION**

**DEPARTMENT: NEWHAVEN SCHOOL**

**POST DESIGNATION (TITLE): HLTA**

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|  | Assessment MethodA=Application FormI=Interview  | Shortlisting CriteriaE Essential D desired |
| **EXPERIENCE /SKILLS /ABILITIES** |  |  |
| Relevant experience and skills satisfactorily demonstrated in a similar working environment, either currently or recently.Relevant qualifications, as detailed below, including good communication skills and the ability to effectively use ICT systems.Have experience of working with external agencies and liaising effectively with key stakeholders .Experience of organising and managing a caseload of students with complex needs Experience of delivering results and meeting targets in a fast paced environment to deadline A full commitment to working holistically with challenging young people, understanding the principles of child development and learning processes in a range of settings.Commitment, knowledge and experience of working with young people with ASD and severe mental health needs.Knowledge of, and ability, to use a range of strategies to deal with challenging behaviour in the context of SEND.An ability to establish and maintain good relations with students, colleagues and other professionals, and to contribute to effective team working.Ability to carry out and report on systematic observations of students’’ knowledge, understanding and skillsAbility to assist in classroom support, or administrative tasks, if not needed for cover.A clear understanding of confidentiality issues and sound judgement.An appreciation of line management structures and operating procedures.A clear understanding of health and safety issues and responsibilities. | **A/I****A/I****A/I****A/I****A/I****A/I****A/I****A/I****A/I****A/I****A/I****I****A/I****I** | **E****E****D****D****E****E****E****E****E****E****E****E****E****E** |
| **KNOWLEDGE/ EDUCATION** |  |  |
| GCSE English and Maths or equivalent language reading, comprehension and numeracy to Level 2 standard.Training and ideally qualifications in a range of Autism based systems and interventions.Ability to keep detailed, accurate and up to date records Commitment to the highest standards of child protectionA desire and willingness to take on and apply relevant training programmes as negotiated with the Head of Campus. | **A/I****A/I****A****A/I****A/I** | **E****D****E****E****E** |
| Understanding and commitment to equality of opportunity | **I** | **E** |

**Please note that all elements included are essential. Those items marked ‘A’ should be**

**particularly addressed in your application.**

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| *Newhaven is committed to safeguarding and promoting the welfare of young people and we expect all staff to share this commitment. The successful applicant will require an enhanced DBS check.* |