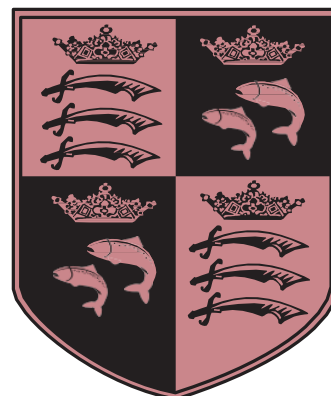




Salmons Brook School

Improving the quality of children's lives by developing their potential



HLTA - Inclusion, Student Leadership and Behaviour Support

SO1

Permanent/Full-time

Outer London

Required As soon as possible

Headteacher: Kimberley Matthews

Telephone: 020 3089 5900

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Website: www.edact.org.uk

Salmons Brook School: Bell Lane, Enfield EN3 5PA

About EdAct



<https://www.edact.org.uk/>

Our Trust comprises Edmonton County Secondary School (Bury and Cambridge Campuses), Lea Valley Academy, Edmonton County Primary School, and Salmons Brook School (SEMH) and the Konrad Halls Centre – EdAct's children's therapy and alternative education centre.

Our Academies provide an education for children aged 4-18 in North London. We have been educating young people in this part of London since 1919 and throughout that time our approach has been epitomised by high standards and academic excellence, a tradition that continues today.

Our values of aspiration and achievement, personal responsibility, self-discipline and mutual respect are evident in all our work and result in young people who develop and grow as independent, resourceful and resilient individuals.

The Trust has set out the following vision for its work:

Excellence in all we do

Developing a shared understanding of teaching and learning by sharing strengths and best practice

Ambitious and Accountable to our community for the better use of public funds so more resources are available to address the challenges we face

Creative in our approach to achieving the best for the children

Trusted by the community to provide a high-quality education and a great place to work

As a Trust we are committed to providing the best for the children in our schools but also to offer excellent professional development to our wonderful team of staff. If you join us, you will enjoy excellent conditions of service and teach children who are keen to learn and succeed. The success of our Trust means that you will have great career prospects either within the Trust or beyond.

We look forward to hearing from you.

Dr Susan Tranter
Chief Executive



About Salmons Brook School



<https://www.salmonsbrook.org.uk/>

Salmons Brook School is a mixed special school, which caters for young people with social, emotional and mental health (SEMH) needs.

Our students' primary need will be SEMH and some may have co-occurring needs in one or more of the following areas: communication and interaction; cognition and learning; sensory and/or physical needs.

Our vision and core purpose is **improving the quality of children's lives by developing their potential.**

We are focused on developing positive character traits within our students and approach this through a shared commitment to our 'CREATE' values.

Our aim is that all students at Salmons Brook:

- Engage and grow together as part of an inclusive Community, rooted in fairness.
- Develop secure and lasting Relationships, fostered by kindness.
- Share experiences that provide Enrichment, enhanced by teamwork.
- Foster ambitious Aspirations, through a commitment to learning.
- Build a culture of Trust, by displaying honesty in their actions.
- Achieve their potential, supported by a personalised Education and a curiosity for learning

We will achieve these aims by:

- Delivering an innovative, ambitious and highly specialised curriculum, which includes exposure to enrichment activities that develop personal growth.
- Creating a therapeutic, student-centered learning experience, which focuses on the specific needs of the student, develops self-esteem and helps build secure and lasting relationships.
- Fostering community cohesion to challenge inequality and embrace diversity.

Salmons Brook School opened in September 2022 for 40 students Year 7–10. The building was designed and built to meet the needs of the students attending the school.

Kimberley Matthews
Headteacher

Job Description: HLTA

Job title:	HLTA - Inclusion, Student Leadership and Behaviour Support
Salary:	SO1
Hours:	36 hours per week, 40 weeks per year (pro rata)
Responsible to:	Lead Practitioner and Assistant Headteacher

Salmons Brook School is a specialist SEMH school for young people aged 11 – 19. We have 70 places for young people. We opened in September 2022 for 40 young people in Year 7 – 10. Our vision and core purpose is to improve the quality of life for our school and wider community by nurturing potential. We are focused on developing positive character traits within our students and approach this through a shared commitment to our 'CREATE' values.

Salmons Brook School are seeking to employ an HLTA, who would be a key member of the school community. We are looking for a HLTA to support the student welfare and safeguarding offer at Salmons Brook. This staff member would be leading and delivering interventions both in small group form and 1-1. This role will include supporting our young people throughout the school day in regards to their safety and their social and emotional responses and wellbeing. This role will form a key part of the Pastoral offer at Salmons Brook and would work closely with both our education and pastoral team.

Salmons Brook School offers a thorough training programme for all our staff. This would include any specialist training required to meet the needs of this role. We are looking for a passionate and dedicated individual with a desire to make a difference in the lives of young people and who has a genuine desire to improve the quality-of-life for our community.

Salmons Brook School is a unique school community and so we are looking for someone who will complement the existing staff team and who can work collaboratively with our students, families and staff.

This role would include sole working with young people as well as working as part of a team.

All roles at Salmons Brook require staff to undertake Team Teach positive behaviour handling training.

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Job Description: HLTA

Purpose of the Role:

To have oversight of the educational provision for pupils within the CREATE provision. This includes pupils who access CREATE provision on both a short term or a longer term basis, both onsite and offsite.

Duties will include:

- Designing, leading and monitoring personalised interventions.
- Leading staff working with pupils within the CREATE provision and directing them as to the curriculum and support given.
- Producing daily and weekly provision mapping, monitoring and reporting on progress.
- Working with the Quality of education team, SEN team, intervention team and pastoral team to develop targets, interventions, and the provision of resources.
- Promoting academic and social targets.
- Providing support for young people's emotional, social and physical welfare.
- Developing strategies and ways of working with individual pupils and groups of pupils and sharing these with the wider school to monitor implementation and impact of these strategies.
- Encouraging the inclusion of young people in all aspects of school life.
- Daily and weekly communication with families and wider school.
- To lead and coordinate the school's Student Leadership and Student Voice programme across Years 7 to 13, ensuring all pupils have regular opportunities to develop leadership skills, contribute to school improvement, and take an active role in shaping the school community.
- To contribute to the school community by upholding the school ethos, supporting young people during both onsite and offsite learning activities, or at other settings as required.
- To assist in meeting the special educational needs (SEN) of all students through partnerships with families, teachers and other professionals.
- To lead specific interventions including planning, delivery, assessment and monitoring.
- To be a lead practitioner in the support of students across the curriculum.

General Responsibilities:

- To have daily oversight of the CREATE provision.
- To plan interventions in line with the needs of the students and in support of the wider curriculum.
- To deliver interventions and small group sessions across the curriculum.
- To assess progress against agreed benchmarking and progress criteria, including updating evidence, providing feedback and assessing attainment.

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Job Description: HLTA

- To mark students, work within your groups and provide high quality feedback.
- To monitor and report progress over time using the school's assessment processes.
- To meet with parents/carers to give feedback on progress at agreed times of the year.
- To contribute to the planning, delivery and running of our extra-curricular enrichment offer which includes a breakfast club (8am – 8.30am) and an after-school provision (3.30pm – 6pm). This would be undertaken alongside other members of the Inclusion team on rotation, a flexible approach to supporting the school will be required.
- To provide support to the wider school as required, including covering lessons if required.

Student Leadership and Student Voice Responsibilities:

- To develop, lead and oversee a whole-school Student Leadership and Student Voice strategy across Years 7 to 13.
- To ensure all pupils have access to at least termly opportunities to develop leadership skills, responsibility, confidence and active citizenship.
- To establish and coordinate a range of student leadership roles, groups and projects that reflect the interests, strengths and aspirations of pupils across the school.
- To organise, facilitate and support the School Council, ensuring representation from all year groups and pupil cohorts.
- To lead School Council meetings each term and support pupils to identify priorities, develop proposals and present their views effectively.
- To work with senior leaders and staff to ensure that student voice informs decision-making, school improvement and the development of school policies and practices where appropriate.
- To support pupils in planning, delivering and evaluating leadership initiatives, campaigns, events and community projects.
- To monitor the implementation and impact of School Council and student leadership initiatives, ensuring pupils receive feedback on actions taken in response to their contributions.
- To promote pupil participation, equality of opportunity and inclusion so that all students, including those with SEND and SEMH needs, can access meaningful leadership opportunities.
- To encourage pupils to develop key leadership qualities including communication, responsibility, teamwork, resilience, advocacy, problem-solving and self-reflection.
- To maintain records of student leadership participation and achievements and contribute evidence towards personal development, behaviour and attitudes, and wider school improvement priorities.
- To work closely with pastoral, safeguarding and curriculum teams to ensure leadership opportunities support pupils' personal development and preparation for adulthood.
- To develop opportunities for older students in Key Stages 4 and 5 to mentor and support younger pupils where appropriate.

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Job Description: HLTA

- This is in addition to the responsibilities of a Learning Support Assistant, which can be found below:
- To support learning and behaviour within the classroom alongside a class teacher, taking an active role in supporting the ongoing development of young people.
- To carry out interventions or targeted pieces of work, to support the learning of young people.
- To contribute to discussions about the progress of young people with teachers, parents and other professionals.
- To take an active role and responsibility when supervising and supporting young people.
- To carry out and complete administrative duties alongside office staff as are relevant to the role.
- To take a proactive role in supporting engagement in CREATE Learning, this will include leading on interventions such as movement breaks, sensory regulation activities etc.
- To support the smooth running of the school by carrying out break and lunch duties, as required.
- To work creatively and therapeutically with young people with a wide range of complex SEN, some of whom may present with challenging and/or delayed development.
- To work co-operatively with other professionals in a multidisciplinary setting to meet the needs of the young people.
- To have a willingness to operate flexibly within the role, which may mean reallocation to a different class or group of young people without notice in order to provide the best outcomes and support for the young people at Salmons Brook School.
- To promote and safeguard the welfare of young people that you are responsible for or come into contact with.
- To follow positive behaviour support plans for all young people, feeding back any comments to the Pastoral Lead.
- To carry out positive handling techniques.
- To support the uploading of student progress evidence for assessment.
- To develop relationships with young people.
- To support young people and other staff in promoting the achievement of goals and outcomes identified in young people's Education Health and Care Plans.
- To provide first aid support, if required.
- To promote the ethos of the school including Zones of Regulation, Emotion Coaching and The Restorative Approach.
- To attend and contribute to meetings as required.
- To actively gain an understanding of young people's individual special needs and communicate these to others who may be less familiar with them.
- To communicate with parents and carers as required.
- To liaise closely with all staff in order to share information about the young people you are supporting.
- To support the school with any administrative tasks as directed.
- The school can choose to provide the opportunity for training to drive the school minibus (a full driver's licence is required), in order to support offsite learning and trips.
- To attend parent events as appropriate.

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Job Description: HLTA

Professional Responsibilities:

- To ensure any urgent safeguarding concerns are raised immediately with the DSL or deputies to ensure prompt and appropriate action is taken.
- To communicate with your line manager regularly.
- To participate in appropriate and relevant training as identified by the line manager or the Senior Leadership Team.
- To carry out any reasonable requests made by the line manager of Senior Leadership Team.
- To carry out all duties in the context of, and in compliance with school policies.
- To ensure that you are up to date with all relevant safeguarding changes, and have signed to say that you have received these.

The above-mentioned duties are neither exclusive nor exhaustive and the post holder may be required to carry out other relevant and/or reasonable duties as directed by the Senior Leadership Team or their Line Manager, commensurate with the skills, abilities and grade of the post. This job description may be amended at any time following discussion between the headteacher and member of staff.

Whilst every effort has been taken to explain the duties and responsibilities of the post, certain individual tasks may not be identified. The post holder will be expected to comply with any reasonable request from a manager to undertake any task of a similar level that is not specified in the job description.

All employees are expected to follow the staff code of conduct.

HLTA – Person Specification

Category	Essential	Desirable
Qualifications and Training	- GCSE Grade C or above in Maths and English - Training, or ability to undertake training, in Positive Handling techniques - Experience of supporting pupil leadership, enrichment activities, mentoring programmes or student participation initiatives - Experience of successfully engaging young people in consultation, decision-making or leadership opportunities	- Teaching and learning qualification or evidence of further study, or desire to undertake - Evidence of Continuing Professional Development relevant to role - First aid certification or ability to undertake this - Team Teach positive behaviour support training - Experience of leading a School Council, Student Parliament or similar student leadership forum. - Experience of coordinating whole-school personal development, enrichment or student voice programmes.
Experience	- Experience of delivering interventions/curriculum within a school setting - Experience of being a lead practitioner within a classroom setting - Experience of working with young people with SEMH and/or SEND - Experience of working effectively with the parents /carers of young people - Commitment to ensuring that all children are well safeguarded, supported and guided in both their personal development and academic - Experience of working within schools	- Knowledge and experience of young people with SEND, especially SEMH & SLCN - Experience of delivering small group interventions
Skills, knowledge and aptitude	- Good understanding of teaching and learning principles - Good understanding of the emotional and psychological needs of young people - Ability to work creatively and therapeutically with children with a wide range of complex SEN, some of whom may show challenging behaviours - Ability to engage constructively with, and relate to, a wide range of young people from difference ethnic and social backgrounds and with their families and carers - Ability to prioritise changing demands whilst remaining calm and professional - An ability to use ICT effectively - Ability to communicate effectively both orally and in writing with adults and young people - The ability to work flexibly as part of a team and to work cooperatively and collaboratively - The ability to communicate effectively with young people, parents and staff - Knowledge of and commitment to strategies to ensure inclusion and equal opportunities including pro-actively ensure that Equalities and Diversity policies are implemented throughout - Evidence of a good record of attendance and punctuality, and an ability to cope under pressure - Work constructively as part of a team understanding classroom roles and responsibilities and your own position within the team - Ability to inspire, motivate and empower young people to become active leaders within the school community. - Strong facilitation, communication and organisational skills to lead student groups and forums effectively. - Ability to gather, analyse and respond to pupil voice to support school improvement. - Knowledge of approaches that promote pupil participation, inclusion and personal development.	- Knowledge and experience of zones of regulation and emotion coaching techniques - Good working knowledge of restorative practices and nurture principles - An understanding of child development and how young people with complex needs may differ - Knowledge of effective student leadership and student voice frameworks in secondary education. - Understanding of leadership development, citizenship and preparation for adulthood for young people with SEMH needs.
Personal attributes	- Energy, ambition and enthusiasm with a willingness to develop new skills - Ability to establish inclusive, respectful, supportive and constructive relationships with young people - A “can do” attitude towards supporting the aims and ethos of Salmons Brook School and contributing to its success - Commitment to the protection and safeguarding of children and young people - Ability to relate to young people and adults - Willingness to undertake any training required for the development of this role	- Flexibility and desire to adapt to different roles and tasks as required by the school - An affinity with a particular subject or subjects

How to apply



You can apply online by completing the application form:

<https://edact.org.uk/careers>

We look forward to hearing from you.



Bell Lane, Enfield EN3 5PA

Tel: 020 3089 5900 Email: office@salmonsbrook.edact.org.uk

Headteacher: Kimberley Matthews

