

Job Description and Person Specification

HLTA – SEN Specialist

JOB DESCRIPTION

JOB TITLE	HLTA – SEN & PE Specialist
EMPLOYER	University of Brighton Academies Trust
LOCATION	The St Leonards Academy
GRADE	<u>East Sussex Single Status 8</u>
RESPONSIBLE TO	Facility Lead
MAIN PURPOSE OF THE JOB	<ol style="list-style-type: none"> 1. To plan, deliver and assess physical interventions for students with physical disabilities in the academy 2. To plan, deliver and quality assure physical education lessons for students with SEND within the Facility in TSLA
MAIN TASKS / KEY RESPONSIBILITIES	
1.0	To plan, deliver and assess physical interventions for students with physical disabilities in the academy
1.1	Work collaboratively with the Facility Lead, SENCO and Assistant SENCO and to effectively support the physical needs of SEND students by delivering interventions on either 1:1, small group basis or supporting PE lessons within the academy.
1.2	Communicate effectively and sensitively with pupils to adapt to their needs and support their learning through interventions to adhere to the statutory requirements of EHCP's.
1.3	Demonstrate a level of subject and curriculum knowledge relevant to the role and apply this effectively supporting the intervention learning outcomes.
1.4	To promote the acceptance and inclusion of the pupil(s) with SEN, encouraging pupils to interact with each other in an appropriate and acceptable manner
1.5	To use evidence-based practice to support both formative and summative assessment within all delivered interventions, keeping records to be shared with pupils, parents and wider professional agencies.
1.6	To undertake observations and assessments of pupils with special educational needs. To take a lead role in co-ordinating reviews of pupils' progress, including liaising with other agencies as appropriate
1.7	Demonstrate understanding of the needs of specialist programmes, working in conjunction with Occupational Therapists, to support the needs of students within the academy.
2.0	To plan, deliver and quality assure physical education lessons for students with SEND within the Facility in TSLA
2.1	To prepare and implement well-structured and progressive sports coaching programmes ensuring a high quality, enjoyable coaching experience centred on the needs of pupils. The

	coaching programme will link the Academy and the wider community, and will aim to provide increased opportunities for pupils to participate in sport and physical activity
2.2	Maintain a stimulating and safe learning environment during intervention by organising and managing physical teaching spaces and resources.
2.3	To lead engaging PE lessons based on the National Curriculum and The St Leonards Academy Policies and Progressions.
2.4	Implement behaviour management strategies consistently in line with Academy policy and procedures.
2.5	To provide sports nurture and mentoring sessions on a one to one and small group basis to improve engagement and school enjoyment for the most vulnerable pupils.
2.6	To create a positive and fun atmosphere in which to motivate and encourage pupils to participate in sport and physical activity
2.7	To work as a mentor and positive role model for PE and competitive sports, actively encouraging a healthy and active lifestyle, whilst seeking out those pupils most in need of, and whom would benefit most from an intervention and coaching.
2.8	To take positive steps to identify and overcome barriers to participation amongst pupils, prioritising access and inclusion.
2.9	To work closely with the PE department and Facility Lead to support with the coordination and delivery of a rich, broad and balanced PE curriculum to SEN students within the facility.
2.10	To support with all legal and statutory requirements and support to provide progress reports as required.
2.11	To prepare work and activities in advance of the lesson (within employed hours)
3.0	Other
3.1	Attend to the pupils' personal needs, and implement related personal programmes, including social, health, physical, hygiene, first aid and welfare matters including First Aid procedures, following appropriate training
3.2	To act as a mentor to Teaching Assistants who are undergoing SEN training.
3.3	To lead on and carry out personal care for students who need additional assistance during school hours, undertaking training and additional qualifications where necessary.
3.4	To maintain high levels of confidentiality and professionalism at all times
3.5	To carry out all activities in line with the Trust's policies for Health and Safety, and Equal Opportunities
3.6	To participate in professional development activities
3.7	To undertake other reasonable duties as directed by your line manager
<p>This Job Description is correct at the time of print and gives the main responsibilities and tasks of the role. These may however be changed or added to as appropriate.</p> <p>There may also be the need for staff to undertake additional duties from time to time, appropriate to the level of the post. Should these additional tasks become a frequent part of the role, the job description will be revised through consultation with the post holder.</p>	

Date: July 2023

- All support staff posts within the Trust are subject to a six-month probationary period
- This post is subject to an Enhanced DBS Check
- This post is exempt from the Rehabilitation of Offenders Act (1974) – applicants must be prepared to disclose all criminal convictions and cautions including those that would otherwise be spent under the Act.

The University of Brighton Academies Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

PERSON SPECIFICATION

The criteria below indicate the qualities that are needed to do the job well. Candidates for the post will be selected according to the extent to which they satisfy them, and their evidence of potential for developing the rest further. Most of the criteria must normally be met in order to qualify for selection.

	ESSENTIAL	DESIRABLE	Assessment Method
Education & Qualifications	<ul style="list-style-type: none">• A good practical standard knowledge of English and Mathematics• Specialist training in disability and learning difficulties• Achievement of or working towards professional standards for Higher Level Teaching Assistants	<ul style="list-style-type: none">• Positive Handling Training e.g. MAPA• Nurture Practitioner Training or another equivalent qualification• Undertaken training in a language programme to aid communication. For example, Makaton• Degree or a Diploma of Higher Education in Sports Science, Sports Coaching or Physical Education	Application Form
Knowledge and Experience	<ul style="list-style-type: none">• Experience of delivering small group and 1:1 interventions within the Special Facility with children/young people with learning difficulties or disabilities• Experience of formative and summative assessment• Knowledge of the legal and organisational requirements for maintaining the health, safety and security of yourself and others in the learning environment• Knowledge of SEN Code of Practice• Knowledge of strategies to recognise and reward	<ul style="list-style-type: none">• Good knowledge of a variety of sports• Knowledge of Trust policies on Child Protection, Behaviour for Learning and Equal Opportunities.• Experience of teaching all year groups across the secondary age range	Application & Interview

	<p>efforts and achievements towards self-reliance that are appropriate to the age and development stage of the pupils</p> <ul style="list-style-type: none"> • Experience of supporting children in a classroom environment, including those with special educational needs • Experience of using Information Technology to support pupils in the classroom • Good understanding of the characteristics and qualities of high quality PE lessons • Thorough knowledge and understanding of safeguarding children 		
Skills & Competencies	<ul style="list-style-type: none"> • The ability to challenge and engage SEN students in their learning through creative opportunities, with high levels of expectations of all learners • Ability to deal with challenging behaviour • Ability to use language and other communication skills that pupils can understand and relate to • Ability to establish positive relationships with pupils and empathise with their needs • Ability to follow and deliver programmes prescribed by outside agencies such as NHS and CITS • Ability to consistently and effectively implement agreed behaviour management strategies • Ability to monitor the students' response to the learning activities and, where appropriate, modify or adapt the activities as agreed with the teacher to achieve the intended learning outcomes • Enthusiastic and positive attitude towards PE and sports • To be committed to supporting disadvantaged learners to develop the resilience they need to access the wide curriculum. 	<ul style="list-style-type: none"> • Support the wider academy community activities and events 	Interview

	<ul style="list-style-type: none"> • Excellent organisational and time management skills to meet deadlines / business needs • Competent using Microsoft office 		
Personal Attributes	<ul style="list-style-type: none"> • Good communication skills • Calm, patient and good sense of humour • Flexible approach • To work well as part of a team • To be able to use initiative • To be professional and confidential with sensitive information 		Interview