

Westbourne School HLTA for SEND support

Job Description

Post:	HLTA for SEND support
Location:	Westbourne Senior School
Responsible to:	Special Educational Needs and Disabilities Coordinator (SENDCo)
Term Time only:	36 weeks
Salary:	£19,800 – 21,000 per annum, negotiable dependent on experience

Main responsibilities of the position:

To provide a child-centred, bespoke educational experience to support the learning needs and inclusion of an autistic pupil at Westbourne Senior School.

To use skills, knowledge and training to support the inclusion of an autistic young person with specific learning and communication needs.

To modify and differentiate the mainstream curriculum experience, where relevant, to support learning in class, 1:1 and in small groups.

To provide further educational experiences and interventions for other pupils with SEND under the supervision of the SENDCo.

This job description forms an integral part of the appraisal process carried out annually by the Headmaster/SENDCo

Who we are looking for:

Professional values and practice

You will need to:

- have high expectations of all children and young people, with a commitment to helping them fulfil their individual potential
- be able to establish fair, respectful, trusting, supportive and constructive relationships with learners
- demonstrate the positive values, attitudes and behaviour expected from learners

- be able to communicate effectively and sensitively with children, young people, colleagues and parents
- recognise and respect the contributions that parents and carers make to the development and wellbeing of children and young people
- demonstrate commitment to collaborative and cooperative working with colleagues
- demonstrate commitment to improving your own knowledge and practice, including responding to advice and feedback
- model the Westbourne Values (respect, resilience, excellence and inclusion)
- demonstrate a growth mindset and contribute to the professional culture of the school

Professional knowledge and understanding

You will need to:

- understand the key factors that affect children and young people's learning and progress
- recognise the cognitive and environmental factors exist that can create barriers to learning, social and emotional development and progress for autistic pupils and understand how these can be mitigated through appropriate adjustments
- know how to contribute to effective personalised provision by taking practical account of a pupil's individual cognitive, communication and sensory profile

Professional Skills

With support from the SENDCo, you will need to:

- be able to modify the Key Stage 3 curriculum content and delivery for a learner whose communicative, cognitive, sensory and attainment profiles are such that they require differentiation in all subject areas
- be able to plan, resource and deliver activities to meet the learning objectives of this differentiated curriculum, particularly in 1:1 situations
- make use of the information provided in an EHCP, to ensure positive inclusion and progress is achieved
- be able to deliver 1:1 and small-group interventions, to support the development of social skills, self-awareness and emotional regulation

- be able to use ICT to support professional activities, including our MIS system (Engage - which is similar to SIMS), Google Classroom, specific assessment systems and intervention programmes

Planning and Preparation

You will be expected to:

- carry out the planning and preparation of learning activities to be delivered in 1:1, small group and whole class environments
- plan your role in learning activities
- devise structured activities that can interest and motivate a small steps learner, in order to advance their learning
- plan for the inclusion in learning activities and within the wider school community of the young person you are supporting

Teaching and Learning Activities

Teaching and learning activities will take place under the direction of the SENDCo and Class Teachers.

You will be expected to:

- organise and manage learning activities to provide modified Key Stage 3 curriculum content and delivery for an autistic learner whose communicative, cognitive, sensory and attainment profiles are such that they will require differentiation in all subject areas and significant differentiation in Maths and English
- provide opportunities for small steps learning and over- learning
- deliver a range of 1:1 and small-group interventions, to support the development of social skills, self-awareness and emotional regulation
- use effective communication and interaction skills, in line with the communication profile of the young person you are supporting, to promote positive behaviour and facilitate effective learning
- recognise and respond appropriately to situations that might challenge equality of opportunity for the young person you are supporting
- Support the young person's development and maintenance of positive social connections, within their peer group and the wider school community, during non-teaching time

- provide cover for colleagues when appropriate, as directed by SMT
- undertake other ad-hoc duties commensurate with the position

Monitoring and Assessment

You will be expected to:

- monitor the responses to activities of the young person you are supporting and modify your approach and their educational experience/environment accordingly
- monitor progress, and provide focused support and sensitive feedback to the young person
- support the evaluation of progress using agreed assessment techniques, to contribute to maintaining records of progress

Beyond the classroom

As a member of the Westbourne staff team, it is hoped you will:

- attend school functions, concerts and events as appropriate.
- attend and contribute to relevant briefings, meetings, INSET and CPD activities

Person Specification

	Essential	Desirable	
Qualifications	Relevant qualifications at a level equivalent to at least NVQ Level 4 (HLTA) Or Hold Level 3 TA qualification with demonstrable skills, knowledge, and experience that enable fulfilment of the duties and responsibilities outlined in the job description	HLTA qualification Undertaken courses in SEND: <ul style="list-style-type: none"> • Autism • Dyslexia / Dyscalculia • Mental Health Willingness to undertake HLTA qualification if not already held	A
	Have achieved a nationally recognised qualification at Level 2 or above in English/Literacy and		

	Mathematics/Numeracy		
Experience	<p>A minimum of 2 years' experience working with children/young people in an educational setting</p> <p>Experience of working in a teaching or support role with autistic young people</p>	<p>Specialised in SEND Support within a Specialist Provision</p> <p>and/or</p> <p>Specialised in SEND Support within a mainstream environment</p> <p>Experience of delivering intervention packages such as 'Mighty Minds', 'Socially Speaking', emotional literacy development work or 'Zones of Regulation'</p>	A
Knowledge	<p>Knowledge of the requirements of the National Curriculum 2014</p> <p>Working knowledge and good understanding of autism and the unique nature of its presentation across individuals, including the impact of different sensory profiles</p> <p>Understanding of a range of learning difficulties</p> <p>Understanding of different communication and interaction strategies</p> <p>Understanding of cognitive and learning interventions</p>	<p>Knowledge and/or experience of delivering Functional Skills, English and Maths</p>	A, I & R
Skills and Abilities	<p>Ability to work effectively with all members of the school team</p> <p>Ability to differentiate learning activities to support the inclusion of learners with SEND within mainstream classes</p> <p>Ability to be flexible and responsive to the demands of learners and modify approaches accordingly</p> <p>Creative and effective teaching and learning styles to engage, motivate, and enable learners to make good progress</p> <p>Ability to adapt communication style and language use to suit the receptive level of different pupils</p> <p>Able to form and maintain appropriate professional relationships and boundaries with children and young people</p> <p>Proficient IT Skills</p> <p>Effective oral and written communication skills</p> <p>Excellent interpersonal skills both when working with young people and within professional relationships with a range of contacts</p>	<p>Existing experience of developing small steps learning opportunities for children with Specific Learning and Communication Difficulties</p>	A, I & R

	Good organisation and time management skills		
Professional Development	Committed to personal and professional development		I&R
	Willingness to attend school training sessions		
Personal Qualities	Flexible and approachable		I&R
	Ability to develop and maintain positive working relationships within school and with external agencies		
	Resilient under pressure		
	Relating positively to and showing respect for all members of school and wider community		
Other	Demonstrable commitment to safeguarding and promoting the welfare of children	Involvement in outside interests and activities	A, I & R
	A commitment to the vision and ethos of the school		
	Openness, energy and enthusiasm, and ability to inspire confidence		
	Positive attitude, understanding, and respect towards parents; learners; staff; governors; and the wider community		
	An understanding of and a genuine commitment to Equal Opportunities		

Key:

SAFEGUARDING

In addition to candidate's ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Emotional resilience in working with challenging behaviours
- Attitudes to use of authority and maintaining discipline.

The Board of Governors is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.

A	Application	I	Interview	R	Reference
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