



JOB DESCRIPTION

POST: HIGHER LEVEL TEACHING ASSISTANT (HLTA) - SEMH

Pro-rata to Level 7

FTE Salary £30,060

Actual Salary £26,293

37 hours per week termtime + INSET

Monday-Thursday 8:30am – 4:30pm, Friday 8.30am - 4pm

At St Thomas More our Motto is “Aspire to be More” which encompasses our aspirations for all our students within our school and recognises our patron St Thomas More. As a Catholic school, we offer an education firmly based upon our Gospel values and our Mission statement puts ‘our community’ at the heart of all we do.

Role Overview

- Working under the direction of the SENDCo, and you will be required to:
 - Take a lead role in coordinating and supporting students with SEMH within the SEND team. This role may be subject to change and will be agreed in conjunction with the SENDCo and Headteacher.
 - Ensure students with EHCPs make progress by performing the role of a key worker for targeted individuals, monitoring and evaluating progress over time, and working with the SENDCo to plan provision.
 - Contribute to the development of other support staff through the appraisal process and to actively lead and develop members of the SEND team, on a daily basis, to ensure that high standards of support for children are consistently maintained.
 - Complement and support class teachers in the teaching of 1:1 or small groups of children, as well as supporting in the classroom, whilst progressing children in their learning.
 - Effectively liaise with SEND colleagues, Heads of Key Stage, teachers and external professionals as required.
 - Lead on a specific area of SEND (SEMH) by setting student targets, planning and delivering high quality intervention.
 - Support colleagues within the learning support team to deliver intervention and provide support to students, ensuring high quality and consistency.
 - Demonstrate an informed and efficient approach to SEND support by adopting relevant strategies to ensure targeted students make progress.
 - Work with small groups of children or supporting whole classes, under the direction of the SENDCo.



All Saints Catholic Collegiate

A company limited by guarantee registered in England and Wales with company number 8709352
Registered Office c/o St Gregory's Catholic Academy, Spring Garden Road, Longton, Stoke-on-Trent, Staffordshire ST3 2QN



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Birmingham



- Lead other support staff in ensuring high quality support for children with SEND, as well as other groups of children being supported in the classroom.
- Report to the class teacher and SENDCo, creating a 'joined up' approach to the support of pupils with a variety of needs including learning, behavioural, communication, social, sensory or physical difficulties and medical needs
- Lead and support lessons to improve the achievement and behaviour of identified students, who, despite a number of interventions, are at risk of permanent exclusion.
- Coordinate individual timetables for students, including delivery of social and emotional interventions.
- Demonstrate strong understanding of the challenges faced by students with SEMH needs
- Model the ability to build rapport with secondary age students and adapt to their individual learning requirements.
- Demonstrate the ability to be a collaborative team player who can also work independently.

Principal Duties and Responsibilities

- Implement planned learning activities/teaching programmes as agreed with the SENDCo, adjusting activities according to pupils' responses as appropriate.
- Understand specific learning needs and styles and provide differentiated support to pupils individually and within a group
- Establish positive relationships with pupils, implementing strategies to support them in their learning and following up and assessing the impact of this support.
- With teachers, evaluate pupils' progress through a range of assessment activities relating to attainment and progress.
- To contribute to assessments of children, as directed by the class teacher/SENDCo, and provide reports, evaluations and other information to assist in the provision of appropriate support for specific children.
- To take an active role in assessing and analysing progress data as well as participating in pupil progress meetings and contributing to learning plans APDR cycles.
- To attend relevant meetings as well as INSET, agreed with SENDCo in advance.
- Support the role of parents in pupils' learning and contribute to meetings with parents to provide constructive feedback on student progress, achievement and behaviour, maintaining sensitivity and confidentiality at all times.





- To support and guide other TAs' work in the classroom and lead training for other teaching assistants. To act as 'mentor' to new or less experienced TAs.
- Model good practice at all times whilst maintaining high levels of professional conduct.
- Support and promote the use of ICT in the classroom and develop pupils' competence and independence in its use
- Plan and deliver a personalised curriculum geared towards engaging the children and affording them a higher level of support to meet their needs, including leading the delivery of the Princes Trust.
- Deliver interventions with students to support them in managing and improving their behaviour; overcoming barriers to learning, engaging with education and/or improving their self-esteem.
- Provide analysis of key data relating to the individual progress of students, and whole AIM cohort.
- Develop procedures and processes to enhance the delivery of the provision to meet the needs of the academy in liaison with the SENCo.

Support to School (this list is not exhaustive and should reflect the ethos of the school)

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.
- Assist with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Ensure all pupils have equal access to opportunities to learn and develop.
- Liaise effectively with teachers/parents/guardians, education welfare officers, health and care professionals and other professional staff as part of the routine consultative process.
- Contribute to the overall ethos/work/aims of the school.
- Attend relevant meetings as required
- Participate in training and other learning activities and performance development as required (see footnote 1).

Note 1:

In addition to the ability to perform the duties of the post, issues relating to safeguarding and promoting the welfare of children will need to be demonstrated. These will include:

1. *motivation to work with children and young people.*
2. *ability to form and maintain appropriate relationships and personal boundaries with children and young people.*





- emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline.*

This post is exempted under the Rehabilitation of Offenders Act 1974 and as such appointment to this post will be conditional upon the receipt of a satisfactory response to a check of police records via Disclosure and Barring Service (DBS). This School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

If you would like to arrange a pre-application visit to the school please contact:
Mrs Stacy Walker, HR/Office Manager - swalker@stmca.org.uk

To apply please complete and return the CES Support Staff Application Form, Recruitment Monitoring Form, Disclosure Form and Consent to Obtain References Form which can be found at [Vacancies - St Thomas More Catholic Academy \(stmca.org.uk\)](http://Vacancies - St Thomas More Catholic Academy (stmca.org.uk)) and return to swalker@stmca.org.uk

Closing Date: Monday 6th January 2025

Interviews will be held week commencing Monday 6th January 2025



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