



Job description for:	Higher Level Teaching Assistant/Academic Coordinator (Physical Disabilities)
Grade:	6 (rising to 8 once fully qualified)
Working hours per week	33.75
Working weeks per year	39 (inc INSET days)
Contract type	Permanent
Principle place(s) of work	The Cooper School
Immediate line manager	SENCo
Manages	None
Job purpose	To work with AEN students in the Achieving and Creating Excellence (ACE) Centre as their Academic Co-Ordinator (key worker) in order to support individual students in addressing gaps in their learning. The aim is that, through the support of their Academic Co-Ordinator, students will be able to access the curriculum to the best of their ability; develop self-confidence and resilience; become independent learners; manage and regulate their social, emotional and well-being needs and leave school with the skills and personal qualities to be the best they can be.

Main Duties/Responsibilities:

- To write and maintain a One Page Profile for key students, detailing barriers to learning and strategies for teachers to support the learning of individual students
- To be the main liaison between teachers, parents, students and external professionals (e.g. Occupational Therapy, Teacher of Deaf, SENSS C & I, etc)
- To prepare reports, including gathering feedback from teachers, for EHCP applications, Annual Reviews, SEN Review Meetings, CAMHS, etc.
- To make referrals to support agencies and liaise with the relevant services to support the student in school
- To advise teachers on strategies and reasonable adjustments for key students
- To monitor the progress of key students and follow up on any concerns
- To hold regular AEN review meetings with parents each year
- To attend Annual Reviews for key students who have EHCPs
- To conduct comprehensive assessments of, for example, reading, writing, communication and processing, to plan evidence-based interventions



- To plan, deliver and review interventions for pupils who are working significantly below age related expectations in Years 7 and 8
- To plan, deliver and review 1:1 lessons with pupils in Years 9, 10 and 11 who are 'option light' so that they have pre and over-teach opportunities to consolidate their GCSE studies
- Meet with incoming Year 7s and support their transition programme.
- Observe named key students with AEN within mainstream classes where appropriate.
- Undertake training consistent with developing skills relevant to work with students with AEN.
- Respect confidentiality of all information relating to students and their families.
- To support students in exams who have additional exam access arrangements.

Specialist role duties:

- Undertake physio programmes under advice from specialists
- Take part in manual handling training
- Undertake any support activities relating to mobility and/or physical issues (eg. Pushing a wheelchair or to support a student with feeding tubes)

Additional duties

- To be aware of their responsibilities for health and safety for themselves and others.
- To provide a commitment to safeguarding the welfare of children.

Training and development

- Inset days – HLTAs are expected to attend all Inset at school (5 days a year).
- Professional Development Programme – HLTAs will take part in this annual process and have an annual meeting with their line manager (plus an interim meeting part way through the year).
- HLTAs are expected to work towards the award with the expectation that it will be completed by the end of the second academic year in which they gain the position.

The post holder may be required to perform duties other than those given in the job description for the post. The particular duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed.

Bernwode Schools Trust is committed to safeguarding children. The successful candidate will be subject to a Disclosure and Barring Service check (formerly CRB) in line with Section 115 of the Police Act 1997.

Details of the Academy's policies relating to the Employment of Ex-Offenders and the Secure Storage, Handling, Use, Retention and Disposal of Disclosure and Barring Certificates and Disclosure information are included on our recruitment webpage.



Person Specification

	Essential Criteria	Desirable Criteria
Education/ training	<ul style="list-style-type: none"> • A good standard of education including GCSEs Maths, English and Science at C grade or above (or equivalent qualification). • Have or be willing to work towards HLTA qualification (to be achieved by the end of the second academic year in which they gain the position). • Be willing to attend training which is relevant to the post. 	
Relevant experience	<ul style="list-style-type: none"> • Demonstrable experience of working with children or young people. • Experience of supporting students with Special Educational Needs • Experience of supporting individuals with a physical disability. 	<ul style="list-style-type: none"> • Experience of working in a school environment.
Relevant skills and aptitudes	<ul style="list-style-type: none"> • Effective oral and written communication skills. • Excellent interpersonal skills both in relation to students as well as other adults (including outside agencies). • Good organisation and time management skills. • Sound ICT skills to support learning and to maintain electronic information systems. • Ability to remain calm in challenging situations. • Ability to empathise with students' primary carers. 	
Other	<ul style="list-style-type: none"> • An awareness of responsibilities for health and safety of themselves and others • Successful and satisfactory background check received from the Disclosure and Barring Service (DBS) after interview and before appointment. • A commitment to safeguarding children. 	<ul style="list-style-type: none"> • Knowledge of Health and Safety legislation as it relates to the work of a school.