

Job Description - HLTA - Enhanced Resource Base

Band 4

Hours: 33.5 hours x 39 weeks

Purpose of the Role

- To be responsible for developing strategies and resources to use with students with processing needs relating to their physical or vision Impairment, to enable them to successfully access the curriculum.
- To enable children and young people with Vision Impairment or Physical Disability and other disabilities to participate in learning activities and implement structured learning programmes.
- To support students to be able to make informed choices about their future and have knowledge of how to access the support they need.
- To work with ERB and SEND staff, teachers, parents and all stakeholders to ensure that pupils with disabilities in the Academy make maximum progress in line with their abilities.

Line management / Key relationships

- The post is line managed by the Director of Learning Enhanced Resource Base.
- The role involves regular liaison with other teaching and support staff in school, parents and families.
- The post holder will develop effective working relationships with key external agencies including Psychologists, Occupational Therapist, Physiotherapists and Speech and Language therapists.

Specialist Responsibilities

- To undertake a specialist role utilising relevant expertise to ensure that all students can access the curriculum.
- To deliver 1-1 or small group interventions to pupils in specific areas in particular specialist Information Technology (training will be given).
- To support the Qualified Teacher of Vision Impairment in the delivery of braille lessons.(training will be provided
- To develop resources and strategies for staff to use with key pupils.
- To support pupils in the classroom as needed
- To provide advice and guidance to staff relating to pupils with VI/PD.
- To prepare reports for annual reviews and any other professional meetings.
- To line manage a group of LSAs.

General HLTA Responsibilities



- In conjunction with the Headteacher and/or with other team members, to ensure appropriate support exists for pupils with Special Educational Needs and Disabilities within a mainstream school setting.
- To compliment the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision. This may involve planning, preparing and delivering learning activities for individuals/groups and monitoring pupil progress and reporting on pupils' achievements, progress and development.
- To provide in-class support for students as directed by the DoL ERB.
- To provide general care and supervision of children during the school day.
- To attend and contribute to meetings with colleagues and/ or parents.
- To contribute to the effectiveness of Quality First Teaching.
- Monitor pupils' responses to learning tasks and modify their approach accordingly.
- Monitor pupils' participation and progress, providing feedback to teachers, and giving constructive support to pupils as they learn.
- To contribute to the smooth running of the ERB by keeping up-to-date records, tracking progress of pupils and liaising with colleagues as needed
- To work effectively as a member of the ERB department to ensure the goals of the department are met
- To support the wellbeing of pupils, including resolving the behavioural and emotional difficulties faced by young people.
- To participate in the implementation of programmes set by various professionals.
- To contribute to regular review meetings
- To carry out manual handling and personal care of pupils.
- To take part in regular in-service training and to take responsibility for the ongoing development of professional skills and knowledge
- To accompany teaching staff on trips and school activities and take responsibility for a named student / group under the general supervision of a teacher.
- To undertake additional duties that are commensurate with the level of responsibility of the post, as directed by the DoL ERB, Assistant Headteacher in charge of SEND/ ERB and/or Headteacher.
- To be aware of and to comply with policies and procedures, and to report concerns to an appropriate person in respect of all school policies including Equal Opportunities, Child Protection, Health and Safety, Confidentiality and Data Protection.
- To contribute to overall Catholic ethos, work and mission statement of the school

Person Specification – HLTA - Enhanced Resource Base

Post: Higher Level Teaching Assistant Specialist Information Technology – Enhanced Resource Base

Qualifications and Abilities

Essential:

- NVQ 3 qualified or equivalent relevant supporting teaching and learning in schools
- GCSE Grade A* - C equivalent in English, Maths, Science.
- Specific training and / or qualifications and/ or significant experience of working with students with physical disabilities and/ or vision impairment.
- Sound knowledge of the needs of students with significant disabilities
- Ability to use technology to support lesson delivery and record information relating to the job role.
- Ability to plan and deliver 1:1 and small group sessions.

Desirable:

- A Level Qualification and/ or degree.
- Experience of line managing colleagues.
- Proven success working with young people with physical disabilities and/or Vision Impairment.
- Recent experience in supporting students with disabilities in a mainstream setting.
- Knowledge and understanding of relevant of accessibility options or IT packages that can be used to support students learn. (training can be given)
- Ability to deliver 1:1 and small group sessions in maths and science.

Experience, Knowledge and Understanding

- Have a working knowledge of the SEND Code of Practice.
- Experience of supporting students with a wide range of special education needs and disabilities including Cognition & Learning, Communication & Interaction Needs, Social, Mental & Emotional Needs, Sensory & Physical Needs
- Knowledge of special educational needs in a secondary phase setting.
- Knowledge of the secondary curriculum.
- Good understanding of Safeguarding, Equal Opportunity and Data protection Issues.

Skills/ Qualities

- Ability to work as part of a team.
- Ability to use initiative, demonstrate commitment, communicate effectively and be self-motivated.
- Good sense of humour and flexible approach.
- Willingness to undertake personal and professional development.
- Excellent communication skills, both oral and written.
- Ability to establish and maintain firm and consistent boundaries.
- Creativity and imagination – ability to adapt to the needs of the student.
- Ability to build and form working relationships with students, parents/carers, and colleagues.
- Excellent organisational skills and ability to meet deadlines.
- Ability to work on own initiative, and to prioritise between conflicting demands.



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- Commitment to safeguarding and promoting the welfare of children and young people.
- To display a professional manner in various contexts.