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|  <b>Stockton-on-Tees</b><br>BOROUGH COUNCIL |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>JOB DESCRIPTION</b>                                                                                                                                                                                                 |
| <b>Directorate:</b><br><br><b>Children's Services</b>                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Service Area:</b><br><br><b>Education, Inclusion and Achievement</b>                                                                                                                                                |
| <b>JOB TITLE: Specialist Therapy Assistant HLTAs</b>                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                        |
| <b>GRADE: I</b>                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                        |
| <b>REPORTING TO: Expert at Hands Team Manager</b>                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                        |
| <b>1.</b>                                                                                                                    | <b>JOB SUMMARY:</b><br><br><p>As a Specialist Therapy Assistant (HLTA), you will play a key role in supporting children and young people with speech, language, communication and occupational therapy needs across a range of educational settings.</p> <p>Working within the Experts at Hand locality model, the postholder will support a designated cluster of schools to embed targeted interventions, speech and language and occupational therapy strategies into everyday educational practice. The postholder will work closely with SENCOs, school leaders and teaching staff to build capacity, confidence and sustainable inclusive practice within schools.</p> <p>You will contribute to the development of communication-friendly and sensory-supportive learning environments, supporting schools to embed strategies within quality first teaching, SEND Support arrangements and graduated response processes. promoting whole-school approaches that enhance communication, participation, independence and inclusion. Under the supervision and delegation of a suitable qualified professional or practitioner, you will provide training, advice and coaching to school staff, support parents and carers to better understand and promote their child's development, and act as a vital link between education and health services.–Through your work, you will champion children and young people's speech, language, communication, sensory and functional needs, helping them to access learning, develop independence and achieve their full potential both in school and beyond.</p> |                                                                                                                                                                                                                        |
| <b>2.</b>                                                                                                                    | <b>MAIN RESPONSIBILITIES AND REQUIREMENTS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                        |
|                                                                                                                              | 1.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Work as part of a multi-disciplinary team alongside Speech and Language Therapists, Occupational Therapists, Advisory Teachers and other specialist professionals to support children and young people with SEND.      |
|                                                                                                                              | 2.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Contribute to the early identification of speech, language, communication, sensory and functional needs through observation, screening tools and information gathering under the direction of qualified practitioners. |
|                                                                                                                              | 3.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Support the delivery of timely, evidence informed universal and targeted interventions across educational settings.                                                                                                    |
|                                                                                                                              | 4.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Apply knowledge of child development to screening, intervention planning and the provision of effective support.                                                                                                       |

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| 5.  | Deliver, monitor and review interventions that have been devised, delegated or approved by a suitability qualified professional.                                                                           |
| 6.  | Assist with screening assessments, collect and analyse relevant information, and maintain accurate records and data.                                                                                       |
| 7.  | Adapt interventions in response to children's progress and emerging needs, with the oversight of a suitably qualified professional.                                                                        |
| 8.  | Contribute to the creation of communication-friendly, sensory-supportive and inclusive learning environments.                                                                                              |
| 9.  | Promote whole-school approaches that support communication development, participation, independence and inclusion.                                                                                         |
| 10. | Model effective strategies, approaches and resources for teachers and support staff to support successful implementation within the classroom environment.                                                 |
| 11. | Deliver and contribute to the evaluation and impact of training, coaching and practical support to build confidence and capability in meeting children's needs and delivering interventions with fidelity. |
| 12. | Work collaboratively with SENCOs, teachers, support staff, families and health professionals to ensure coordinated support, review progress and achieve positive outcomes.                                 |
| 13. | Work proactively with SENCOs and school leaders to review and evaluate implementation of interventions, identify barriers and support sustainable inclusive practice.                                      |
| 14. | Provide support across a designated locality or cluster of schools, prioritising activity in line with service demands and agreed delivery models.                                                         |
| 15. | Work within agreed competencies, recognising professional boundaries and escalating concerns appropriately.                                                                                                |
| 16. | Complete all required training, including safeguarding, mandatory learning and continuing professional development activities.                                                                             |
| 17. | Manage and prioritise workload effectively, attend meetings and contribute to service development, clinical governance and quality assurance processes.                                                    |
| 18. | Prepare resources, maintain records and provide administrative support to assist the delivery of clinical and educational activities.                                                                      |
| 19. | Champion the needs of children and young people, ensuring their voices are heard and their outcomes remain at the centre of all activity.                                                                  |
| 20. | To represent the service, division, department and council at a range of local and regional partnership meetings, and where appropriate deputise for relevant managers.                                    |
| 21. | To implement Stockton Council's equal opportunities policies fully, and to work actively to overcome and to prevent discrimination in any part of the project.                                             |
| 22. | The post holder may be required to work evenings.                                                                                                                                                          |

### 3. General

**Other Duties** - The duties and responsibilities in this job description are not exhaustive. The post holder may be required to undertake other duties from time to time within the general scope of the post. Any such duties should not substantially change the general character of the post. Duties and responsibilities outside of the general scope of this grade of post will be with the consent of the post holder.

**The Council's Values, Behaviours and Code of Conduct** - The post holder is required to carry out the duties in accordance with the Council's Values and Behaviours, our code of conduct, professional standards and promote equality and diversity in the workplace.

**Corporate Parenting** - As Corporate Parents, we have the same ambition and high aspirations for all children in our care and care experienced young people: that Stockton-on-Tees is a great place to grow up, where children and young people are protected from harm and supported to be the best they can be in life.

**Personal Development** – As defined by the Council's Culture Statement, all employees will take responsibility for their own development

**Customer Services** – The post holder is required to ensure that all customers both internal and external, receive a consistently high-quality level of service, commensurate to the standards required by Stockton on Tees Borough Council.

**Policies and Procedures** – The post holder is required to adhere to all Council Policies and Procedures.

**Health and Safety** – The post holder has a responsibility for their own health and safety and is required to carry out the duties in accordance with the Council Health and Safety policies and procedures.

**Safeguarding** – All employees need to be aware of the possible abuse of children and vulnerable adults and if you are concerned you need to follow the Stockton Council's Safeguarding Policy. In addition, employees working with children and vulnerable adults have a responsibility to safeguard and promote the welfare of children and vulnerable adults during the course of their work.

|                                             | Name: | Signature: | Date |
|---------------------------------------------|-------|------------|------|
| Job Description written by:<br>(Manager)    |       |            |      |
| Job Description agreed by:<br>(Post holder) |       |            |      |

**Job Description dated**

## PERSON SPECIFICATION

|                                   |                                           |                                             |
|-----------------------------------|-------------------------------------------|---------------------------------------------|
| <b>Job Title/Grade</b>            | <b>Specialist Therapy Assistant HLTAs</b> | <b>I</b>                                    |
| <b>Directorate / Service Area</b> | <b>Children's Services</b>                | <b>Education, Inclusion and Achievement</b> |

|                | <b>ESSENTIAL</b>                                                                                                                                                                                                                                                                                                                                                                                                        | <b>DESIRABLE</b>                                                                                                                                                                                                                                                                                                                                               | <b>MEANS OF ASSESSMENT</b> |
|----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|
| Qualifications | <p>To hold a relevant qualification<br/>Level 4 qualification or above in education, childcare, SEND, health, psychology or a related field OR significant relevant experience supporting children and young people within educational settings.</p> <p>Or</p> <p>Considerable experience of working in an educational setting.</p>                                                                                     | <ul style="list-style-type: none"> <li>• HLTA status.</li> <li>• Speech and Language Support Assistant training.</li> <li>• Occupational Therapy Assistant training.</li> <li>• Sensory processing training.</li> <li>• Relevant SEND qualifications.</li> </ul>                                                                                               | Application form           |
| Experience     | <p>Experience of working within educational settings and promoting inclusive practice for children and young people with additional needs.</p> <p>Experience of supporting schools to develop whole-setting approaches to SEND and inclusion.</p> <p>Experience of coordinating multidisciplinary teams and services.</p> <p>Experience supporting children and young people with SEND within educational settings.</p> | <ul style="list-style-type: none"> <li>• Experience working alongside Occupational Therapists or Speech and Language Therapists.</li> <li>• Experience delivering communication, language, sensory or functional interventions.</li> <li>• Experience supporting children with autism, speech and language needs or sensory processing differences.</li> </ul> | Application / Interview    |

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|                    | <p>Experience working collaboratively with teachers, SENCOs and support staff.</p> <p>Experience delivering targeted interventions and monitoring progress.</p> <p>Experience maintaining accurate records and contributing to outcome-focused reviews.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                         |
| Knowledge & Skills | <p>Excellent interpersonal skills. Proven ability to negotiate and persuade and build and maintain effective working relationships at all levels. Proven ability to communicate with, engage and influence children, young adults, carers, partners and stakeholders, in complex situations.</p> <p>Experience of supporting partnership working to deliver service provision to children and families. Good planning and organisational skills, with experience of working within general professional guidelines or organisational policy, to achieve service requirements.</p> <p>Proven initiative and judgement to identify and resolve problems.</p> <p>Good ICT skills - both standard Microsoft applications and social care record and data systems.</p> <p>Good reporting and recording skills in accordance with expected statutory and internal processes.</p> <p>Proven ability to cope with conflicting and changing demands through good time management and the ability to work under pressure.</p> <p>Demonstrable determination to provide a high-quality service and achieve challenging outcomes</p> |  | Application / Interview |

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|  | <p>Ability to provide accurate guidance, information and advice to parents and young people.</p> <p>Ability to communicate complex issues in a clear and effective manner with a wide range of stakeholders and to advise, persuade, influence and be assertive as appropriate.</p> <p>Ability to chair meetings and deal effectively and sensitively with a range of individuals in a professional context.</p> <p>Good understanding of child development and the barriers to learning experienced by children and young people with additional needs.</p> <p>Knowledge of effective inclusive educational practice and graduated response approaches.</p> <p>Understanding of the role of educational settings, locality partnerships and wider SEND systems in delivering positive outcomes for children and young people.</p> <p>Ability to manage competing service priorities, allocate resources effectively and maintain oversight of a complex operational workload</p> <p>Good understanding of child development.</p> <p>Understanding of inclusive educational practice and graduated response approaches.</p> <p>Ability to coach, model and support implementation of interventions within classrooms.</p> |  |  |
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|                                          | <p>Ability to build positive relationships with schools</p> <p>Understanding of the role of therapy services within educational settings.</p> <p>Ability to work independently across a locality of schools.</p>                                                                                                                                                                                                                                                                                                               |                                                                                  |                         |
| Specific behaviours relevant to the post | <p>Ability to build relationships across both internally and externally.</p> <p>Coproduction and cocreation at the heart of how they operate.</p> <p>Role models' inclusive delivery to ensures diverse voices are heard and valued.</p> <p>Committed to delivering inclusion and ensuring children and young people can thrive within their local communities wherever possible.</p> <p>Builds credibility and trust with schools, families and professionals through a solution focused and relationship-based approach.</p> | <p>Personal experience of SEND</p> <p>Experience of systemic practice model.</p> | Application / Interview |
| Other requirements                       | <p>This post is subject to an enhanced DBS check.</p> <p>Willingness and ability to work occasional evenings and weekends to maintain service delivery</p>                                                                                                                                                                                                                                                                                                                                                                     |                                                                                  |                         |

**Person Specification dated**

