



Salmons Brook School

HLTA – Intervention

Job Description and Person Specification

Job title:	HLTA- Intervention/ Lead Classroom Practitioner
Scale:	SO1
Hours:	36 hours per week, 40 weeks per year (pro rata)
Responsible to:	Deputy Headteacher – Inclusion and Wellbeing

Introduction to Salmons Brook School:

Salmons Brook School is a specialist SEMH school for young people aged 11 – 19. We have 70 places for young people. We are opening in September 2022 for 40 young people in Year 7 – 10.

Our vision and core purpose is to **improve the quality of life for our school and wider community by nurturing potential.**

We are focused on developing positive *character traits* within our students and approach this through a shared commitment to our 'CREATE' values.

Purpose of the Role:

- To support young people at Salmons Brook School with their learning and development including:
 - Promoting academic and social targets
 - Encouraging students to become more independent in their learning
 - Providing support for young people's emotional, social and physical welfare
 - Encouraging the inclusion of young people in all aspects of school life
- To contribute to the school community by upholding the school ethos, supporting young people during both onsite and offsite learning activities, or at other settings as required
- To assist in meeting the special educational needs (SEN) of all students through partnerships with families, teachers and other professionals
- To lead specific interventions including planning, delivery, assessment and monitoring
- To be a lead practitioner in the support of students across the curriculum

General Responsibilities:

- To plan interventions in line with the needs of the students and in support of the wider curriculum
- To deliver interventions and small group sessions in support of the wider curriculum
- To assess progress against agreed benchmarking and progress criteria, including updating evidence, providing feedback and assessing attainment

- To provide high quality feedback to students within your interventions
- To monitor and report progress over time using the school's assessment processes
- To meet with parents to give feedback on progress at agreed times of the year
- To contribute to the planning, delivery and running of our extra-curricular enrichment offer which includes a breakfast club (8am – 8.30am) and an after-school provision (4pm – 6pm). This would be undertaken alongside other members of the Inclusion Team on rotation, a flexible approach to supporting the school will be required
- To provide support to the wider school as required, including covering lessons if required

This is in addition to the responsibilities of a Learning Support Assistant, which can be found below:

- To support learning and behaviour within the classroom alongside a class teacher, taking an active role in supporting the ongoing development of students
- To carry out interventions or targeted pieces of work, to support student learning
- To contribute to discussions about the progress of young people with teachers, parents and other professionals
- To take an active role and responsibility when supervising and supporting young people
- To carry out and complete administrative duties alongside office staff as are relevant to the role
- To take a proactive role in supporting engagement in CREATE Learning, this will include leading on interventions such as movement breaks, sensory regulation activities etc.
- To support the smooth running of the school by carrying out break and lunch duties, as required
- To work creatively and therapeutically with young people with a wide range of complex SEN, some of whom may present with challenging and/or delayed development
- To work co-operatively with other professionals in a multidisciplinary setting to meet the needs of the young people
- To operate flexibly within the role, which may mean reallocation to a different class or group of students across the whole school
- To promote and safeguard the welfare of young people across the school community
- To follow positive behaviour support plans for all young people, feeding back any comments to the Pastoral Lead
- To carry out positive handling techniques
- To record, monitor and share evidence of student assessments and progress
- To develop secure relationships with young people
- To support young people and other staff in promoting the achievement of goals and outcomes identified in young people's Education Health and Care Plans
- To provide first aid support, if required
- To promote the ethos of the school including Zones of Regulation, Emotion Coaching and The Restorative Approach
- To attend and contribute to meetings as required
- To actively gain an understanding of young people's individual special needs and communicate these with all staff
- To communicate with parents and carers as required
- To support the school with any administrative tasks as directed
- To support offsite learning and trips by taking opportunities for training to drive the school minibus (a full driver's licence is required)
- To attend parent events as appropriate

Professional Responsibilities:

- To ensure any urgent safeguarding concerns are raised immediately with the DSL or deputies to ensure prompt and appropriate action is taken
- To attend and engage with the line management process as laid out in the school's policy
- To participate in appropriate and relevant training as identified by your line manager, or the Senior Leadership Team
- To carry out any reasonable requests made by your line manager or the Senior Leadership Team
- To carry out all duties in the context of, and in compliance with school policies
- To ensure that you are up to date with all relevant safeguarding changes, and have signed to say that you have received these

The above-mentioned duties are neither exclusive nor exhaustive and the post holder may be required to carry out other relevant and/or reasonable duties as directed by the Senior Leadership Team or their Line Manager, commensurate with the skills, abilities and grade of the post. This job description may be amended at any time following discussion between the headteacher and member of staff.

Whilst every effort has been taken to explain the duties and responsibilities of the post, certain individual tasks may not be identified. The post holder will be expected to comply with any reasonable request from a manager to undertake any task of a similar level that is not specified in the job description.

All employees are expected to follow the staff code of conduct.

HLTA – Intervention – Person Specification:

Category	Essential	Desirable
Qualifications and Training	<ul style="list-style-type: none"> • GCSE Grade C or above in Maths and English • Degree level qualification, or equivalent • Training, or ability to undertake training, in Positive Handling techniques 	<ul style="list-style-type: none"> • Teaching and learning qualification or evidence of further study, or desire to undertake • Evidence of Continuing Professional Development relevant to role • First aid certification or ability to undertake this
Experience	<ul style="list-style-type: none"> • Experience of delivering interventions within a school setting • Experience of being a lead practitioner within a classroom setting • Experience of working with young people with SEMH and/or SEND • Experience of working effectively with the parents /carers of young people • Commitment to ensuring that all children are well safeguarded, supported and guided in both their personal development and academic • Experience of working within schools 	<ul style="list-style-type: none"> • Knowledge and experience of young people with SEND, especially SEMH & SLCN • Experience of delivering small group interventions
Skills, knowledge and aptitude	<ul style="list-style-type: none"> • Good understanding of teaching and learning principles • Good understanding of the emotional and psychological needs of young people • Ability to work creatively and therapeutically with children with a wide range of complex SEN, some of whom may show challenging behaviours • Ability to engage constructively with, and relate to, a wide range of young people from difference ethnic and social backgrounds and with their families and carers • Ability to prioritise changing demands whilst remaining calm and professional • An ability to use ICT effectively • Ability to communicate effectively both orally and in writing with adults and young people • The ability to work flexibly as part of a team and to work cooperatively and collaboratively • The ability to communicate effectively with young people, parents and staff • Knowledge of and commitment to strategies to ensure inclusion and equal opportunities including pro-actively ensure that Equalities and Diversity policies are implemented throughout • Evidence of a good record of attendance and punctuality, and an ability to cope under pressure • Work constructively as part of a team understanding classroom roles and responsibilities and your own position within the team 	<ul style="list-style-type: none"> • Knowledge and experience of zones of regulation and emotion coaching techniques • Good working knowledge of restorative practices and nurture principles • An understanding of child development and how young people with complex needs may differ
Personal attributes	<ul style="list-style-type: none"> • Energy, ambition and enthusiasm with a willingness to develop new skills • Ability to establish inclusive, respectful, supportive and constructive relationships with young people • A “can do” attitude towards supporting the aims and ethos of Salmons Brook School and contributing to its success • Commitment to the protection and safeguarding of children and young people • Ability to relate to young people and adults • Willingness to undertake any training required for the development of this role 	<ul style="list-style-type: none"> • Flexibility and desire to adapt to different roles and tasks as required by the school • An affinity with a particular subject or subjects