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| Post title | HLTA – cover and Speech and language |
| Salary and grade: | NJC 19 - 23 |
| FTE: | £33,121 - £35,571 (Actual Salary £27,887 to £29,950) |
| Line manager/s: | Head of Department / Senior Leadership Team |



Main purpose of the job:

To work under the agreed system of supervision, providing cover as required throughout school as required and also implementing, delivering SALT programmes to pupils, working alongside the Speech Therapists and keeping records of these sessions

You will be committed to safeguarding

Key duties and responsibilities

Support for Students

- Take a lead role in managing and delivering core subjects to pupils.
- Able to cover regular lessons, contribute to planning and assessment
- Undertake comprehensive assessments of pupils to determine those in need of particular help in relation to SALT
- Assist the Class Teacher with the development and implementation of Individual Education/Behaviour/Support/Mentoring plans, and SALT plans
- Take a lead role in the provision of support for pupils with special needs.
- Establish productive working relationships with pupils, acting as a role model.
- Arrange and develop 1:1 SALT programmes to pupils alongside the speech therapist and keep records of these sessions
- Challenge and motivate pupils, promote and reinforce self-esteem.
- Provide feedback to pupils in relation to progress, achievement, behaviour, attendance etc.
- To support/lead activities for students at break and dinnertimes, in accordance with contractual hours.
- To undertake duties at breaks times as directed (contracted working hours include paid time for breaks)

Support for Teaching Staff

- Be aware of students' problems/progress/achievements/targets and report to the teacher as agreed.
- To facilitate an accurate handover of information and student targets
- Undertake student record keeping as requested.
- Support the teacher in managing student behaviour, reporting difficulties as appropriate.
- Apply Team Teach or equivalent training where required
- Gather/report on information from/to Parents/Carers as directed.
- Classroom observations to support the development of IEPs
- Actively discuss student needs and profiles with relevant staff
- Monitor student progress using available data and observation
- To regularly appraise students work in order to gain appropriate accreditation or qualification
- To work alongside teaching staff and facilitate an accurate handover of information and student targets.
- Work with the teacher and other staff in evaluating and adjusting lessons/work plans as appropriate.
- Implement agreed work programmes/practical lessons under the guidance of the teacher.
- Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives.
- Provide objective and accurate feedback and reports, as required, to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.

- Be responsible for maintaining and updating records, information and data as agreed with the teacher, contributing to reviews of systems/records as requested and producing analysis and reports as required.
- Promote and ensure health and safety, positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour.
- Liaise sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/meetings with parents, or as directed.
- Ensure timely and accurate design, preparation and use of specialist equipment/resources/materials.
- Provide general clerical/admin support, e.g. dealing with correspondence, compilation/analysis/reporting on attendance, exclusions etc., making phone calls, administer coursework, produce worksheets for agreed activities.

Support for the Curriculum

- Support students to understand instructions.
- Support students in respect of local and national teaching strategies, e.g. literacy, numeracy, as directed by the teacher.
- To regularly appraise students work in order to gain appropriate accreditation or qualification.
- Support students in using basic ICT as directed.
- Prepare and maintain equipment and resources for students as directed.

Support for School

- Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate.
- Attend all relevant meetings on behalf of identified cohort
- Contribute to student review meetings
- Carry out the role of an appraiser as directed by the headteacher.

General

- Participate in training and other professional development as identified through the appraisal process.
- To be familiar and comply with all relevant Health and Safety, Child protection, Management of Risk, Operational, Personnel, Data Protection and Financial Regulations, policies and procedures.
- To identify risks within personal objectives, using resources effectively and efficiently and safeguarding assets.
- To ensure equality of opportunity is afforded to all persons both internal and external to the school, actively seeking to eliminate any direct or indirect discriminatory practices/behaviour.

The above duties are not exhaustive and the post holder may be required to undertake tasks, roles and responsibilities, commensurate with the grade of the post, as may be reasonably assigned to them by the Senior Leadership Team

As appropriate, the post holder's duties must be carried out in compliance with the following:

- Equal Opportunities Policy and Strategy;
- Information and Data Security Policies;
- ESFA's Financial Regulations as set out in the Academy Handbook;
- Health and Safety at Work Act (1974) (and subsequent health and safety legislation);
- Data Protection Act 2018;
- Information Records Management Toolkit for Schools.

These duties and responsibilities should be regarded as neither exclusive nor exhaustive as the post holder may be required to undertake other reasonably determined duties and responsibilities, commensurate with the grading of the post, without changing the general character of the post.

We are committed to achieving equal opportunities in the way we deliver services to the community and in our employment arrangements. We expect all employees to understand and promote this policy in their work.

Health and safety

All employees have a responsibility for their own health and safety and that of others when carrying out their duties and must help us to apply our general statement of health and safety policy.

Safeguarding

Nexus MAT is committed to safeguarding and promoting the welfare of children and young people. The highest priority must be given to following the guidance and approaches to safeguard children and follow all safeguarding procedures outlined by the MAT and member schools.

Person Specification

| | | Essential | Desirable |
|------------------------------------------------|------------------------------------------------------------------------------------------------------------------|-----------|-----------|
| Qualifications & Skills | Grade C or above in both English & Maths GCSE or equivalent | ✓ | |
| | Experience of supporting children with special educational needs and challenging behaviour | ✓ | |
| | Team Teach or equivalent trained. | | ✓ |
| | Previous experience of delivering SALT programmes | | ✓ |
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| Teaching & Learning | Placement of pupil learning at the centre of systems, policies and practice. | ✓ | |
| | Ability to make sound judgements the attainment & progress of students. | ✓ | |
| | Excellent classroom practitioner | ✓ | |
| | Knowledge of the National Curriculum and supportive strategies, accredited pathways. | ✓ | |
| | Consistent focus on pupil progress and outcomes | ✓ | |
| | Has experience of the development and implementation of Individual Education/ Behaviour/Support/Mentoring plans. | ✓ | |
| | Can provide positive feedback to pupils in relation to progress, achievement, behaviour and attendance. | ✓ | |
| | Able to deliver a diverse package of learning & pastoral support to pupils. | ✓ | |
| Developing self and working with others | Ability to set appropriate and challenging targets for self and others | ✓ | |

| | | Essential | Desirable |
|------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------|
| | Ability to make and take decisions both individually part of a team. | ✓ | |
| | An understanding of when to consult or seek advice and when to be responsive to feedback | ✓ | |
| | Ability to contribute to and share quality practice with the ISWs, teachers and team. | ✓ | |
| | Commitment to partnership between staff, parents and students | ✓ | |
| | Demonstrate ability to work sensitively and effectively with parents/carers as agreed. | ✓ | |
| Securing Accountability | Ability to use information and observations of students and teachers to inform strategies to support learning, behaviour and attendance. | ✓ | |
| | Ability to address barriers to learning, discuss relevant issues and achieve a resolution. | ✓ | |
| | To demonstrate capacity to work independently or part of team with individuals or groups of children | ✓ | |
| Personal Qualities and Attributes | Excellent interpersonal skills with the ability to enthuse and motivate others . | ✓ | |
| | Self-reflective practitioner | ✓ | |
| | Ability to prioritise | ✓ | |
| | Ability to work under pressure | ✓ | |
| | Dynamic, positive, creative and constructive | ✓ | |
| | Open and approachable | ✓ | |
| | Conscientious, honest and reliable | ✓ | |
| | Child centred | ✓ | |
| | Capacity to make dynamic risk assessments and remain calm in challenging circumstance | ✓ | |
| Safeguarding | Suitability to work with, and ability to form and maintain appropriate relationships and personal boundaries with children | ✓ | |
| | A commitment to safeguarding and promoting the welfare of children, young people and/or vulnerable adults | ✓ | |
| | An understanding of and commitment to equal opportunities issues both within the work place and the community in general | ✓ | |
| | A criminal records check at and enhanced level | ✓ | |
| | Exempt from the rehabilitation of Offenders Act, 1974 (All spent convictions to be declared | ✓ | |

