

Salary Range:	Grade F
Accountable to:	SENCO
Place of Work:	Hillbourne Primary School
Hours:	8.30am – 3.00pm

Role Remit:

At Hamwic Education Trust (HET), our HLTA's, under the direction of the SENCO are responsible for;

- Complementing the professional work of qualified teachers by taking responsibility for agreed learning activities under supervision. They will have a significant role to play in the planning, delivery and monitoring of learning activities.
- Working with and supporting pupils with a variety of academic, physical and emotional/behavioural needs on a group or individual basis in the school's reduced classroom.
- To take a leading role in adapting aspects of planning, preparation and delivery of key aspects of the curriculum for individual children in the reduced classroom.
- To support children to access the curriculum and learn to the best of their ability using positive behaviour and emotional management techniques.
- Meet the expectations set out in the HLTA standards ([HLTA Standards - HLTA](#))

Main Responsibilities:

1. Support for Pupils

- To assess the needs of pupils and use specialist skills and knowledge to work with individuals or groups of children, as directed by the SENCo, supporting subjects and learning interventions across the whole curriculum and developing Behaviour Support Plans.
- To take a leading role with pupils on a one-to-one or small group basis, in an alternative learning environment in school, assisting them in accessing the curriculum and engaging with learning activities as directed by the class teacher and SENCo.
- To deliver lessons that are tailored to the individual educational, social and emotional needs of students as directed by the class teacher and SENCo. This will include research, production and adaptation of learning activities, materials and resources to support the curriculum for individual children.
- To establish supportive, caring and secure relationships with the children, promoting respect and self-esteem and a positive, inclusive whole school ethos.
- To provide class teaching cover (both planned and unplanned) using lesson plans prepared by the class teacher.
- To understand and respond to the specific academic, physical and emotional/behavioural needs of individuals and groups of children.
- To assist the class teacher/SENCo with the planning, development and delivery of suitable programmes of work for pupils, including those with specific learning needs.
- To select and prepare resources necessary to lead learning activities to support aspects of the curriculum or particular learning outcomes, and to assist and support the children in using them.
- To help, support and motivate the children, encouraging independent learning and enabling learning targets and outcomes to be achieved.

- To monitor and record pupils' progress, mark work, provide relevant feedback to teachers and contribute to reports to parents where appropriate.
- Manage challenging behaviours using de-escalation techniques and consistent, trauma informed practices with support from our trauma informed lead.
- Support pupils to develop a reflective mindset, where they are able to understand their actions and the impact of these, identifying the root of this action. Supporting good behaviour and to deal with unacceptable behaviour in accordance with school policy.
- To establish supportive, caring and secure relationships with the child/children, promoting respect, self-esteem and a positive, inclusive whole school ethos.
- To contribute to staff panels regarding pupil progress and provide feedback on individual pupils.
- To produce reports, statistics and data, and keep appropriate records.

2. Planning, Preparation and Delivery of lessons

To undertake the following, subject to the direction and supervision of a qualified teacher in accordance with arrangements made by the headteacher of the school:

- Planning and preparing lessons and courses for pupils.
- Work within a framework set by the teacher to plan their role in lessons including how they will provide feedback to pupils and colleagues on pupils' learning and behaviour.
- To contribute effectively to the selection and preparation of teaching resources that meet the diversity of pupils' needs and interests.
- To contribute to the planning of opportunities for pupils to learn in out-of-school contexts, in accordance with school policies and procedures.
- Using clearly structured teaching and challenging learning activities, that interest and motivate pupils and advance their independence as learners.
- Communicate effectively and sensitively with pupils to support their learning.
- Promote and support the inclusion of all pupils in the learning activities in which they are involved.
- Use behaviour management strategies, including individual behaviour response plans, in line with the school's policy and procedures, which contribute to a purposeful learning environment.
- Where relevant, guide the work of other adults supporting teaching and learning in the classroom.
- Recognise and respond effectively to equal opportunities issues as they arise, including by challenging stereotyped views, and by challenging bullying or harassment, following relevant policies and procedures
- Organise and manage safely the learning activities, the physical teaching space and resources for which they are given responsibility.
- Assessing and recording the development, progress and attainment of pupils.
- Support teachers in evaluating pupils' learning needs and progress through a range of assessment activities
- Monitor pupils' responses to learning tasks and modify their approach accordingly.
- Reporting on the development, progress and attainment of pupils
- Contribute to maintaining and analysing records of pupils' progress
- Promoting and safeguarding the welfare of children and young people in accordance with the school's safeguarding and child protection policy.

3. General School Duties

- To assist with general school duties, including but not limited to:
 - Setting up classrooms, preparing resources and displays and tidying and clearing away
 - Supervision of children during playtimes
 - Supervision of children entering and leaving school premises
 - Liaise with parents, carers, and external agencies as needed.
- Attend staff meetings, INSET days, and contribute to school development.

4. Work Environment

- This is primarily a classroom-based role. Postholders will work as members of school teams, working with teachers, teaching assistants and pupils to make a major impact on teaching and learning.
- The role holder may be required to exert moderate physical effort, for example periods of crouching/bending to engage pupils in activities. There may be an occasional need to physically lift pupils for safety or care needs.
- The role holder will be expected to positively support pupils in managing their behaviour, using appropriate strategies to encourage engagement, self-regulation, and respectful interactions.
- There may be a requirement to attend to a pupil with soiled clothing due to sickness or toileting problems.

5. Safeguarding:

The post is subject to an enhanced DBS check and satisfactory references. The post holder is expected to demonstrate a strong commitment to safeguarding and promoting the welfare of children and young people, and to follow HET and the schools' safeguarding and child protection policies. They must ensure a safe working environment for pupils and staff alike and comply with HET health and safety policies.

Other Duties:

At an appropriate level, according to the job role, grade and training received, all employees in HET are expected to:

- Support the vision, ethos and strategic aims of HET and participate to the one team approach, All About the Child and What About Sam?
- Attend and contribute to staff meetings and training days as required and identify areas of personal practice and experience to develop.
- Take appropriate responsibility for safeguarding and children's welfare and be aware of confidential issues linked to home/child/teacher/academy and keep confidences appropriately.
- The post holder at all times, whether or not in the employ of our schools or HET and except where such information is in the public domain maintain the strictest secrecy with regard to the business affairs of our schools or HET and its customers/stakeholders, products and product lists.
- Be aware of health and safety issues and act in accordance with the Health and Safety Policy.
- To liaise with other staff, contractors and outside agencies/organisations as appropriate.

The post holder may be expected to carry out duties other than those given in the job description where the level of responsibility is similar, and they have appropriate qualifications or received appropriate training to carry out these duties.

Manager Signature:

Employee Signature:

Date:

Specification Area	Description	Essential (E) / Desirable (D)
Skills, Knowledge & Aptitude	A good understanding of the school curriculum, and the day-to-day running of a school	E
	Ability to observe, monitor and analyse learning and learning outcomes in a practical context	E
	Understanding of school administration systems and procedures and proven administrative experience/ability	E
	Ability to create learning materials, displays and pupil resources that support classroom activities as well as other resources	D
	Ability to communicate information and ideas effectively to a range of audiences, including children with specific learning and/or behavioral needs, through good written and oral communication skills	E
	Ability to maintain children's interest and motivation for learning	E
	Ability to work unsupervised, as well as within a team	E
	Ability to use own judgement and initiative	E
	Awareness of needs/demands of children and how they act/react	E
	Ability to deal with interruptions and unexpected peaks in workload	E
	Ability to work with, support, understand and empathise with pupils	E
	Ability to handle confidential information with discretion	E
	Knowledge of school's behaviour and management policy and procedures	E
	Knowledge of HET's Child Safeguarding procedures	E
Commitment to equity, diversity, and inclusion	E	
Qualifications & Training	5 GCSE's with a minimum grade C or above in English and Mathematics, or equivalent qualifications or relevant experience	E
	HLTA qualification, or level 3 TA or level 5 Specialist TA qualification	D
	First Aid qualification	D

	Training in SEN support (e.g., signing, speech therapy)	D
Experience	At least 2 years' experience of working with/ guiding the learning of children within a school setting.	E
	Empathy, resilience, and adaptability	E
	Professional integrity and confidentiality	E
	Commitment to continuous improvement	E
	Positive and optimistic	E
	Sense of accountability	E
	Emotional resilience and the ability to remain calm and focused under pressure	E
	Able to work in a professional manner as part of a team	E