

JOB DESCRIPTION

Post Title: HTLA – SEMH SPECIALISM		Director/Service/Sector: People		Office Use		
Grade: Band 5		Workplace: Cramlington Learning Village Secondary School (Category 8)		JE ref: HRMS ref:		
Responsible to: LINE MANAGER MANAGING SUPPORT STAFF/SENIOR TEACHING STAFF		Date:	Manager Level:			
Job Purpose: To work under an agreed system of supervision and take the lead role within the school to address the needs of pupils who need particular help to overcome barriers to learning.						
Resources		Staff	None			
		Finance	None			
		Physical	School and Classroom Resources, Specialist Equipment			
		Clients	Teachers, Groups of Children, Parents/Carers, Other Professionals			
Duties and key result areas: Support for Pupils <ol style="list-style-type: none"> 1. Use specialist skills, training, or experience to support pupils learning. 2. Use specialist skills, training or experience to coach and train staff 3. Develop and implement IEPs across the department 4. Provide pastoral support for pupils. 5. Work with students who have adapted timetables 6. Establish productive relationships with pupils, acting as a role model and responding to the needs of each individual child, acting as a role model and setting high expectations. 7. To actively promote inclusive practice within the classroom setting to ensure acceptance of all children. 8. Encourage children to co-operate and interact with one another. 9. Support pupils consistently whilst recognising and responding to their individual needs. 10. To have challenging expectations that encourages children to act independently and build self esteem. 11. Provide feedback to pupils in relation to progress, achievement and attendance. 12. Attend to pupils' personal needs and provide advice to assist in their social, health and hygiene development. 13. Provide support for pupils with special educational needs across the age range year 7 to year 13 14. Promote and support students with numeracy programmes. Support for the Teacher <ol style="list-style-type: none"> 1. Contribute to effective management of transition plans 2. Within an agreed system of supervision, plan challenging teaching and learning objectives and evaluate and adjust learning plans as appropriate. 3. Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against agreed, Pre-determined, learning objectives. 4. Provide the teacher with accurate and objective feed back on pupil progress and other matters, ensuring the availability of supporting evidence. 5. Manage the maintenance of pupils' records accurately record achievement and reporting. 6. Support the teacher in the management of pupil behaviour. 7. Establish constructive relationships with parents and carers and participate in feedback sessions as directed. 8. Assist in the development, implementation and monitoring of systems relating to pupil attendance and reintegration. 9. Monitor and evaluate interventions on a termly basis and report to SEND lead/SENDCO. 						

Support for the Curriculum

1. Implement learning activities to pupils within an agreed framework of supervision, adjusting activities to meet pupil needs
2. Help pupils access learning activities through specialist support.
3. Advise on appropriate deployment and use of specialist equipment or resources
4. Mentoring a cohort of young people
5. Monitor interventions database
6. Monitor IEPs and Review IEPs across the department.
7. Help develop consistency across the department in IEPs
8. Contribute to the effective management of EHCP and transition plans
9. Monitor and evaluate interventions on a termly basis and report to the school's SENDCO

Support for the School

1. Comply with all school policies relating to:
 - Health and Safety
 - Equal Opportunities
 - Child Protection
 - Confidentiality and data protection.
2. Work in such as to promote the ethos and vision of the school.
3. Participate in training and development, and activities that contribute to the management of performance.
4. Assist with the management of pupils outside the classroom e.g. lunch times and outside the school e.g. school trips as directed by the class teacher and member of the school's management.
5. Attend and participate in regular meetings
6. Assist in the development multi agency contacts to support the learning and development of children.
7. To undertake other duties and responsibilities as required commensurate with the grade of the post.
8. To support students and staff involved in Challenge Wednesday activities
9. Organise and helping deploy TAs on a daily basis.

The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the grade has been established on this basis.

Work Arrangements

Transport requirements:

Working patterns:

Working conditions:

PERSON SPECIFICATION

Post Title: HLTA – SEMH SPECIALISM		Director/Service/Sector: Children’s Services		Ref:
Essential		Desirable		Assess by
Knowledge and Qualifications				
Meet National Standards for HLTAs or equivalent qualification Very good numeracy and literacy skills; Participated in training related to various national strategies e.g. literacy and numeracy		First Aid Certificate		(a), (i) (t)
Experience				
Working with children of the relevant age Excellent clerical skills Working with children with additional needs Planned and delivered interventions and numeracy lessons		Supervising small groups of children Counselling and nurture groups		(a), (i)
Skills and competencies				
Effective ICT skills and 3 years experience of using ICT in a learning environment Ability to use other types of learning technology: <ul style="list-style-type: none">Database managementWhiteboardsCD ROMVideo Understanding of codes of practice and recent relevant education; Good understanding of the principles of child development and the learning process				(a), (r) (i)

<p>Ability to be a self starter</p> <p>Can work as a member of a team, understanding their role in the classroom and associated responsibilities.</p> <p>Good understanding of the principles of child development and the learning process.</p>		
Physical, mental and emotional demands		
Other		
Willingness to participate in training and personal development.		(a), (i) (r)

Key to assessment methods; (a) application form, (i) interview, (r) references, (t) ability tests (q) personality questionnaire (g) assessed group work, (p) presentation, (o) others e.g. case studies/visits