
Job Description

Job Title:	HLTA
Grade:	Grade 7, Scale Point 23-25
Line Manager:	SENDCo
Supervisory Responsibility:	N/A
Important Functional Relationships:	Internal: SENDCo, AMs, HOYs, Head of Inclusion External: Parents, Educational Psychologist, Speech & Language Therapist

Main purpose of the job: deliver outstanding academic and pastoral provision for all SEND pupils at Ealing Fields School, and to assist the SENDCo in coordinating support and conducting annual reviews.

1. To undertake and chair 10 Annual Reviews a year
2. To support the SENDCo in maintaining communication and partnership between school and parents through emails, phone calls and in-person meetings
3. To support students with SEND in lessons, small group interventions and 1:1 sessions
4. To support exemplary learning behaviour throughout the school, and to uphold the safeguarding and welfare of all students they work with

Outcomes

Annual Reviews

- The paperwork for the annual review meetings will be prepared to a high standard, the annual review meetings will be professionally chaired, and the paperwork sent to the borough will be of exemplary standard, with all agreed outcomes actioned.

SEN interventions

- All 1:1 and small group sessions will have thoroughly planned resources, be delivered to an outstanding standard, and will be reviewed and refined over time reflectively.

Behaviour

- 90% of EHCP students remain at Pastoral stages 0 and 1; Attendance 96%.

Specific responsibilities and tasks

1. To undertake and chair 10 Annual Reviews a year

- Undertake 10 Annual Reviews per year, including the drafting of statutory documentation, the collation for feedback from staff and external professionals, the professional chairing of the meeting and the actioning of all agreed outcomes. After the meeting, paperwork will be carefully completed, checked by the SENCO, and then sent to the Local Authority.
- Ensure appropriate and aspirational progression for EHCP students who will be leaving the school at phase transfer, or following an emergency annual review.

2. To support the SENDCo in maintaining communication and partnership between school and parents through emails, phone calls and in-person meetings

- As required by the SENDCo, arrange phone calls, send emails to, and meet with parents to coordinate support for their children, following the principles of the assess, plan, do, review cycle.
- Produce personalised student profiles to enable teaching staff to make reasonable adjustments for the SEND students that they teach.
- Work closely with outside professionals including Educational Psychologists and Speech & Language Therapists to support student needs are met.

3. To support students with SEND in lessons, small group interventions and 1:1 sessions

- Support specified SEND students in classes to access their learning. Follow instruction from members of teaching staff as to how support can best be directed in specific lessons. Provide scribe/reader support, simplify and reiterate tasks, assist with the structuring of written work and the decoding of texts.
- Act as a scribe/reader or prompt in internal and external examinations.
- Plan and deliver small group interventions for subjects such as literacy, numeracy and social skills.
- Plan and deliver 1:1 sessions for students with EHCPs to support them in areas such as English, Maths, Science, social skills, speech and language, and emotional regulation.

4. To support students with SEND in lessons, small group interventions and 1:1 sessions

- Ensure the whole school conduct system is applied fairly with reasonable adjustments as agreed with the SENDCo.
- Support EHCP students to be fully prepared to learn in their lessons & support with equipment or organisational plans
- Support EHCP students to maintain high self-esteem and reward them with positive conduct points when possible.
- Support students to make judicious use of time out and a calm space in the SEND area if needed.
- Develop the practice of emotional coaching techniques or social stories to ensure desirable behaviour is developed by all EHCP students
- Provide support for staff in achieving excellent learning conduct as required
- Ensure safeguarding & child protection procedures are scrupulously adhered to.

Key measures of success – to support the SENCO in delivering these for all SEND students

- 80% on target in English and Maths (account taken of small sample sizes) & within 10% of whole school figures
- Attendance, punctuality, exclusions, internal exclusions, bullying/racist incidents – in line with the mainstream school
- Careful progression planned for KS4 students
- Positive feedback about SEND provision in parent and student surveys

Person specification

	Essential	Desirable
Knowledge and Skills	<ul style="list-style-type: none">• Education to 'A' level• Ability to teach groups at KS3 & KS4 including literacy or numeracy or social communication skills• At Least 2 years work as a AM/TA and to be working at grade 6 within a high achieving secondary school• Able to write accurately and clearly• Experience of the use of student results analysis outcomes to inform practice and target improvement• An understanding of the strategies required to motivate and enthuse EHCP students at KS4• An ability to use ICT programmes and packages• A commitment to wider provision and trips.	<ul style="list-style-type: none">• Ability to teach group literacy or numeracy to GCSE level.• A bachelor's degree
Personal Qualities	<ul style="list-style-type: none">• Desire to play a key role in the shaping of the SENDCo's vision for the school• A firm approach to discipline, and good classroom management skills• An ability to work within and motivate a team• An ability to generate enthusiasm for learning• An ability to remain positive in times of difficulty• Calm, patient, creative, energetic & enthusiastic• To be committed to the highest standards in all areas of school life (behaviour, academic, enrichment).• A proven team worker with a very strong commitment to collaboration• Outstanding communication and inter-personal skills• Good time management/able to multi task• Highly organised• Able to work under pressure• Willing to contribute to the rich life of the school, including its extra-curricular offer	<ul style="list-style-type: none">• In sympathy with the Christian ethos of the Twyford Trust

The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. The successful applicant will be required to apply for an enhanced disclosure from the DBS (Disclosure and Barring Service), previously the CRB.

For more information visit <https://www.gov.uk/crb-criminal-records-bureau-check>

You will also be expected to sign and adhere to the school's SAFEGUARDING CHILDREN & YOUNG PEOPLE and SAFE WORKING PRACTICE AGREEMENT which is available as a download on the school website Vacancies page.