



Job Description

Job Title	HLTA – Mainstream SEND student support and interventions.
Date of Review of this Job Description	February 2019
Grade/Rate of Pay/Salary	8
Establishment	Wood Green School
Location	Woodstock Road, Witney, OX28 1EB
Post responsible to	SENCO
Working Time/Conditions	30 hours per week
Posts responsible for	
Purpose of Post	To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision. This may involve planning, preparing and delivering learning activities for individuals/groups or short term for whole classes and monitoring pupils and assessing, recording and reporting on pupils achievement, progress and development.
Key responsibilities	<ol style="list-style-type: none"> 1. Be the SEND lead on Cognition and Learning 2. Deliver literacy/numeracy interventions 3. Working with SEND and underachieving students 4. Working with colleagues across the school 5. Reviewing progress of SEND students 6. Meet the professional HLTA standards of this post
General Duties	
<p>As a member of staff the postholder will:</p> <ul style="list-style-type: none"> • Follow all school policies and procedures • Uphold the Code of Conduct for staff • Safeguard and promote the welfare of all young people he/she is responsible for, or comes into contact with in the school. • Engage in relevant continuous professional development opportunities and performance management arrangements <p>As an HLTA, the postholder will meet the HLTA standards (TDA 2006)</p>	
Responsibilities and Accountabilities	
<ol style="list-style-type: none"> 1. Be the SEND lead on Cognition and Learning <ol style="list-style-type: none"> a. Monitor the progress of students (within the relevant SEND category to the postholder – all statements in 1 relate to this group). b. Assist and support the work of qualified teachers with individual pupils and small groups of students so they make expected levels of progress. c. Run support groups to help the personal development of students. d. Run study skills group to develop the independent learning skills and self-reliance of students. e. Lead on the review cycle for identified students. f. Be an initial point of contact for parents enquiring about SEND issues. g. Work with other professionals, such as SEND specialist teams, when necessary. 	

2. Deliver literacy / numeracy interventions

- a. Deliver interventions as required in liaison with the SENCO and Head of English/Maths.
- b. Monitor and record the impact of the interventions so students make expected progress.
- c. Help promote independent learning in students through interventions.

3. Working with SEND and underachieving students

- a. Develop an understanding of the special educational needs of the pupils concerned.
- b. Take into account a pupil's SEND and ensure that their access to the lesson and its content through appropriate clarification, explanations, equipment and materials.
- c. Build and maintain successful relationships with pupils, treat them consistently, with respect and consideration.
- d. Reinforce the learning of students with SEND across the school.
- e. Model good practice and set high expectations.
- f. Support the SEND department with its supervision of SEND pupils.

4. Working with colleagues across the school

- a. Plan and arrange meetings with classroom teachers to contribute to planning lessons / activities.
- b. Meet each half-term with the teaching assistants to review the teaching assistant timetable, coordinate support and ensure support is targeted where the need is greatest.
- c. Prepare materials and resources.
- d. Support classroom teachers with planning differentiated activities for identified groups.
- e. Deliver training on supporting SEND students in lessons.
- f. Lead relevant parts of SEND team meetings.
- g. Support the performance management of Teaching Assistants, leading the process where appropriate.

5. Reviewing progress of SEND students

- a. Monitor the performance of SEND students across the curriculum by managing tracking systems and providing reports for the SEND team.
- b. Meet weekly with the SENCO to plan interventions.
- c. Develop and implement student profiles.
- d. Adapt interventions and plans to ensure no SEND students fall behind.
- e. Help SEND students understand what they need to do to make further progress.

6. Professional standards

- a. Support the aims and ethos of the school.
- b. Undertake professional duties that may be reasonably assigned, for example, to collect information for Annual Reviews.
- c. To support implementation of school policies and procedures, including those relating to confidentiality and behaviour.
- d. To identify personal training needs and to attend appropriate internal and external in-service training.
- e. Termly formal review of performance with the SENCO.

In addition, the Headteacher may assign reasonable additional or alternative duties at any time as the needs of the school change.

Health and Safety

You have specific responsibilities under **Health & Safety legislation** to ensure that you:

- Take reasonable care for your own health and safety, and that of others affected by what you do, or do not do
- Cooperate on all issues involving health and safety
- Use work items provided for you correctly, in accordance with training and instructions
- Do not interfere with or misuse anything provided for your health, safety or welfare
- Report any health and safety concerns to your line manager as soon as practicable

Key Attributes - Person Specification

	Attributes / Experience	Essential	Desirable	Evidence
1	Experience working with children of relevant age in a learning environment.	✓		Letter of application
2	Working in a school environment.		✓	Letter of application
3	Level 2 qualification in English and Mathematics.	✓		Letter of application; interview
4	Excellent numeracy/literacy skills – equivalent to NVQ Level 4 in English and Maths.		✓	Letter of application; interview
5	Functional ICT skills.	✓		Letter of application; interview
6	Ability to learn new and relevant skills.	✓		Interview
7	Effective interpersonal skills.	✓		Interview
8	Full working knowledge of relevant policies/codes of practice/legislation.	✓		Interview
9	Working knowledge and experience of implementing national curriculum and other relevant learning programmes/strategies.	✓		Interview
10	Good understanding of child development and learning processes.	✓		Interview
11	Understanding of statutory frameworks relating to teaching.	✓		Interview
12	Training in relevant learning strategies e.g. literacy.		✓	Letter of application; interview
13	Ability to organise, lead and motivate a team.		✓	Letter of application; interview
14	Ability to relate well to children and adults	✓		Interview

15	Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these.	✓		Interview
16	Commitment, enthusiasm and energy.	✓		Interview
17	Willingness to be involved in the wider life of the school community.	✓		Interview