

**Grove
Academy**

JOB DESCRIPTION

POST TITLE: HLTA	SALARY: Slough School grade Level 5
CONTRACT TYPE: Term-time (plus INSET days) /permanent - (subject to satisfactory completion of probationary period) 8.30am to 3.30pm Monday to Friday to be agreed with Line Manager, 39 weeks 30 minute lunch break daily unpaid	RESPONSIBLE TO: SENDCO/Hub leader

We are seeking to appoint a highly motivated, well-qualified, and passionate HLTA Autism / Communication Specialist on a permanent basis to manage the resource base on a day-to-day basis. The candidate will work closely with the SENDCO to deliver an outstanding service to the pupils that rely on the service provision. The successful candidate will be planning and delivering one to one sessions and small group work within the resource base in liaison with the SENDCO and external specialists.

We are highly ambitious for our students and have strong systems to support their progress. Our ambition for our students is matched by the expertise and passion across our staff team.

Main Purpose of Job

- To assist in the support and integration of children from the Autism Resource Provision within mainstream school and within the Autism base to work both as part of a team and independently to support the aims of the department within Grove Academy.
- Take a lead role within the Autism Resource Provision of the school providing mentoring and guidance for the students within the Resource Provision which includes working from the Autism Resource Centre and also within classrooms
- To remove barriers to learning, progress and achievement through mentoring, coaching and signposting to additional support services

Responsibilities of the Post:

Support for pupils

- To work with groups of children under the supervision of the teacher including the delivery of programmes of work.
- To deliver pastoral support

- To be a point of contact between the school and external agencies involved in supporting students, proactively initiating and establishing links with other services as necessary and maintaining positive working relationships to facilitate successful outcomes for students.
- To maintain regular contact with families/carers of students within the Hub to keep them informed and offer support as required.
- To work with multi-agencies and outside agency specialists and to provide bespoke interventions
- Undertake comprehensive assessment of pupils to determine those in need of particular help and use detailed knowledge and specialist skills/training/experience to support pupils learning and take a lead role in the provision of support for pupils with special needs.
- Establish productive working relationships with pupils, acting as a role model by presenting a positive personal image and setting high expectations.
- Promote the inclusion and acceptance of all pupils.
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities.
- Promote independence and employ strategies to recognize and reward achievement of self-reliance.
- Support pupils whilst recognising and responding to their individual needs.
- Take a lead role in managing and delivering pastoral support to pupils within the Resource Provision
- Provide mentoring to pupils within the Hub and when possible, other students on the Autism Spectrum .
- Manage the supervision of pupils who are engaged on an alternative timetable. It may be required to provide cover for Planning, Preparation and Assessment time of the Resource Provision Teacher
- Support identified pupils when they are accessing mainstream classes.
- Develop 1:1 mentoring arrangements with pupils and provide support for distressed pupils.
- Take a lead role in managing the speedy/effective transfer of pupils across phases and the integration of those who have been absent.
- Provide information and advice to enable pupils to make choices about their own learning/behaviour/attendance.
- Challenge and motivate pupils, promote and re-inforce self-esteem.
- Provide feedback to pupils and their parents / carers in relation to progress, achievement, behaviour and attendance.

Support for Teachers

- Use specialist knowledge of Autism Spectrum Conditions to Support teachers by modelling, offering advice, information and guidance to teachers on in embedding reasonable adjustments for students on the Autism Spectrum and have a more Autism friendly school
- To assist the SENDCO with planning, preparing and undertaking Annual Reviews for students assigned to the resource provision.
- Organise and manage an appropriate learning environment and resources.
- Manage liaison with other schools and other relevant bodies to gather pupil information.
- Support pupils' access to learning using appropriate strategies and resources.
- Work with the teacher in planning, evaluating and adjusting learning activities as appropriate.
- Monitor and evaluate pupil responses to learning activities through observation and planned recording of achievement against predetermined learning objectives.
- Be responsible for keeping and updating records, information and data, producing analysis and reports as required.
- Provide objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.

- To provide On-call support to teachers who require immediate assistance with students assigned to the Resource Provision
- Support in the implementation of appropriate behaviour management strategies both inside and outside the classroom.
- Liaise with parents/carers, schools and establish relationships, exchanging information, facilitating their support for their child's attendance, access and learning and supporting home to school and community links.
- Take a lead role in the development, implementation and monitoring of systems, relating to attendance and integration, e.g. registration, truancy, pastoral systems.
- Provide curricular clerical and administrative support e.g. dealing with correspondence, compilation /analysis/reporting on attendance, exclusions.

Support for the Curriculum

- Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs, including assessment.
- Actively seek information and utilise the range of activities, courses, organizations, agencies and individuals to provide support for pupils to broaden and enrich their learning.
- Contribute to the development of lesson/work plans.
- Determine the need for, prepare and use specialist equipment, plans and resources to support pupils. Select and prepare specialist equipment and resources necessary to lead learning activities, taking account of pupils' interests, language and cultural backgrounds.
- Produce effective displays of pupil work and stimulus material to create effective learning displays.
- Deliver programmes including those linked to local and national learning strategies and make effective use of opportunities provided by other learning activities to support the development of pupils' skills.
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
- Assist with the supervision of pupils out of lesson times, e.g. clubs, extra-curricular activities.

Support for the School

- Ensure strategic processes are complied with in order to overcome barriers to learning, including e.g. behaviour management strategies.
- Comply and assist with the development of policies and procedures relating to child protection procedures, health and safety and security, confidentiality and data protection, reporting any concerns to the relevant member of staff.
- Supervise pupils on educational visits and out of school activities.
- Assist in maintaining high standards of health and safety at all times.
- Maintain good relationships with colleagues and work together as a team.
- Assist in the supervision of classroom and outdoor activities.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the school.
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support pupil achievement and progress

- Attend and participate in regular meetings
- Participate in training and other learning activities as required
- Recognise own strengths and areas of expertise and use of these to advise and support others
- Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate.
- Be responsible for the provision of out of school learning activities within guidelines established by the school.
- Contribute to the identification and delivery of appropriate out of school learning activities which consolidate and extend work carried out in class.

Line Management Responsibilities

- To manage other Teaching Assistant staff visiting or supporting in the Autism Resource Centre under the direction of the class teacher and SENDCO.
- Undertake recruitment/induction/performance management/training/mentoring for other teaching assistants.

Other Aspects of the Role

The HLTA must carry out his or her duties with full regard and commitment to the Governing Body and Academy Policies.

All elements of Specified Teaching Work undertaken by the potholder will be within the framework of the school's Scheme of Supervision in line with the 2003 Regulations and (amended Regulations 2007). In addition to HLTA's, the Regulations cover other groups of support staff who undertake 'specified work' at different levels. Specified work may cover a range of activities at different levels – including for some staff, work with whole classes. Headteachers will ensure that the support staff member has the skills, experience and expertise required to carry out 'specified work'. Where more demanding aspects of 'specified work' are carried out by support staff, and particularly where they are working with whole classes, it is strongly recommended that the Headteacher should have regard to the standards for HLTAs in determining whether those staff have the necessary level of skills and expertise.

This job description will be updated on a regular basis in consultation with the post holder

The above information is to help staff understand and appreciate the work content of their post and the role they are to play in the organisation. However it should be noted that whilst every effort has been made to outline all the duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings may therefore have been used, in which case all the usual associated duties are include in the job description.

Person Specification: HLTA: ASC Specialist

Qualifications:

Criteria	Essential	Desirable	Measured
5 x GCSEs grade C or above including English and Mathematics	✓		App
Numeracy/literacy skills (at a level equivalent to NQF Level 2)	✓		App
NVQ Level 3 for Teaching Assistants or equivalent qualification or experience	✓		App
Existing qualifications or a willingness and ability to undertake HLTA Level responsibilities (refer to HLTA standards)	✓		App/Int
Existing qualifications or a willingness and ability to undertake additional training linked to the support of pupils diagnosed as being on the autistic spectrum	✓		App/Int

Knowledge:

Criteria	Essential	Desirable	Measured
An understanding of the role of the HLTA and other professionals working in the classroom	✓		App / Int
Full working understanding of behaviour management strategies	✓		App
Understanding the principles of child development and learning processes and in particular, barriers to learning	✓		App / Int
Full understanding of the range of support services/providers	✓		App / Int
Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation	✓		App / Int
Full working knowledge and understanding of national/foundation stage curriculum and other basic learning programmes/strategic processes	✓		App / Int

Skills & Experience:

Criteria	Essential	Desirable	Measured
Experience of working with or caring for children of a relevant age	✓		App / Int
Experience of working with pupils with additional needs	✓		App / Int
Ability to relate well to children and adults	✓		App / Int

Ability to work as part of a team	✓		App / Int
Ability to use relevant technology e.g. photocopier and interactive whiteboard or touchscreen	✓		App / Int
Ability to plan effective actions for pupils at risk of underachieving	✓		App / Int
Ability to self-evaluate learning needs and actively seek learning opportunities	✓		App/Int
Tact and diplomacy in all interpersonal relationships with the public, pupils and colleagues at work.	✓		App/Int
Self-motivation and personal drive to complete tasks to the required timescales and quality standards.	✓		App/Int
The flexibility to adapt to changing workload demands and new school challenges	✓		App/Int
Personal commitment to continuous self-development.	✓		App/Int
A commitment to school improvement.	✓		App/Int
Personal commitment to ensure that the provision of support is equally accessible and appropriate to meet the diverse needs of pupils.	✓		App/Int

Notes:

This job description may be amended at any time in consultation with the postholder.

Last review date:

Next review date:

Headteacher/line manager's signature: _____

Date: _____

Postholder's signature: _____

Date: _____