



# **Higher Level Teaching Assistant (HLTA) Inclusion/Behaviour**

## **Job Description & Person Specification**

**Updated Sept 2023**

## Welcome!

Thank you for your interest in our vacancy. Priestlands is an Academy in the New Forest with 1250 students and 165 staff.

We are looking for someone to join us as soon as possible to work in our newly established alternative provision on the school site. This will be an exciting time to join the team as you will be able to help build key aspects of the role from the outset. The post of HTLA – Inclusion/Behaviour has been created to support our most vulnerable students, including those with challenging behaviour.

To be successful, you will need to have previous experience working with students, particularly at Key Stages 3 & 4. You will need to be a resourceful, resilient and enthusiastic individual as the role will be both challenging and rewarding. A key aspect of the role includes delivering learning activities to small groups and you will be required to develop strategies to help support the students to ensure that all are being given the best opportunity to succeed.

You will independently administer the school's flexible support provision which runs until 4.30pm. As this is an integral element of the alternative provision, we are unable to consider applicants who cannot commit to the advertised hours. The role is varied so, for more information, please see the job description available on our website.

The salary is paid at Grade D; £21,981 - £24,295 (equivalent to £25,628 - £28,326 full time) during term time for 37 hours per week, 39 working weeks per year. Core hours are 8.30am-4.30pm, with a 4.00pm finish on Fridays, each day includes a 30 minute unpaid break. This is paid for 44.6 weeks of the year to include a proportion of holiday pay.

Priestlands School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment. This post is covered by the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 and you will be required to declare whether you have any criminal convictions. Priestlands School is an equal opportunities employer and welcomes applications from all sections of the community.

References will be taken up prior to interview and you will be required to provide appropriate evidence of identity and qualifications to support other pre-employment checks which will be undertaken on the successful candidate for this role, including:

- A confidential health declaration
- An online search of your name in line with government guidance on Keeping Children Safe in Education
- A DBS application
- Your right to work in the UK

You will find an application form on our website at: <https://www.priestlands.hants.sch.uk/about-us/vacancies>

To apply, please complete the application form and return it to us by the date published on our website. You may drop it in, post it or send it via email to [HR@priestlands.hants.sch.uk](mailto:HR@priestlands.hants.sch.uk).

Please do not submit a CV as it will not be accepted. Interviews will be held shortly afterwards. If you have any further queries, please do not hesitate to contact us. We look forward to receiving your application.

## Job Description

### Teaching and Learning

- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all students, including where appropriate, those with special educational needs and disabilities (SEND)
- Assume whole class responsibility for teaching and learning, as directed by the teacher
- Supervise students, delivering learning activities to small groups of students, assessing the students' needs using detailed knowledge and specialist skills to support student learning, evaluating and adjusting lesson plans as necessary
- Independently administer the school's 3.00-4.30pm (or equivalent) flexible support provision for vulnerable students
- Promote, support and facilitate inclusion by creating a structured and positive learning environment
- Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of student performance and progress as appropriate
- Provide objective feedback to students and parents using tact and diplomacy to encourage, even when delivering unwelcome outcomes; provide supporting documents
- Ensure milestones for achievement are challenging and demanding, adjusting activities as required
- Establish and implement a clear framework for classroom discipline, anticipating and managing behaviour constructively, promoting self-control and independence
- Develop and implement strategies for behaviour management
- Manage students who are demonstrating socially unacceptable or challenging behaviour
- Make regular telephone calls to parents to discuss their child's individual progress or behaviour
- Build productive working relationships with students using methods to encourage student engagement and participation in activities

### General

- Collaborate and work with colleagues and other professionals within and beyond school
- Communicate effectively with other staff members and students, and parents/carers as necessary
- Attend and contribute to meetings as required
- Attend training sessions as required
- To be aware of and support the School and Department Action Plans and targets
- To act in accordance with the School's policies, including the requirements of Keeping Children Safe in Education (KCSIE), the school's child protection policy and GDPR among others.
- To carry out any other duties commensurate with the level of the post

**This job description sets out the main duties and responsibility of the post and each individual task may not be identified. The post holder will be expected to undertake other such duties as required. It will be reviewed annually during the appraisal cycle and may be subject to modification or amendment following discussion.**

## Person Specification

SPECIFICATION	ESSENTIAL	DESIRABLE
Qualification and training	<p>A good standard of general education, including evidence of GCSE English &amp; Maths at Grade C / 4 or above (or equivalent).</p> <p>NQF Level 3 and/or HTLA qualification and/or significant experience in a required discipline</p>	Graduate
Experience	Relevant work experience	Relevant work experience in a similar environment
Qualities, skills, knowledge and abilities.	<p>Strong literacy and numeracy skills.</p> <p>Good communication skills; able to clarify and explain instructions clearly to students and provide feedback to teachers.</p> <p>Team player with a 'can do' approach.</p> <p>Able to work independently and with initiative.</p> <p>Flexible; able to adapt quickly and effectively to changing circumstances or situations.</p> <p>Able to work calmly and with patience.</p> <p>Professionally discreet and able to respect confidentiality on particular issues.</p> <p>Good organisational skills.</p> <p>Very good ICT skills, with the ability to produce reports, correspondence and input data.</p> <p>Well-developed interpersonal skills and sense of humour enabling effective relationships with a variety of different people.</p> <p>Able to establish and maintain good relationships and rapport with other colleagues in the school and external contacts (e.g. parents, governors, members of the community).</p> <p>Enjoy a good rapport with young people.</p> <p>Empathy with students and sympathetic to their needs.</p> <p>Able to motivate and encourage students appropriately.</p> <p>Firm, sensitive and effective approach towards student discipline.</p>	Knowledge of Microsoft Office, CPOMS & SIMs/Arbor
References	Supportive.	