



The
Pope Francis Catholic
Multi Academy Company

SEN HLTA

St Joseph's Catholic Primary School

Under the supervision of the SENCo and Senior Leadership Team: take a lead role in the school to address the needs of pupils who need particular help to overcome barriers to learning.

Support for pupils:

- Take a lead role in managing and delivering pastoral support to pupils identified by the Senior Leadership Team
- Manage the supervision of pupils working to a bespoke timetable
- Undertake assessments of pupils to determine those in need of particular help
- Assist teachers with the development and implementation of Individual Education/Behaviour/Support plans
- Take a lead role in the provision of support for pupils with special needs
- Establish productive working relationships with pupils, acting as a role model
- Support class teachers in managing the effective transfer of pupils between year groups and planned, phased integration of children into the classroom
- Provide information and advice to enable pupils to make choices about their own learning/behaviour
- Challenge and motivate pupils, promote and reinforce self-esteem, support them in the development of resilience
- Provide feedback to pupils in relation to progress, achievement, behaviour etc.

Support for teachers:

- Support pupils' access to learning using appropriate strategies, resources etc.
- Work with other staff in planning, evaluating and adjusting learning activities as appropriate
- Monitor and evaluate pupils' responses and progress against pupil profiles through observation and planned recording
- Provide objective and accurate feedback as required, to other staff on pupils' achievement, progress and other matters, ensuring the availability of appropriate evidence
- Manage record keeping systems and processes for the children you are working with
- Take a lead role in the development and implementation of appropriate behaviour management strategies
- Work as part of a team to develop systems relating to attendance and integration e.g. registration, non-attendance, pastoral systems

Support for the curriculum:

- Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs
- Actively seek information regarding, and utilise, the range of activities, courses, organisations and individuals to provide support for pupils to broaden and enrich their learning

- Determine the need for, prepare and use specialist equipment, plans and resources to support pupils

Support for the school:

- Comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Support and contribute to the school's Catholic ethos and the mission of the PFCMAC 'Imago Dei' – made in the image and likeness of God
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
- Attend and participate in meetings as appropriate
- Participate in training and other learning activities as required
- Recognise own strengths and areas of expertise and use these to advise and support others
- Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class

Working with others:

- Liaise between the Senior Leadership Team, SENCo, teaching staff and teaching assistants
- Provide support and guidance for other teaching assistants

HLTA Person Specification

Category	Essential	Desirable
Experience	<ul style="list-style-type: none"> • Experience of working with primary age children • Experience of working with pupils with additional needs 	<ul style="list-style-type: none"> • Experience of taking a lead role in nurture • Experience in using zones of regulation
Qualifications/training	<ul style="list-style-type: none"> • Meet Higher Level Teaching Assistant standards or equivalent qualifications or experience • Excellent literacy and numeracy skills – equivalent to NVQ Level 2 in English and Maths 	<ul style="list-style-type: none"> • Training in positive behaviour management / Team Teach
Knowledge/Skills	<ul style="list-style-type: none"> • Understanding of principles of child development and learning processes and in particular, barriers to learning • Ability to build positive relationships with pupils and adults • Knowledge of strategies for managing behaviour • Flexible and adaptable • Ability to think creatively • Excellent communication skills • Full working knowledge of relevant policies/codes of practice/legislation • Working knowledge of national curriculum and other relevant learning programmes • Ability to plan effective actions for pupils at risk of underachieving • Ability to self-evaluate learning needs and actively seek learning opportunities • Ability to relate well to children and adults • Work constructively as part of a team, understanding roles within school? and responsibilities and your own position within these 	<ul style="list-style-type: none"> • Understand the range of support services/providers