



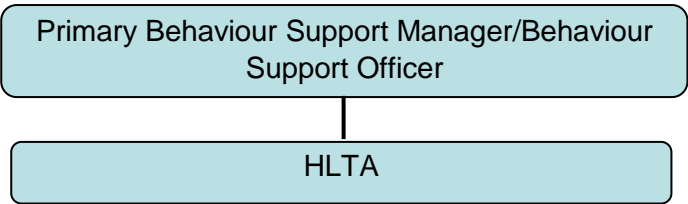
Cranbury College

| Job Description | | | |
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| Role | HLTA (KS3) | Reports to | Phase Leader |
| Grade | Grade 6, SCP18 (FTE £24,982. Actual from £21,555) | Hours of work | 37 hours term time only, plus 5 INSET days |
| Purpose | <p>To support Cranbury College Senior Leadership Team working closely with the staff team to ensure smooth running of the day</p> <p>To complement the professional work of teachers and / or Phase Leaders by taking responsibility for agreed learning activities under an agreed system of supervision.</p> <p>Responsible for the management and development of a specialist area within the school and/or management of other non-teaching staff including allocation and monitoring of work, appraisal and training.</p> <p>Working in mainstream schools in Reading in order to help minimise the risk of the exclusion of pupils or to re-integrate pupils after a period of exclusion, under supervision from managers</p> <p>To engage with and work with parents/guardians to support their child's behaviour and development</p> <p>Cranbury College works with children and young people who may be deemed most vulnerable and at risk and may have challenging behaviour</p> <p>The post holder will be required to undertake duties that contribute to the work of Cranbury College and in local schools. Some flexibility in the role is implicit within this job description. The duties and responsibilities outlined below are not intended to be exhaustive but aim to highlight the major tasks. However, any change in specific duties will be consistent with the range of tasks specified and will be discussed and negotiated if such a change is required.</p> | | |
| Scope | Main contacts: SLT, Phase Leaders, teachers, mainstream schools, students and their families | Staff responsibilities: None | Financial accountability: None |
| Accountabilities | <ul style="list-style-type: none"> • Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person. • Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop • Contribute to the overall ethos/work/aims of Cranbury College and local schools as appropriate • To provide a good role model through personal conduct and appearance and to represent the service and positively at all times including punctuality • Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher / Phase Leader to support achievement and progress of pupils • Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils • Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others • Deliver out of school learning activities, including outdoor pursuits and residential education opportunities within guidelines established by the school. This may include transporting students • Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class • To do lunchtime and playtime duties as required and be prepared to administer basic first aid • Attend team meetings • To undertake relevant training where and when necessary | | |

- Deliver learning activities to pupils within agreed system of supervision, adjusting activities according to pupil responses/needs
- Deliver local and national learning strategies and make effective use of opportunities provided by other learning activities to support the development of pupils' skills
- Use ICT effectively to support learning activities and develop pupils' competence and independence in its use
- Select and prepare resources necessary to lead learning activities, taking account of pupils' interests and language and cultural backgrounds
- Advise on appropriate deployment and use of specialist aid/resources/equipment
- Organise and manage appropriate learning environment and resources
- Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate including completing relevant risk assessments and safety checks
- Monitor and evaluate pupil 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 pupil 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 discipline policy to anticipate and manage behaviour constructively, promoting self control and independence
- Supporting the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement etc.
- Administer and assess/mark tests and invigilate exams/tests
- Production of lesson plans, worksheet, plans etc.
- Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning
- If required to be an effective keyworker for a group of up to 6 pupils
- Establish productive working relationships with pupils, acting as a role model and setting high expectations
- Develop and implement targets in collaboration with teachers / Centre Manager
- Promote the inclusion and acceptance of all pupils within the classroom
- Support pupils consistently whilst recognising and responding to their individual needs
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities
- Promote independence and employ strategies to recognise and reward achievement of self-reliance
- Provide feedback to pupils in relation to progress and achievement
- To play a key part in mentoring young people and to act as a positive role model, encouraging positive behaviour and thinking in all students
- To support strategies to maintain high attendance for the students and action non-attendance by informing parents and Attendance Service staff when appropriate
- To engage with and mentor children and young people

Mainstream Schools:-

- To uphold the school and class rules and expectations for curriculum and behaviour,
- To plan and review targeted early intervention programmes with class teacher and behaviour support teacher, keeping records as required.
- To support the pupil individually or in a small group with regard to the targets set in the programme.
- To undertake any such other reasonable tasks as requested by the senior staff or Head of Cranbury College

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| Personal Attributes | <ul style="list-style-type: none"> • Higher Level Teaching Assistant standards or equivalent qualification or experience • Excellent numeracy/literacy skills – equivalent to minimum Level 2 in English and Maths • Training in relevant learning strategies e.g. literacy/phonics • Specialist skills/training in curriculum or learning area e.g. bi-lingual, sign language, ICT • Experience working with nursery / primary / secondary aged pupils with emotional, behavioural and social difficulties in a learning environment • Experience of working with disaffected, challenging and vulnerable young people • Experience or understanding of work in a multi-racial diverse community and some knowledge of strategies to tackle issues of equality whilst promoting social justice • Can use ICT effectively to support learning • Full working knowledge of relevant policies/codes of practice/legislation • Working knowledge and experience of implementing national/foundation stage curriculum and other relevant learning programmes/strategies • Good understanding of child development and learning processes • Understanding of statutory frameworks relating to teaching • Ability to organise, lead and motivate a team if required • Constantly improve own practice/knowledge through self-evaluation and learning from others • Ability to relate well to children and adults • Ability to employ strategies to improve a young person's self-esteem and self-worth through a co-ordinated programme • Ability to offer a specific skill that can further enhances the personal development of our students. • Resilience to work in a dynamic, trauma-informed environment, with pupils that have social, emotional, academic and mental health needs • Understand the importance of positive role modelling • Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these • Ability to use initiative discreetly and remain calm in a crisis • Ability to work in sometimes stressful situations and manage professionally one's own behaviour and emotional response to very challenging behaviours in others • Ability to relate to, and communicate with, a range of professionals, colleagues, parents and pupils • Ability to maintain confidentiality |
| Organisational Chart |  <pre> graph TD A[Primary Behaviour Support Manager/Behaviour Support Officer] --- B[HLTA] </pre> |

Maiden Erlegh Trust is an Ethical Leadership Pathfinder organisation and we are committed to safeguarding, equality and promoting the welfare of children and young people. We are also committed to having the highest expectations of pupil/students and staff, and supporting everyone to reach their full potential. All employees of the school and Trust are expected to share these commitments. All posts require satisfactory employment checks and references and a satisfactory enhanced Disclosure and Barring Service check. All Leadership roles will require a Section 128 check

Signed: _____

Date: _____

Post holder