



JOB DESCRIPTION

Job Title: Higher Level Teaching Assistant – Social, Emotional and Mental Health Support

Department: Learning Support

Direct involvement with: All Staff and College pupils and parents

Hours: Full time, term time only (35 weeks)

Salary: £20,313.21 (full time)

Job Purpose: The role is to provide both in class and 1-2-1 support for one pupil in Duchy College Senior setting. This will also provide targeted small group interventions as agreed with the SENCO. This is a term time only post. The role reports to the Head of Learning Support and SENCO in College.

To assist and support pupils with special educational, social, emotional and behaviour difficulties.

Main Duties The HLTA's main role is to provide in class support and 1-2-1 support for both education and emotional needs in line with the plans developed by the SENCO. The HLTA will be responsible for implementing the targets on the pupils' Individual Education Plan (IEP) in liaison with the class teachers and the SENCO

Key responsibilities:

- To plan, deliver and monitor therapeutic, holistic and pastoral support to students both one to one and group work.
- Use therapeutic skills and knowledge to deliver intervention or support according to the students varying needs
- To help vulnerable learners to develop the skills, knowledge and understanding to identify and manage their emotions appropriately.
- To help the learner to identify and communicate the reasons behind negative engagement through behaviour and /or school attendance and work collaboratively to improve this.
- To facilitate a break-out space which pupil will access at various points of the day, including lesson time and break/lunch time
- Assist specific pupils in lessons if required
- Planning, implementing and managing extra-curricular clubs, examples might include Lego club, sensory circuits, board games
- Support pupils with key transitions throughout the day, including meet and greet in the morning and review of the day
- Deliver lessons provided by teaching staff outside of the classroom if required, either 1-2-1 or a small group of pupils

- Provide knowledge, strategies and support to the school community to enhance current inclusive practices To provide in class support to the designated pupil;
- To develop an understanding of the specific needs of children to be supported;
- To aid the children to learn as effectively as possible both in group situations and individually, inside and outside of College;
- To establish a supportive relationship with the children concerned;
- To establish acceptance and inclusion of the children within College;
- To manage child as advised by the Class Teacher or SENCo;
- To use methods of promoting reinforcing the children's self-esteem;
- To ensure the safety of the children while in your care;
- To carry out any specific duties as outlined in the children's Individual Learning Plan.
- To organise and maintain an inclusive learning environment across the whole school
- Provide positive reinforcement, rewards and praise to the children,
- Attend INSET and other training as identified to assist the post holder in completing their duties;

Supporting the SENCO:

- To work as part of a team to ensure that the wellbeing personal development of the child enhances their learning opportunities and life skills;
- To assist the SENCO to develop a suitable programme of support and then carry out the programme, within College;
- To maintain the SEN team's system of recording and monitoring of children's progress
- To provide feedback about children's difficulties and or progress to the SENCo;
- To participate in the evaluation of the support programme, with the SENCo;
- To help create, adapt and find differentiated materials to enable children to access the curriculum;
- To report any problems about arrangements or any incidents to the SENCo, or if unavailable, to the Deputy Head Academic or Designated Safeguarding Lead.

Supporting the School:

- To foster links between home and school;
- To liaise, advise and consult with other members of the SEN team;
- To contribute to Review meetings by invitation, as appropriate;
- To participate in relevant professional development;
- To be aware of and follow school policies and procedures;
- To maintain confidentiality about home- school child- teacher school work matters;
- To complete any other task as directed by the Deputy Head.

Planning and Organisation:

- Plan, resource and evaluate adult directed activities for all ;

- Ensure necessary materials and resources are available for all ;
- Attend child protection every year;
- Attend CPD courses and cascade information to the team at staff meeting.

Working with :

- Welcome and settle child during visits and when started;
- Assisting children with particular learning difficulties;
- Be responsible for groups of engaging in specific activities if required;
- Taking responsibility for small groups of on trips and outings if required.

Assessment of :

- Observe children whilst in school;
- Write up observations, summative and formative, write reports;
- Record and track key person children;
- Complete formal and informal assessments of key person children.

Care and Welfare of :

- Administer first aid to children or adults and record in the accident book. Ensure parent carer sign the accident book after they have been given a suitable explanation of the events;
- Provide comfort and reassurance to children in distress;
- Accompany sick children to hospital or Wellness Centre.

Confidentiality:

- Staff must read and agree to the Confidentiality policy. Individuals must not be discussed out of school;
- Children's records and information must be kept confidential.

Professional conduct:

- To ensure written communications with parents are correctly spelt and punctuated;
- To remain professional with the upmost respect when discussing sensitive issues with parents;
- To respect one another's opinions and voice, supporting one another when necessary;
- To seek support if you are unsure of how to address a parent or are faced with a difficult situation;
- To have **respect for others:** including all staff (teaching and non-teaching), other trainees, and parents;
- **To demonstrate appropriate behaviour:** towards all and young people in relation to contacts in formal and informal settings;
- **To have the ability to listen and act on feedback and advice:** from management and other relevant staff at HLC;
- **To take responsibility for own learning:** be able to discuss professional strengths in relation to practice and raise action points for their development;
- To act in accordance with guidance as stated in the Staff Handbook

*Person
Specification*

- Experience of working with in Key Stage 3 and 4;
- Experience of working with children with special educational needs in a senior school setting;
- Experience of working with Neurodiverse children is essential
- Have GCSE, O Level of equivalent Maths and English
- Have an appreciation and understanding of the different social, cultural and physical needs of pupils;
- An interest in how children learn and behave;
- Have a sound knowledge and understanding of the welfare requirements;
- Have a secure, detailed knowledge of Child Protection and Safeguarding procedures;
- Have a secure knowledge of observation, planning and recording cycle;
- Have a secure knowledge of child development.
- Be able to role model behaviour both in classroom and in school environment for the children
- Excellent communication both verbally and in writing;
- Be able to maintain confidentiality;
- Be IT literate
- Be patient and flexible to assist the child in their learning;

Desirable

- Have NVQ2 or equivalent as recognised by the National Occupational Standards for Supporting Teaching and Learning (NOS-STL)
- Have training aspects of SEN ie Autism, ADHD, Dyslexia

Duchy College is committed to safeguarding and promoting the welfare of children and the successful applicant must be willing to undergo child protection screening appropriate to the post. Please note that the successful applicant cannot start in school until all pre-employment checks have been completed. The school is an educational charity and equal opportunities employer.