



**POST TITLE: Advanced Learning Support Assistant (HLTA)**

**GRADE: Scale - SO1**

**REPORTING TO: AHT & SENDCO**

**PURPOSE:**

To support the AHT & SENDCO in leading, managing, developing, and maintaining high quality special educational needs provision which enables quality teaching, excellent learning outcomes and success for all students with SEND.

**Overall responsibilities**

Advanced Learning Support Assistant (ALSA), under the direction of the SENDCO will:

- Be responsible for ensuring the implementation of the agreed strategic development of Special Educational Needs (SEN) policy and provision in the school.
- Be responsible for the analysis and support on any SEND need, not just one specific area of strength, for students in an agreed year group or Key Stage.
- Be responsible for day-to-day implementation of the SEND policy and co-ordination of specific provision to support individual students with SEND or a disability (SEND), in an agreed year group or Key Stage.
- Provide professional guidance to colleagues, working closely with staff, parents, and other agencies.

**Main Duties**

a) Implementation of the strategic direction and development of SEND provision in the school

- Contribute to a positive and inclusive whole school ethos that promotes excellent outcomes for students with SEND.
- Support the SENDCO in ensuring the HWS SEND policy is implemented effectively within the school.
- Be responsible for students, for an agreed key stage, with SEND and EHCP, including the strategic application of the EHCP, where awarded.
- Be responsible for developing and implementing the agreed overview of provision for students with SEND, across the school, and be responsible for monitoring and evaluating the quality of provision.
- Be responsible for the progress and outcomes of students, for an agreed key stage, with EHCP and SEND, based on the implementation of identified strategies within their plans and / or profiles.
- Be responsible for overseeing the scheduling and delivery of support and interventions for students with SEND and EHCP for your agreed year group or Key Stage.

- Be responsible for the implementation of a scheduled system to monitor and evaluate support for students, in an agreed key stage, with EHCP and SEND, including in-class support, withdrawal and specific internal and external interventions
- Be responsible for making links from external support providers to ensure the best experiences for students, in an agreed key stage, with EHCP and SEND.
- Be responsible for personal professional development in the four areas of the Code of Practice, and other current theoretical approaches around students with SEND, and disseminating that knowledge, as appropriate, to the Learning Support Team and across the whole school.
- Support all staff in understanding the needs of SEND students.
- Be responsible for liaising with staff, parents, external agencies and other schools or settings to co-ordinate their contribution, provide maximum support and ensure continuity of educational provision for students, in an agreed key stage, with SEND
- Maintain an up-to-date knowledge of national and local initiatives which may affect the school's SEND policy and practice.
- Make a key contribution to school self-evaluation, particularly with respect to provision for students, in an agreed key stage, with SEND.
- Provide regular information to SLT and Governors on the effectiveness of SEND provision and outcomes, for an agreed key stage, when required.

#### **b) Implementation of the SEND policy and co-ordination of provision**

- Be the lead professional for your assigned students with an Educational Health Care Plan (EHCP)
- Support the LSAs with Key Links in a specific year group in ensuring that EHCP outcomes are met and that provision is reviewed and monitored.
- Lead on the implementation of an agreed area of responsibility relevant to the needs of the student population, such as Key Stage transition, phase transfer, careers information and guidance. This may include managing the internal information collation required for external referrals, such as EHCNAs, CAMHs, LAST, OT and, Arrangements and college applications.
- Ensuring that records are kept up to date for students in the assigned year group and Key Stage, and that staff, parents/carers, students and governors are kept up to date on the progress made by students in the assigned year group or Key Stage.
- Be responsible for the early and accurate identification of SEND, including students, in an agreed key stage, in need of an EHCP, and support the SENCO, parents and students during the EHCP application process
- Be responsible for the analysis and support of any SEND need, for students in your agreed key stage
- Be responsible for assessing and identifying SEND needs of students on transition at the beginning of the academic year, on in-year arrival, and at the beginning of your assigned key stage
- Be responsible for monitoring and evaluating teachers' understanding and implementation of agreed strategies in students, in your agreed key stage, with SEND profiles and / or EHCPs during the first half term of transition, and ongoing, where necessary
- Be responsible for maintaining an accurate SEND register, ensuring that the key information is shared with staff, as and when required, for students in your agreed key stage

- Be responsible for ensuring that records of students with SEND, for your agreed key stage, are kept up to date.
- Be responsible for sharing information, including developing profiles, with teachers for students, in your agreed key stage, with EHCP and SEND
- Be responsible for fostering effective relationships with parents of students, in your agreed key stage, with EHCP and SEND
- Be responsible for coordinating and gaining the voice of parents and students, in your agreed key stage, with EHCP and SEND
- Be responsible for developing partnerships with the student, parents, and other professionals to ensure the needs of students, in your agreed key stage, with EHCP are fully met and meet statutory requirements
- Support the SENCO in the Annual Review Process for students in your agreed key stage, including collating required information, providing insight, and attending every review meeting
- Be responsible for implementing the internal Access Arrangements process, and support the SENCO in completing the application process and collating the necessary information whilst maintaining effective records
- Be responsible for ensuring the cycle of Assess, Plan Do Review is used to inform provision and meet individual needs, for students in your agreed key stage
- Co-ordinate additional provision that meets the student's needs, in your agreed key stage, and monitor its effectiveness
- Be responsible for the implementation of a Provision Map (Edukey or equivalent) and ensure it is being used effectively to track and monitor the effectiveness of interventions, for students in your agreed Key Stage.
- Be responsible for the delivery of interventions both after school and during school hours to students, and ensure that information is shared with teachers on key skills gained and how to be utilized across the curriculum.
- Be responsible for monitoring and evaluating the delivery of interventions, providing guidance, support, and training where necessary to ensure the highest standards.
- Work with feeder primary providers, other schools, educational psychologists, health and social care professionals and other external agencies and be a key point of contact for external agencies.
- Be aware of the provision in the Local Authority's Local Offer.

### **c) Leading and managing staff**

- Be responsible for delivering training scheduled across each half term to the Learning Support Team, including your Team of Learning Support Assistants.
- Be responsible for the delivery of training for staff on how to teach and support students with SEND effectively, on a whole school, year group, and individual teacher basis, at Wave One Level, in order to improve the effective support for students, in your agreed key stage, with SEND.
- Be responsible for the delivery of training offered to any staff experiencing difficulties with students, in your agreed key stage, with SEND.
- Establish opportunities for staff to review the needs, progress and targets of students, in your agreed key stage, with SEND.
- Support new staff members with their training needs and understanding of our approach to SEND and Inclusion at HWS.
- Supporting Intervention Leads in ensuring assigned students attend intervention consistently and engage meaningfully in the support offered.

- Lead on sharing concerns raised regarding students engaging in interventions with the relevant staff and parents/carers, ensuring that challenges are rectified where possible.

**Where the role involves line management:**

- Lead and manage a team of assigned Learning Support Assistants working with students with SEND.
- Lead staff appraisals and review staff performance on an ongoing basis

**d) Teaching and learning**

- Support staff to implement inclusive Quality First Teaching (QFT) for students with SEND, in your agreed key stage.
- Collect and analyse assessment data on SEND to demonstrate progress of students in your agreed key stage, and to inform practice
- Be responsible for the implementation of intervention groups for students with SEND, and monitor and evaluate their effectiveness
- Be responsible for monitoring and evaluating the deployment of Learning Support Assistants in your key stage, to support students with SEND, and monitor and evaluate their effectiveness
- Support subject leaders to implement a broad, balanced, and relevant curriculum whilst employing guidance and the most effective practice to meet the needs of students with SEND
- Promote the student's, in your agreed key stage, inclusion in the school community and access to extra-curricular activities.

**e) Additional responsibilities and general requirements**

- Safeguard and promote the welfare of children and young people, and follow school policies and the staff Code of Conduct.
- Show commitment to the school, promote an inclusive ethos and equal opportunities for all in the school community, strongly opposing any form of discrimination.
- Attend and participate in relevant training sharing the knowledge and ideas gained with colleagues.
- Participate in the school's performance appraisal process, ensuring that objectives are set and met within the agreed timescale.
- Undertake any professional duties commensurate with the grade of the post, reasonably delegated to the postholder by the Headteacher.
- Network and share good practice with other Haringey LA Advanced Learning Support Assistants.