



HISP Multi Academy Trust

Job Description

HLTA

Salary Grade: Hampshire E Grade
Responsible to: SENDCo/SEN Teacher

Key Summary

The SEND Specialist HLTA has a vital role in embedding inclusive practice within the alternative pathway/s. This is a key role, supporting children with a range of complex and multiple needs including autism, SEMH, sensory processing and communication difficulties.

Key Contributions / Responsibilities

Leadership:

- Maintain excellence in the provision for children accessing alternative pathway/s (under the direction of the class teacher and SENDCo)
- Maintain effective communications with the class teacher and other teaching assistants to ensure the quality of the provision is maintained
- Provide day-to-day management and coaching of teaching assistants who work within the alternative pathway/s and provide coaching support for teaching assistants across the school
- Ensure that the aims, policies and values of the trust and the school are upheld within the alternative pathway/s
- Contribute to the delivery of in-house training to improve staff confidence and knowledge in meeting SEND needs
- Work with the class teacher to ensure that children have access to a broad curriculum, increasing opportunities to access mainstream lessons and build relationships with peers without SEND
- Work closely with the class teacher to maintain monitoring through the assess, plan, do, review cycle

Teaching & Learning:

- Lead and teach within the alternative pathway/s on specified days and provide cover in the absence of the teacher as required
- Support and coach teaching assistants within the alternative pathway to develop their practice
- Support the teacher to plan, prepare and deliver personalised activities, tasks, and resources to suit pupils' individual needs and EHCP outcomes
- Work closely with the class teacher to ensure learning is linked to year group curriculum where possible
- Ensure appropriate resources and environmental adaptations are in place for individual pupils

Indicators of Success

- Action plan will ensure SIP priorities are a focus within the alternative pathway/s
- Teaching Assistants have clear understanding of their role within the alternative pathway/s
- Alternative pathway provision demonstrates links to school vision and values

- Support plans for staff within the alternative pathway/s where needed
- Termly progress checks show individual children making progress against annual targets
- Subject monitoring will demonstrate children's access to a broad and balanced curriculum

Key Contributions / Responsibilities

- Support the class teacher to maintain the quality of teaching and learning within the provision to include:
 - Ongoing group and/or individual coaching support where appropriate
 - Model high quality, effective practice both within the alternative pathway/s provision and within the classroom

Monitoring Achievement and Progress:

- Support the class teacher to assess children using the Engagement Model, create individual profiles, set targets and design personalised activities across the areas of engagement
 - Support the class teacher to implement provision specified within Pupil Passport and review regularly as part of the assess, plan, do review cycle
 - Contribute to the assessment and review of pupils' progress, including written records, reports, EHCP reviews and annual reports to parents
 - Support the class teacher to monitor the progress and attainment of all children within the alternative pathway/s
 - Work with the class teacher and SENDCo to implement and assess interventions within the alternative pathway/s
- Termly progress checks show individual children making progress against annual targets
 - Agreed intervention plans

Liaison and Pastoral:

- Work closely with class teachers to facilitate integration to the classroom
 - Work in partnership with families, external professionals, and the wider staff team to implement recommendations and support communication
 - Support the transition of pupils into alternative pathway/s, specialist units, classes or new schools where applicable
 - Maintain effective communication between home and school in order to foster positive relationships with parents
 - Support the class teacher to maintain pupil safety and team wellbeing
- High levels of parental engagement
 - Attendance >95%

Safeguarding:

- Understand the safeguarding policy and procedures
- Ensure staff are trained in the use of and recording of restrictive practice
- Ensure that safeguarding procedures are followed by all staff within the alternative pathway/s
- Ensure the safety of children by following Health and Safety regulations and reporting concerns promptly
- To be responsible for promoting and safeguarding the welfare of children and young people within the alternative pathway/s

Lunchtime Supervision:

- Be part of the lunchtime play team, supporting outdoor play and learning (OPAL)

Key Contributions / Responsibilities

Indicators of Success

<u>Behaviours / Values in action:</u>	<u>Skills, Knowledge & Experience:</u>
• Always shows a high level of confidentiality and professionalism • Has a clear vision for what integration and inclusion should look like and is proactive in making this happen • Evidence of commitment to own continuing professional development • Ability to think creatively and imaginatively • Effective role model for a team of staff • Ability to form strong relationships with children, families and colleagues • Committed to inclusive practice, safeguarding and promoting pupil wellbeing	• Experience of working with children with complex needs (including EHCPs) • Skilled in delivering and adapting learning for children with SEND • Knowledge of autism, SEMH, sensory processing and communication difficulties • Excellent organisation and time management skills • Good communication skills • Experience of working with outside agencies • Knowledge of specific activities and resources (e.g. TEACCH tasks, aided language boards, PECS) to support provision for children with complex needs • An understanding of the Engagement Model