

Inclusion HLTA (Higher Level Teaching Assistant)

Job Description

Normal place of work: Philips High School, although you may be asked to contribute towards trust wide projects.

The post is 37 hours per week term time plus 5 additional days to be worked during periods of school closure.

Responsible to: Assistant Headteacher/SENCO

PURPOSE OF THE POST

To support the aims and objectives of Philips High School under the direction of the Headteacher and Senior Staff. Supporting the achievement, wellbeing and inclusion of all students, by removing barriers to learning and promoting participation in all aspects of school life.

The post holder will provide targeted academic, behavioural, social and emotional support, enabling students to access education successfully and make positive progress. The role includes responsibilities within Inclusion provision, the planning and delivery of interventions, mentoring and behaviour support, and collaborative working with families and external agencies.

The Higher Level Teaching Assistant will contribute to the development of an inclusive culture where all students feel safe, valued and supported to achieve their full potential.

DUTIES AND RESPONSIBILITIES

Inclusion and Student Support

- Support the strategic and operational delivery of Inclusion provision across the school, including the day-to-day management of the Inclusion Base.
- Support students experiencing barriers to learning, including SEND, SEMH, attendance concerns, behaviour needs and other vulnerabilities.
- Establish positive and professional relationships with students, acting as a trusted adult through mentoring, coaching and targeted support.
- Deliver interventions that promote engagement, attendance, emotional wellbeing, behaviour improvement and academic progress.
- Promote student independence, resilience, self-regulation and positive relationships whilst supporting successful reintegration following periods of absence, suspension or alternative provision.

- Maintain accurate records of interventions, support plans, outcomes and student progress.

Teaching and Learning

- Plan, prepare and deliver learning activities for individuals, groups and small classes in line with agreed programmes of work and HLTA standards.
- Deliver targeted interventions and adapt learning activities to meet the needs of students with SEND and additional needs.
- Monitor, assess, record and report on student progress, providing clear feedback to teaching staff and contributing to the evaluation of intervention programmes.
- Support the implementation of EHCPs, SEND Support Plans and personalised learning programmes.
- Promote high expectations, independent learning and positive attitudes towards learning and achievement.

SEND and Inclusion Provision

- Support the SENCo and Operational SENCO in the implementation of the school's SEND and Inclusion priorities and the delivery of an inclusive curriculum.
- Support the management of the Reflection room and provision provided. Collecting and ensuring work is set and completed.
- Support the development, monitoring and evaluation of provision for students with additional needs, including intervention programmes, pupil profiles and support plans.
- Manage provision tracking systems and contribute to the allocation and monitoring of support for students with additional needs.
- Monitor the progress of students receiving additional support and advise the SENDCo on barriers to learning and identified needs.
- Use attendance, behaviour, progress and pastoral data to identify underachievement and contribute to targeted action planning and support.
- Promote inclusive practice and support staff in meeting the needs of diverse learners across the school.

Behaviour, Attendance and Wellbeing

- Promote and maintain high standards of behaviour in accordance with school policies, procedures and expectations.
- Support the implementation and monitoring of behaviour, rewards, attendance, restorative and reintegration processes.

- Work directly with students to improve behaviour, attendance, emotional wellbeing and engagement with learning.
- Respond appropriately to incidents and support students using restorative, relational and trauma-informed approaches.
- Participate in duty rotas and on-call systems, contributing to a calm, safe and inclusive learning environment.

Partnership Working and Team Working

- Develop effective partnerships with parents and carers to support positive student outcomes.
- Maintain regular communication with families regarding student progress, support and provision under the direction of the SENCo.
- Attend and contribute to meetings involving parents, carers and external agencies as required.
- Work collaboratively with colleagues, external professionals and multi-agency teams to improve outcomes for children and young people.
- Ensure accurate, timely and confidential records are maintained for meetings, interventions and communications.
- Provide day-to-day guidance and support to Inclusion Support Assistants and other support staff as directed. Work collaboratively with the SENCo, Operational SENCO, Safeguarding and Pastoral Teams to deploy staff effectively and ensure students receive appropriate support.
- Contribute to the evaluation, development and continuous improvement of Inclusion provision across the school.
- Manage Inclusion resources effectively, ensuring they are used efficiently, safely and to maximise student outcomes.
- Model excellent practice in relation to inclusion, safeguarding, behaviour support and student wellbeing, promoting a culture of high expectations and continuous improvement.

Safeguarding

The Oak Learning Partnership is committed to safeguarding and promoting the welfare of children and young people and expects all employees and volunteers to share this commitment. The postholder will:

- Adhere to statutory safeguarding guidance and school safeguarding procedures.
- Promote the welfare, wellbeing and safety of all students.

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- Report safeguarding concerns immediately in accordance with school procedures.
 - Maintain appropriate professional boundaries at all times.
 - Participate in safeguarding training and updates as required.
 - Support and promote the vision, values and strategic priorities of Oak Learning Partnership.
 - Maintain confidentiality and comply with GDPR and data protection requirements.
 - Participate in professional development activities and attend meetings and training events as required.
 - Carry out any other duties as reasonably requested by the Headteacher.

Person Specification

The successful candidate will demonstrate:

- A commitment to inclusion and improving outcomes for all students.
- Compassion, empathy and professionalism.
- Resilience and emotional intelligence.
- High expectations of students and themselves.
- Integrity and confidentiality.
- Flexibility and adaptability.
- A positive, solution-focused approach.
- The ability to remain calm under pressure.
- Commitment to the values and ethos of Oak Learning Partnership.

CRITERIA

Experience, Qualifications and Training: On their application form, candidates will demonstrate that they have the following training, qualifications and school experience:

ESSENTIAL

- GCSE Maths and English at Grades C / 4 or above (or equivalent).
- Experience of working in a school environment.
- Experience of working with young people and families and other external agencies.
- Relevant experience of additional needs and supporting pupils.
- Experience of managing and engaging groups of young people to learn, encouraging them to be the best they can be.
- Ability to track, monitor and evaluate student progress, attendance and punctuality, behaviour, along with agency support and employ intervention strategies.
- To demonstrate an excellent understanding of the pastoral and welfare needs of the students in the 11-16 age range, with evidence of significant experience in this area.
- A clear understanding of safeguarding policies, practices and procedures in schools and/or colleges.

DESIRABLE

- HLTA / Education related qualifications and CPD.
- First Aid qualification.

CRITERIA

Ability, Skills and Knowledge: In their statement of suitability and during the selection process, candidates will demonstrate that they have the following ability, skills and knowledge:

ESSENTIAL

- Knowledge and understanding of specialist strategies (including de-escalation techniques) used for working with pupils with challenging behaviours.
- To be able to provide high quality written reports for the purpose of the parents and other stakeholders.
- To establish constructive relationships and communicate with other agencies/professionals to support achievement and progress of learners.

DESIRABLE

- Knowledge of trauma-informed approaches.
- Understanding of restorative practice.
- Awareness of current SEND legislation and guidance.
- Knowledge of attendance and inclusion strategies.

