



JOB DESCRIPTION

JOB TITLE	HLTA for SEND Support
SCHOOL	Foxford Community School
GRADE	Grade 4 - £25,183 - £28,624 FTE Pro rata £21,853 - £24,839 based on 37 hours per week for 39 weeks per year
HOURS	Full time (37 hours per week) Term time only plus 1 week for teacher training days

Job Purpose:

- To provide a child-centred, bespoke educational experience to support the learning needs and inclusion of children with SEND.
- To use skills, knowledge and training to support the inclusion of SEND students with specific learning and communication needs.
- To modify and differentiate the mainstream curriculum experience, where relevant, to support learning in the class, 1:1 and in small groups
- To provide further educational experience and interventions for other pupils with SEND under the supervision of the SENCO
- To support the classroom teacher, SEN students and specific groups within school, both within the classroom and outside the classroom, by providing a specialism in behaviour support. To provide educational support, care and supervision to students with SEN.
- To provide personal care for students which may include supporting with toileting, hygiene, dressing and eating.

Duties and Responsibilities

- You will need to have high expectations of all students, with a commitment to helping them fulfil their individual potential.
- Be able to establish fair, respectful, trusting, supportive and constructive relationships with students.
- Demonstrate the positive values, attitudes and behaviour expected from students.
- Be able to communicate effectively and sensitively with students, colleagues and parents.
- Recognise and respect the contributions that parents and carers make to the development and wellbeing of children and young people.
- Demonstrate commitment to collaborative and cooperative working with colleagues.
- Demonstrate commitment to improving your own knowledge and practice, including responding to advice and feedback.
- Demonstrate a growth mindset and contribute to the professional culture of the school.
- To support students who have a Special Educational Need: cognition and learning; emotional and behavioural difficulties.
- To assist the class teacher and other staff in carrying out an appropriate planned programme of work to meet the needs of the particular students enabling him/her to reach full potential.
- To assist the student's integration into the rest of the class/group.
- To encourage and support the learning process of the student both on one-to-one basis and within a group.
- To assist in the monitoring of the student's performance and to report progress.

- To provide feedback to enhance the student's self esteem and to encourage acceptable behaviour.
- To care for the safety, welfare and hygiene of the student.
- To liaise effectively with all staff in the school.
- To cover as required for absent colleagues within the SEN Faculty.

Additional Responsibilities:

- To work with the student individually or in a group on a programme of activities planned and directed by the teacher.
- To work with other students, where it is in the student's interest to work individually with the class teacher or to develop independent learning.
- To work with SEN students to support and develop their reading skills.
- To provide alternative differentiated tasks for students with EHCP when appropriate.
- To facilitate Access Arrangements for examinations for SEN students by acting as reader/amanuensis and invigilator.
- To provide reports and attend review meeting as required.
- To liaise and communicate with outside agencies as required.
- To provide support for students with emotional and behavioural difficulties.
- To help the student to focus his/her attention and keep on the task.
- To help the student develop positive relationships with other students and adults.
- To be ready to listen to the student and offer appropriate support when necessary.
- To use techniques of reward and time out as part of a behavioural programme.
- To provide information for behavioural records and report back as required.
- To liaise with parents/carers where appropriate
- To support and implement school behaviour policy.
- To cover lessons for absent teachers.
- Be aware of and comply with policies and procedures relating to child protection, health and safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Ensure that students are able to safely use equipment and materials provided.
- Support and contribute to the overall ethos/work/aims of the school.
- Assist with the supervision of students outside of lesson times, including before and after school and during lunchtime.
- Assist with group activities within and away from the classroom/school, such as PE, swimming, educational visits.
- Participate in personal and professional development activities to meet the changing demands of the job, and encourage and support other staff in their development and training.
- Any other duties and responsibilities within the range of the salary grade. All duties and responsibilities must be carried out with due regard to the School's Health and Safety Policy.

Professional knowledge and understanding

You will need to:

- Understand the key factors that affect students learning and progress.
- Recognise the cognitive and environmental factors exists that can create barriers to learning, social and emotional development and progress for autistic students and understand how these can be mitigated through appropriate adjustments.
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- Know how to contribute to effective personalised provision by taking practical account of a student's individual cognitive, communication and sensory profile

Professional Skills

With support from the SENDCo, you will need to:

- Be able to modify the key stage 3 curriculum content and delivery for a learner whose communicative, cognitive, sensory and attainment profiles are such that they require differentiation in all subject areas.
- Be able to plan, resource and deliver activities to meet the learning objectives of this differentiated curriculum, particularly in 1:1 situations.
- Make use of the information provided in an EHCP, to ensure positive inclusion and progress is achieved.
- Be able to deliver 1:1 and small-group interventions, to support the development of social skills, self-awareness and emotional regulation
- Be able to use ICT to support professional activities, including our MIS system Arbor, specific assessment systems and intervention programmes

Planning and Preparation

You will be expected to:

- Carry out the planning and preparation of learning activities to be delivered in 1:1, small group and whole class environments.
- Plan our role in learning activities.
- Devise structured activities that can interest and motivate a small steps learner, in order to advance their learning.
- Plan for the inclusion in learning activities and within the wider school community of the young person you are supporting

Teaching and Learning Activities

Teaching and learning activities will take place under the direction of the SENDCO and Class Teachers

You will be expected to:

- Organise and manage learning activities to provide modified Key Stage 3 curriculum content and delivery for an autistic learner whose communicative, cognitive, sensory and attainment profiles are such that they will require differentiation in all subject areas and significant differentiation in Maths and English.
- Provide opportunities for small steps learning and over- learning.
- Deliver a range of 1:1 and small-group interventions, to support the development of social skills, self-awareness and emotional regulation.
- Use effective communication and interaction skills, in line with the communication profile of the student you are supporting, to promote positive behaviour and facilitate effective learning.
- Recognise and respond appropriately to situations that might challenge equality of opportunity for the student you are supporting.
- Support the student's development and maintenance of positive social connections, within their peer group and the wider school community, during nonteaching time.



- Provide cover for colleagues when appropriate, as directed by SLT.
- Undertake other ad-hoc duties commensurate with the position.

Monitoring and Assessment

You will be expected to:

- Monitor the responses to activities of the student you are supporting and modify your approach and their educational experience/environment accordingly.
- Monitor progress, and provide focused support and sensitive feedback to the student.
- Support the evaluation of progress using agreed assessment techniques, to contribute to maintaining records of progress.

Beyond the classroom

As a member of Foxford School, it is hoped you will:

- Attend school functions, concerts and events as appropriate.
- Attend and contribute to relevant briefings, meetings, INSET and CPD activities

Post holder reports to: Assistant Headteacher/ SENCO

Safeguarding

Staff are accountable for the way in which they exercise authority, manage risk, use resources and protect students, who they are responsible for or in contact with, from discrimination and avoidable harm. All staff, where paid or voluntary, have a duty to keep young people safe and to protect them from harm. When an individual accepts a role that involves working with children and young people they need to understand and acknowledge that the responsibilities and trust are inherent to that role. There will be a requirement that staff observe their obligations in accordance with the Trust's safeguarding procedure and report any concerns in accordance with the procedure to the appropriate person.

Rehabilitation of Offenders Act 1974

This job is exempt from the provisions of the Rehabilitation of Offenders Act 1974. Appointment to this job is subject to an enhanced DBS disclosure being obtained, and any relevant convictions cautions and reprimands being considered. Any convictions, cautions or reprimands of relevance, obtained by the post holder after enhanced DBS clearance has been acquired, must be disclosed to the headteacher by the post holder. Failure by the post holder to do so, or the obtaining by the post holder of a relevant conviction caution or reprimand, may be managed in accordance with the Trust's disciplinary procedure.

Health and Safety

The post holder is required to exercise their duty of care by taking responsibility for their own health and safety, and the health and safety of other people who may be affected by their acts or omissions (failure to act). Full guidance regarding health and safety is set out in the Trust's Health and Safety Policy, and in any risk assessments relevant to the post holder's role or circumstances. Which must be observed.

Confidentiality and Data Protection

The post holder is expected to comply with the provisions of the Data Protection Act 2018. Any information they have access to, or are responsible for, must be managed appropriately and any requirements for confidentiality and security observed. Information must not be disclosed to any person or Authority, for example a parent or the Police, without observing the correct procedure for disclosure as set out in the Trust's Data Protection Policy.

Equality and Diversity

The Trust is committed to equality and values diversity. As such the Academy is committed to fulfilling its Equality Duty obligations, and expects all staff and volunteers to share this commitment. The Duty requires the Academy to have due regard to the need to eliminate unlawful discrimination, harassment and victimisation, advance equality of opportunity and foster good relations between people who share characteristics, such as age gender, race and faith, and people who do not share them. Staff and volunteers are required to treat all people they come into contact with, with dignity and respect, and are entitled to expect this in return.

Training

The Trust has a shared responsibility with the post holder for identifying and satisfying training and development needs. The post holder is expected to actively contribute to their own continuous professional development, and to attend and participate in any training or development activities required to assist them in undertaking their role and meeting their safeguarding and general obligations.

This job description may be subject to review and/ or amendment at any time to reflect the requirements of the job. Any amendments will be made in consultation with any existing post holder and will be commensurate with the grade for the job. The post holder is expected to comply with any reasonable management requests.

Copies of all relevant policies are available through the post holder's line manager and the Trust HR team.

Person Specification

HLTA – SEND Support

We would like to appoint a person who:	Attributes	Measurement	Essential / Desirable
KNOWLEDGE	<ul style="list-style-type: none"> • Knowledge of relevant policies/code of practice and understanding of relevant legislation, including those relating to SEND students. 	A, I	E
	<ul style="list-style-type: none"> • A working knowledge of the national curriculum and other relevant learning programmes 	A, I	E
	<ul style="list-style-type: none"> • Basic understanding of child development and learning 	I	E
	<ul style="list-style-type: none"> • An understanding of the challenges facing young people from a disadvantaged community 	I	E
	<ul style="list-style-type: none"> • Knowledge of the requirements of the National Curriculum 2014 	A, I	E
	<ul style="list-style-type: none"> • Working knowledge and good understanding of autism and the unique nature of its presentation across individuals, including the impact of different sensory profiles 	A, I	E
	<ul style="list-style-type: none"> • Understanding of a range of learning difficulties 	A, I	E
	<ul style="list-style-type: none"> • Understanding of different communication and interaction strategies 	A, I	E
	<ul style="list-style-type: none"> • Understanding of cognitive and learning interventions 	A, I	E
	SKILLS AND ABILITIES	<ul style="list-style-type: none"> • Good organisational skills 	A, I
<ul style="list-style-type: none"> • Effective communication skills in order to deal with colleagues, students, visitors and external agencies (in person or by telephone) to assist in understanding and resolving queries 		A, I	E
<ul style="list-style-type: none"> • Willingness to participate in internal and external training 		A, I	E
<ul style="list-style-type: none"> • Ability to work independently and as part of a team 		A, I, R	D
<ul style="list-style-type: none"> • Existing experience of developing small steps learning opportunities for children with Specific Learning and Communication Difficulties 		A, I, R	E
<ul style="list-style-type: none"> • Ability to work effectively with all members of the school team 		A, I	E
<ul style="list-style-type: none"> • Ability to differentiate learning activities to support the inclusion of learners with SEND within mainstream classes 		A, I, R	E
<ul style="list-style-type: none"> • Ability to be flexible and responsive to the demands of learners and modify approaches accordingly 		A, I, R	E
<ul style="list-style-type: none"> • Creative and effective teaching and learning styles to engage, motivate, and enable learners to make good progress 		A, I, R	E
<ul style="list-style-type: none"> • Ability to adapt communication style and language use to suit the receptive level of different pupils 		A, I, R	E
<ul style="list-style-type: none"> • Able to form and maintain appropriate professional relationships and boundaries with children and young people 		A, I, R	E
<ul style="list-style-type: none"> • Proficient IT Skills 		A, I	E
<ul style="list-style-type: none"> • Effective oral and written communication skills 		A, I	E
<ul style="list-style-type: none"> • Excellent interpersonal skills both when working with young people and within professional relationships with a range of contacts 		A, I, R	E
<ul style="list-style-type: none"> • Good organisation and time management skills 		A, I, R	E
EXPERIENCE	<ul style="list-style-type: none"> • Previous experience of working with young people in one of a range of fields including education, youth work, health and social work 	A, I, R	D

	<ul style="list-style-type: none"> • A minimum of 2 years' experience working with children/young people in an educational setting • Experience of working in a teaching or support role with autistic young people • Specialised in SEND Support within a Specialist Provision and/or Specialised in SEND Support within a mainstream environment • Experience of supporting students with personal care including supporting with toileting, hygiene, dressing and eating. 	A, I	E
		A, I	E
		A, I	D
		A, I	D
QUALIFICATIONS	<ul style="list-style-type: none"> • GCSE Maths and English (or equivalent) • Relevant qualifications at a level equivalent to at least NVQ Level 4 (HLTA) Or Hold Level 3 TA qualification with demonstrable skills, knowledge, and experience that enable fulfilment of the duties and responsibilities outlined in the job description • HLTA qualification Undertaken courses in SEND: <ul style="list-style-type: none"> • Autism • Dyslexia / Dyscalculia • Mental Health • Willingness to undertake HLTA qualification if not already held 	A	E
		A	E
		A	D
		A, I	D
PROFESSIONAL DEVELOPMENT	<ul style="list-style-type: none"> • Committed to personal and professional development • Willingness to attend school training sessions 	A	E
		A	E
PERSONAL QUALITIES	<ul style="list-style-type: none"> • Flexible and approachable • Ability to develop and maintain positive working relationships within school and with external agencies • Resilient under pressure • Relating positively to and showing respect for all members of school and wider community 	A, I	E
		A, I, R	E
		A, I, R	E
		A, I, R	E
OTHER REQUIREMENTS	<ul style="list-style-type: none"> • Flexibility • Self-motivating • Approachable • Able to take initiative • Able to work calmly under pressure • Demonstrable commitment to safeguarding and promoting the welfare of children • A commitment to the vision and ethos of the school • Openness, energy and enthusiasm, and ability to inspire confidence • Positive attitude, understanding, and respect towards parents, learners, staff, governors and the wider community • An understanding of and a genuine commitment to Equal Opportunities 		
SAFEGUARDING	<p>In addition to candidate's ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:</p> <ul style="list-style-type: none"> • Motivation to work with children and young people • Ability to form and maintain appropriate relationships and personal boundaries with children and young people. • Emotional resilience in working with challenging behaviours • Attitudes to use of authority and maintaining discipline. 		

A = Application Form, I = Interviews, R = References