



Respect School Job Description

Job Title HLTA

Scale G

Responsible to: Head of school and designated line manager

Responsible for: Designated support staff, giving advice, guidance, mentoring, induction or performance management as directed.

In addition to the duties outlined in Teaching Assistant

Job Purpose

- To work within a team within the Respect Collaboration of Schools group of schools delivering support for interventions in class and across the city where necessary.
- To work with children, young people and their families to support them in maintaining their educational placement.
- To provide support and direct teaching of pupils who have Social, Emotional and Mental Health difficulties and diagnosed conditions to ensure they are able to access

Key Duties and Responsibilities:

- To support pupils who have been excluded, are at risk of exclusion or out struggling to engage in learning, in school, or other settings to enable them to re-engage with education.
- To support pupils at times of transition between placements to maximise chances of success.
- To develop and maintain positive relationships with pupils, their families/carers and school staff, and in conjunction with other school staff or relevant professionals provide advice and practical assistance, to bring about improved levels of attendance, behaviour and overcome barriers to learning.
- To identify key areas that act as barriers to success for individuals and liaise with other professionals to ensure that the appropriate support and interventions are in place, including signposting and referral procedures.
- To support pupils in agreed intervention programmes.
- To model positive strategies and language when supporting pupils in school and other settings.
- To work with relevant professionals in the development, planning, delivery and evaluation of the educational and pastoral programmes for individuals and groups of pupils.
- To contribute to the assessment of pupils' needs and subsequent planning, delivery and monitoring programmes of support as part of a service-level package of support, adapting plans according to need and preparing resources.

- To maintain comprehensive records related to pupils' development and progress and to prepare and present to colleagues, other professionals, parents/carers and other agencies feedback, both verbal and written as required.
- To maintain effective working links with colleagues from other agencies and schools.
- To escort and supervise pupils on integration visits and other appointments as appropriate.
- To work with schools and families to ensure that IEP and other targets are clearly understood and that the appropriate support is in place.
- To plan effective lesson (in advance) when acting as cover for Teachers' PPA or other absent staff as appropriate. *Or deliver education where required and directed.*
- To be responsible for the induction, mentoring and skills development of Teaching Assistants as required.
- Carry out any other duties as required that are relevant to the remuneration of the post.

Issued by:

Received by:

Head Teacher

Post Holder

Date

Date

PERSON SPECIFICATION

Job Title: HLTA	Grade: G
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A I T shows how the job criteria will be assessed – A = Application, I = Interview, T = Test

EXPERIENCE:			
Essential Criteria:	AIT	Desirable Criteria:	AIT
Experience of: <ul style="list-style-type: none"> ▪ working with young people with social, emotional and behavioural difficulties. ▪ working with a range of agencies to provide support for young people and of attending multi-agency meetings ▪ working with young people on a sustained basis in a group or on a one to one basis ▪ experience of working in a mainstream setting – as outreach or more widely ▪ of writing and reviewing IEP's and setting targets for behaviour and attendance ▪ 	AI AI AI AI AI	Experience of: <ul style="list-style-type: none"> • working at both KS2, KS3 and KS4 • completing individual pupil and other appropriate risk assessments • report writing for a range of purposes. • co-ordinating or supervising the work of others 	A AIT AIT A
QUALIFICATIONS:			
Essential Criteria:	AIT	Desirable criteria:	AIT
<ul style="list-style-type: none"> • level 2/or equivalent passes in English and Maths • safeguarding level 1 	A AI	<ul style="list-style-type: none"> • HLTA Status • recognised First Aid qualification or willingness to train • full driving licence and use of own car 	A AI A

SKILLS AND KNOWLEDGE:			
Essential Criteria:	AIT	Desirable criteria:	AIT
<ul style="list-style-type: none"> • ability to support pupils with behavioural, emotional and social difficulties • working knowledge of a range of strategies to develop the behavioural, emotional and social skills of children and young people • Broad knowledge of KS2/KS3/KS4 curriculum • ability to intervene confidently and objectively in emotionally charged situations following agreed procedures including potentially violent ones • secure knowledge of child protection and safeguarding procedures, with particular reference to more vulnerable pupils • ability to keep essential records and to produce clear and concise written reports • knowledge of range of support available for pupils and their families • ability to use basic IT programmes. 	<p>AI</p> <p>AI</p> <p>AIT</p> <p>AI</p> <p>AIT</p> <p>AIT</p> <p>AI</p> <p>AIT</p>	<ul style="list-style-type: none"> • knowledge of Annual Review and PEP processes • knowledge of restorative practices • knowledge of the CAF process 	<p>AI</p> <p>AI</p> <p>AIT</p>
OTHER FACTORS:			
Essential Criteria:	AIT	Desirable criteria:	AIT
<ul style="list-style-type: none"> • be able to work independently and as part of a team • able to be flexible in both time and working practice 	<p>AI</p> <p>AI</p>	<ul style="list-style-type: none"> • experience of carrying out appraisal or performance management 	<p>A</p>
PERSONAL QUALITIES:			
Essential Criteria:	AIT	Desirable criteria:	AIT

<ul style="list-style-type: none"> • excellent inter-personal skills • ability to form effective working relationships with children their families and other professionals • motivated and enthusiastic • ability to use initiative and work unsupervised • ability to set and meet deadlines by prioritising work • well organised in approach to work • flexibility to adapt to changing and new organisational challenges. 	AI AI AI AI AI AIT AI	<ul style="list-style-type: none"> • able to recognise when to praise members of the team and also when to challenge underperformance 	AI
JOB CIRCUMSTANCES:			
Essential Criteria:	AIT	Desirable criteria:	AIT
<ul style="list-style-type: none"> • Be able to work across any of Respect Collaboration of Schools sites and in other mainstream/special schools across Derby City and to travel between sites 	AI		
EQUALITIES:			
Essential Criteria:	AIT	Desirable criteria:	AIT
<ul style="list-style-type: none"> • demonstrate a clear understanding of equal opportunities particularly issues relating to SEN 	AI		