

# **BISHOP ULLATHORNE CATHOLIC SCHOOL**



**Higher Level Teaching Assistants for  
Behaviour Support**

**September 2017**

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## Information about our school

Bishop Ullathorne Catholic School is a voluntary-aided school situated in a very pleasant residential area about three miles south of the centre of Coventry, adjacent to the Coventry – Kenilworth Road (A429). In January 2016, Ofsted judged that our school continues to be good and the Diocese Inspection Report in February 2016 said that our school was outstanding.

Here at Bishop Ullathorne School, our vision of Catholic education is of educating the whole person to the fullness of life. Our school vision embodies inclusivity but goes further in identifying three key themes that crystallise this: our sense of calling to be someone special, living life to the full and love and service.



We are a truly comprehensive school that serves a very wide area of Coventry, including the most advantaged and disadvantaged wards in the city. Our 922 students are drawn mainly from six parishes and partner primary schools. 90% of all students rely on the school buses, therefore, our students are a very heterogeneous community; whose needs, aspirations and life experiences reflect the diversity of the city we serve. We work closely with our six partner primary schools in our cluster partnership.



At KS4, the large majority of key measures over the past three years show at least good progress and the majority show outstanding progress. There is no progress below national averages for any student group. At KS5 success rates, retention rates and achievement rates exceed national at both A2 and AS Level.





## **JOB DESCRIPTION**

**POST:** HLTA for Behaviour Support

**POST GRADE:** 5

**SECTION:** Behaviour Support Area

**LINE MANAGER:** Deputy Headteacher

**JOB SUMMARY:** To support students experiencing emotional and behaviour difficulties and to supervise a small number of students placed on internal exclusion.

### **GENERAL RESPONSIBILITIES**

- Support identified students with emotional and behaviour difficulties.
- Work with individuals or a small nurture group.
- Support individual or small groups of students at break and lunch-time when required.
- Contribute to the overall ethos, aims and work of the school.
- Share pastoral responsibility with the appropriate KSC and SENDCo for students placed for a period in the Behaviour Support Area (BSA).

### **SPECIFIC RESPONSIBILITIES**

1. Establish productive working relationships with students in the BSA, acting as a role model and setting high expectations.
2. Motivate students to complete programmes of work, and to achieve their targets on individual education plans.
4. Promote the use of ICT with students in the BSA.
5. Manage the behaviour of the students in the BSA, promoting and maintaining order and a positive working environment.
6. Deliver behaviour management programmes as relevant for particular students and groups of students.
7. Ensure the health, safety and welfare of students is maintained at all times.
8. Deal with any problems in accordance with school policies and procedures.

### **Organisation**

1. For students on a long-term placement, plan for admittance of students in the BSA through liaison with the student, parent or carer and KSC.
2. Organise timetables for students in the BSA who are there both full and part time, working flexibly

and creatively with the KSC regarding learning and behaviour support provision.

3. Contribute to reviews for students on the behaviour support list, or the statutory annual review of any student in the BSA with a statement of SEND, or the PEP review for any child in care, or CAF reviews.
4. Plan for the return of students from the BSA to mainstream classes in line with the decision of review meetings.

### **Liaison**

1. Liaise with teaching and support staff, and staff from the support service, regarding programmes of work for students in the BSA to support student learning, progress and positive behaviour.
2. Maintain regular communication with the Deputy Headteacher and KSC, SENDCo and parents/carers as necessary.
3. Support students from the BSA when they work in / return to mainstream classes, identifying strengths and areas for further development.

### **Resources**

1. Be responsible for the development of resources to support the learning and personal and social development of students in the BSA.
2. Be responsible for the system to collect resources from subject areas to support the learning of students in the BSA and their planned programme of return to mainstream classes.
3. Be responsible for the system for storage and maintenance of BSA resources.

### **Development and Training**

1. Undertake training and professional development in relation to the role.

### **Other**

Any other duties which may, from time to time, reasonably be required within the level of responsibility of the post.



## Person Specification

Job Title: HLTA for Behaviour Support	
<b>Knowledge</b>	<ul style="list-style-type: none"><li>• Full working knowledge of relevant policies/codes of practice and understanding of relevant legislation.</li><li>• A working knowledge of national curriculum and other relevant learning programmes.</li><li>• Understanding of the principles of child development and learning processes and in particular, barriers to learning.</li><li>• A full understanding of the range of support services and providers.</li></ul>
<b>Skills and Abilities</b>	<ul style="list-style-type: none"><li>• Support for the distinctive ethos of this Catholic school.</li><li>• Ability to contribute to the creation of a positive school ethos, in which every individual is treated with dignity and respect and where students feel safe, secure and confident.</li><li>• Ability to deliver effective programmes for students at risk of underachieving.</li><li>• Ability to evaluate learning needs.</li><li>• Ability to relate well to children and adults.</li><li>• To work constructively as part of a team.</li><li>• Effective organisational skills.</li><li>• Ability to organise, lead and motivate groups.</li></ul>
<b>Experience</b>	<ul style="list-style-type: none"><li>• Experience of working with children of relevant age or with general/specific special needs.</li><li>• Experience of working with children who experience emotional and behaviour difficulties.</li></ul>

<b>Educational</b>	<ul style="list-style-type: none"> <li>• NVQ 3 for Teaching Assistants or equivalent qualification or experience.</li> <li>• Excellent literacy/numeracy skills.</li> <li>• Training in relevant strategies e.g. literacy and/or in a particular curriculum/learning area e.g. ICT, Maths.</li> <li>• Meet Higher Level Teaching Assistant standards.</li> </ul>
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***This school is committed to safeguarding and promoting welfare of children and young people and expect all staff and volunteers to share this commitment.***