

SPROWSTON COMMUNITY ACADEMY

POST TITLE	HLTA for Disadvantaged Students
RESPONSIBLE TO:	Deputy Headteacher for Inclusion Assistant Headteacher for Vulnerable Groups Intervention Manager
Grade:	G18-22
POSTHOLDER:	TBC

Purpose and scope

- The HLTA for Disadvantaged will be the primary and face to face contact for pupils, families and staff. They will be responsible for specific academic and pastoral support for our vulnerable learners designated as “Disadvantaged”. This will involve close liaison with all pastoral teams and teaching & learning support teams where intervention has been identified.
- The post holder will develop and monitor strategies for identifying disadvantaged students who are not making expected progress so that targeted support can be put in place
- The post holder will support and promote the attendance of disadvantaged students on a daily basis. This will include routine attendance calls as well as maintaining an attendance caseload. It is expected that the postholder will set up and maintain positive and professional working relationships and work in partnership with families, education settings, health and social care services, whilst ensuring compliance with relevant legislation.
- The HLTA for Disadvantaged will have a responsibility for Young Carers and will work as part of a team to ensure they are identified and, through assessment, have access to a range of emotional and practical support appropriate to their needs. The role will involve promoting the needs and rights of carers alongside facilitating opportunities for young carers and their families to influence services and have their voice heard at SCA. Initiating effective working partnerships you will broker support from external sources to support the families of young carers, address inappropriate caring responsibilities and where necessary apply safeguarding procedures.
- The HLTA for Disadvantaged students will play a key operational role in supporting the Designated Teacher for Looked After Children. This will include attending PEP and LAC meeting and leading/coordinating in school provision in line with the plans put in place

PRINCIPLE RESPONSIBILITIES

Disadvantaged & LAC

- Arrange and meet with Heads of Year, SENCO and other relevant staff to ensure that every disadvantaged student is known and identified for

intervention where appropriate so that progress can be tracked and monitored rigorously.

- To work closely with curriculum leaders specifically within English, Maths and Science to regularly monitor progress in lessons, to ensure that all students experience quality first teaching and appropriate adaptations to enable all students to access their education.
- Work closely with the MIS data manager & Assistant Headteacher for Standards to develop systems for monitoring and recording the support a disadvantaged student has received, ensuring that student information is accurate and kept up to date in a timely manner.
- To develop systems for provision of specialist equipment and support to disadvantaged students which might otherwise create barriers to progress and learning.
- To support the social and emotional development of all Disadvantaged students including projects which nurture and raise self esteem. The postholder will liaise closely with our Specialist Teacher with a responsibility to oversee Interventions, as well as the Therapeutic Lead Practitioner to ensure that students have access to timely SEMH interventions.
- To regularly work with groups of Disadvantaged students to gauge their voice about their learning and progress, teaching and learning and their behaviour safety and attendance.
- To work with targeted Disadvantaged students and their families, for whom low attendance/poor punctuality is a barrier to learning. This will include close liaison with the Attendance Lead and a "hands on" approach which may involve physically collecting students from their home address. This will include work with individuals and small groups of students with emerging attendance issues. It will also involve engagement in legal processes such as Fast Track and Attendance Support Panel meetings. Attendance phone calls and home contact will be part of the daily routine of the postholder, with targeted calls taking place at the start and end of every school day
- To work closely with Disadvantaged Families. This will include working proactively with specific families as well as offering general support to all disadvantaged families via regular newsletters, the school website and letters home. This home-school contact will be crucial in raising family awareness of support networks whilst also providing personalised information about individual students. It is expected that the postholder will engage in home visits and seek to engage hard to reach families and families where there may be barriers to engagement with school. It is expected that the postholder will run regular engagement events within school for disadvantaged families.
- To work closely with the Careers team to target Disadvantaged students for whom poor attitudes to learning and low aspirations act as a barrier to learning. This will include the development and implementation of structured student engagement programmes and monitoring of the impact of these programmes.

- To liaise fully with the other internal and external partners involved in supporting the needs of the identified students. In school this may include: Inclusion; the SENDV team; Behaviour and Welfare; HOY; Leadership Team; Attendance Team. External partners may include: Social Workers; Medical Needs Team; the Virtual School (LAC/PLAC); St Edmunds; Children's Services; Schools and Communities Team.
- To monitor and support students eligible for free school meals, including any associated vouchers. Whilst liaising with catering systems to monitor take up of FSM and communicating any issues with all stake holders.
- In conjunction with the designated LAC teacher, to attend PEP and LAC Review meetings, and ensure that the ensuing action plans and support strategies are fully implemented, recorded within the PEP and shared with the wider school community.
- To produce detailed reports on the interventions put in place for individual students and their families and to be responsible for whole school dissemination of information about disadvantaged students and to raise the profile of this cohort with teaching and support staff.
- To administer the allocation of hardship funds and ICT/Learning resources to support disadvantaged students and their families
- Attend and actively participate in relevant meetings to advocate, support and review provision for Disadvantaged students.
- To have a strong working relationship with the schools EHCP Coordinator, SENDV Manager and Intervention Manager
- To participate in parents' evenings, new intake evenings and other events as required
- Be aware of and comply with policies and procedures relating to child protection, health and safety and security, confidentiality and data protection, reporting all concerns to the appropriate/designated person
- Engage with meetings/events within the Trust, professional networks/clusters and appropriate CPD to ensure continued professional development in line with school improvement priorities
- To work in partnership with the PA to SENDV to ensure all paperwork is uploaded to Provision Map / Arbor / ClassCharts efficiently and effectively

Young Carers

- Identify and provide a range of information, advice and support for young carers (aged under 18 years) reflecting their needs

- Maximise support for families through effective partnership working and improved referral pathways to other voluntary and statutory services including.
- Plan and deliver a range of activities including breaks, support/peer groups, to increase young carers' personal development/confidence.
- Work with staff enabling them to identify and support young carers through planning and delivering assemblies, raising awareness of young carers with pupils and teaching staff, initiating young carer peer mentors and encouraging schools to share good practice and experience.
- To establish productive working relationships with students, acting as a role model and setting high expectations and while encouraging students to interact and work cooperatively with others.
- To develop effective relationships by working with parents and carers ensuring that it is supportive and proactive. This includes regular progress meetings at key tracking points as well as on-going information sharing and support.
- To ensure that the young carer section of the website is up to date and sets the ethos of the department, celebrating achievement and progress wherever possible.
- The post will contribute to multi-agency meetings including annual reviews and FSPs. To ensure that there is effective information sharing with professionals and that specialist support is sought as necessary.

General

- Take on specific reasonable tasks related to the day to day administration and organisation of the Academy and any additional responsibilities that might from time to time be needed as required by the Headteacher.
- Any other task that would fall within the purpose of the post.

Review

This job description will be reviewed regularly and may be subject to amendment or modification at any time after consultation with the post-holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the post-holder's professional responsibilities and duties

ACCEPTANCE

I acknowledge receipt of this job description of which this is a copy

Signature:.....Date:.....