

NEW MILLS SCHOOL

Job Description

Post:	HLTA SEND
Post Ref:	TA4M (Team Leader)
Grade:	G9 (PP16-19)
Line Manager:	SENDSCO
Liaison with:	Teaching Staff, Teaching Assistants, Professional Staff Involved in the Education of Children, Parents

Purpose of the Post: To carry out duties and responsibilities outlined below to lead a team of Learning Support Assistants and support the SENDSCO in raising the learning and attainment of students while also promoting their independence, self-esteem and social inclusion.

DUTIES AND RESPONSIBILITIES

Knowledge and understanding

HLTAs are expected to meet the expectations of Learning Support Assistants (LSAs) in relation to knowledge and understanding.

In addition to the expectations of LSAs, HLTAs are expected to:

- Directly supervise a team of LSAs to ensure they are meeting the expectations in relation to Knowledge and Understanding
- Support the SENDSCO in delivering staff CPD

Teaching and learning

HLTAs are expected to meet the expectations of LSAs in relation to teaching and learning.

In addition to the expectations of LSAs, the HLTA SEND is expected to:

- Directly supervise a team of LSAs to ensure they are meeting the expectations in relation to Teaching and Learning
- Use their knowledge and understanding to collaborate with the class teacher to plan, deliver and review personalised curricula for students requiring 1:1 provision
- Use their knowledge and understanding to collaborate with the SENDSCO to plan intervention programmes required by students
- Staff the SEND base for short term intervention arrangements

Working with others

HLTAs are expected to meet the expectations of LSAs in relation to working with others.

In addition to the expectations of LSAs, the HLTA SEND is expected to:

- Directly supervise a team of LSAs to ensure they are meeting the expectations in relation to working with others

- Work with the SENDCO, FTLs and other HLTAs to identify students for small-group intervention
- Work with the SENCO to source, plan, deliver and review SEMH and communication & interaction interventions required by students
- Work with the SENCO and specialist assessors in the identification, assessment, and implementation of Access Arrangements.
- Work with the pastoral team to improve attendance for specified students

GENERAL RESPONSIBILITIES

Personal and professional conduct

HLTAs should uphold public trust in the education profession by:

- Having proper and professional regard for the ethos, policies and practices of the school in which they work as professional members of staff.
- Demonstrating positive attitudes, values and behaviours to develop and sustain effective relationships with the school community.
- Having regard for the need to safeguard students' well-being by following relevant statutory guidance along with school policies and practice
- Promoting social and emotional development of the students alongside other team members
- Upholding values consistent with those required from teachers by respecting individual differences and cultural diversity.
- Committing to improve their own practice through self-evaluation and awareness, and participating in the School's performance management scheme.

School duties and meetings

- To perform duties and attend meetings as reasonably required.
- To act as a first aider (training provided as needed)
- To carry out such particular duties as the Headteacher may reasonably direct from time to time.

Note: This job description will be subject of a review as part of the appraisal scheme on a regular basis and any part of it may be amended as a result of such a review or at any time after consultation with the post holder.

Post holder's signature:

Post holder's name:

Date:

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Person Specification

Post: HLTA SEND

	Essential	Desirable
Knowledge and understanding	<ul style="list-style-type: none"> • GCSE in Maths and English at Grade A C or equivalent, to demonstrate levels of numeracy and literacy • Relevant qualification equivalent to National Qualification Framework Level 2 • Specific adaptations for various special educational needs, particularly SEMH / Communication and Interaction needs • Classroom roles and responsibilities • Behaviour management strategies • Policies and procedures relating to safeguarding, child protection, health and safety, equal opportunities, confidentiality 	<ul style="list-style-type: none"> • NVQ Level 3 Qualification in Early Years and Child Care or equivalent. • Meet HLTA Standards or have equivalent qualification of experience • Relevant subject and/or curriculum knowledge • First aid • Planning or leading training sessions for staff
Teaching and learning	<ul style="list-style-type: none"> • Experience of working with children with SEND, and specifically those with SEMH / Communication and Interaction needs <p>Ability to:</p> <ul style="list-style-type: none"> • Plan and resource activities, interventions and 1:1 curricula • Support students in groups or individually, implementing planned lessons, interventions and 1:1 sessions • Help students to understand instructions, stay on task during learning activities • Clarify misunderstandings and alter misconceptions • Support the use of ICT in the classroom. • Encourage good social skills • Promote independent learning • Extend students' thinking skills • Assess students' skills and understanding • Encourage participation in extra-curricular activities 	<ul style="list-style-type: none"> • Experience of leading learning for groups of students in an educational setting • Experience of planning, resourcing and delivering lessons and/or interventions for groups • Experience of planning, resourcing and delivering 1:1 curricula for individuals

Working with others	<ul style="list-style-type: none"> • Experience of working with children who have a wide variety of educational needs • Ability to support a team of colleagues on a day-to-day basis • Ability to work with an individual student or a group • Ability to collaborate with other staff in order to facilitate access arrangements, interventions and support good attendance • Demonstrate good communication skills both written and spoken • Utilise ICT to contribute to monitoring, recording and reporting 	<ul style="list-style-type: none"> •
Personal and professional conduct	<ul style="list-style-type: none"> • Model good behaviours • Uphold the 5Rs • Demonstrate calmness, empathy, enthusiasm, flexibility and initiative • Uphold required confidentiality 	
School duties and meetings		