Job Description: HTLA

<table>
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<th>POST:</th>
<th>HTLA</th>
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<td>RESPONSIBLE TO:</td>
<td>SENDCo</td>
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<td>KEY RELATIONSHIPS:</td>
<td>SENDCo, SLT, curriculum leader, teaching staff, learning support staff and Finance Team.</td>
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<td>WORKING PATTERN:</td>
<td>Term time only</td>
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<td>DISCLOSURE LEVEL:</td>
<td>Enhanced</td>
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<td>JOB PURPOSE:</td>
<td>To ensure the learning and progress of; and support the education, personal and social development of students with Special Educational Needs</td>
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Academy 360 Context:

Academy 360 is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks. Academy 360 exists to provide a rich and balanced educational environment which caters for the whole person - academically, vocationally, socially, morally, spiritually, physically, emotionally and environmentally. Our task is to serve our learners as well as to provide a learning hub for the entire Pennywell and Sunderland community. In this way we will raise aspirations, unlock potential and work to achieve excellence through encouraging a ‘can do’ culture which nurtures confident and competent people and ‘realises their potential’.

1. To work with staff within the faculty to ensure high quality resources are prepared to ensure effective delivery of curriculum.
   1.1. To undertake work and responsibilities in line with the Training and Development Agency for Schools (TDA) standards for higher level teaching assistants (HLTA)
   1.2. To contribute to planning, preparing and delivery of agreed work and support programmes to individual or groups of students
   1.3. To advance students learning in a range of settings, including working with whole classes where the assigned teacher is not present working with students who have multi barriers to learning
   1.4. Under an agreed system of direction and supervision carry out timetabled cover for teachers and cover for up to no more than 5 consecutive days when teachers are absent from work
1.5. To use behaviour management strategies in line with the Academy policy and procedures, which contribute to a purposeful learning environment for students appropriate to their age and special needs
1.6. To be responsible for the allocation of duties and the training of other Teaching Assistants.
1.7. To promote the inclusion of all students, ensuring they have equal opportunities to learn and develop particularly helping to overcome barriers to learning including physical, emotional and behavioural difficulties
1.8. To be responsible for promoting and safeguarding the welfare of children and young people within the school.
1.9. To assist with extra-curricular activities as appropriate

2. To ensure the smooth and effective running of the learning/SEND team on a day-to-day basis by:
   2.1. Contributing to the writing and review of IEPs
   2.2. Producing high quality learning displays under the direction of teaching staff, Faculty Leaders and SENDCo
   2.3. Review the progress of students during lessons and over a prolonged period of time towards their end of year targets
   2.4. Advancing the learning of students through in-class support, small group work, intervention and whole class without the presence of a teacher
   2.5. Contributing to the planning and preparation of lessons
   2.6. Contributing to the maintaining and analysing of student progress
   2.7. Providing feedback and reports as required to parents, carers and other professions regarding student progress, outcomes and social development

3. To work in conjunction with the teaching staff, Faculty Leaders and SENDCo to ensure that students received effective support to advance progress and achieve at least expected outcomes.
   3.1. To support working relationship with the students, acting as role model and setting high expectations
   3.2. To deliver and support students’ learning in the most effective way working with multidisciplinary teams
   3.3. To follow behaviour plans for pupils to support learning in the most effective way.
   3.4. To recognise that some pupils have communication difficulties and to act sensitively to their differing needs using alternative communication strategies if required
   3.5. To assist the pupils with personal care needs which may include social, health, hygiene and welfare matters. This could include the changing of incontinence pads/soiled clothing and agreed local manual handling procedures and following a programme for prescribed medication under agreed guidance
   3.6. To support students with special educational needs through the delivery of specific learning programmes to contribute to setting individual education plan (IEP) targets and to reviews
   3.7. To encourage students to interact and work co-operatively, ensuring all students are engaged in activities appropriate for their age and special needs which may include participating in physical activities if required
4. To take on any whole school initiative or responsibility that the Principal / Secondary Headteacher may reasonably direct.

**AREAS OF SPECIFIC ACCOUNTABILITY:**

**A. Strategic Direction and Development**

1. To actively support the Academy policies and practices that promotes high expectations, high achievement and inclusion through effective teaching, learning and behaviour modification within their area of responsibility
2. To actively engage and liaise effectively with all stakeholders relevant to the work of the Faculty Team, including parents, members of the Community Team, LST and Trust Board members, feeder schools, other secondary schools and colleges, business and community partners, and the wider community as appropriate, all in line with Academy strategic objectives

**B. Teaching and Learning**

1. To support staff with planning, preparation and delivering of lessons
2. To assist in the preparation of external examinations in consultation with teaching staff and SENDCo
3. Ensure that the quality of learning displays is to a high standard
4. Support students’ learning in lessons and during intervention lessons without the presence of a teacher
5. Use ICT effectively to support learning activities and develop student’s competence and independence in its use

**D. Accountability**

1. To work, through the Academy’s line management system, with appropriate staff in ensuring a safe working and learning environment through application of appropriate risk assessment and adherence to current Health & Safety regulations
2. To ensure all safeguarding practices are upheld and supported to protect students and staff at all times

**E. Working with the community**

1. To liaise and work with the Academy Community Team to support initiatives and contribute to whole school community events

**F. Other Duties**

1. To administer and invigilate internal and external exam in line with JCQ regulations
2. To assist with the general pastoral care of pupils, including helping pupils who are unwell, distress or unsettles and have emotional and behavioural difficulties
3. The post holder will be subject to performance objectives agreed annually
4. To voluntarily administer medication and first aid to students where required (the staff member this refers to should be specifically trained to undertake this role)
5. The post holder is expected to carry out such other duties as may reasonably be assigned by the Principal / Secondary Headteacher

The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed. This Job Description and Person Specification may be renegotiated by the Principal if the Academy faces changing circumstances.