



THE CONSORTIUM
ACADEMY TRUST

Shaping Positive Futures

Higher Level Teaching Assistant (HLTA)/Assistant SENDCO

We know from experience that things change throughout the lifetime of a role and so this JD isn't a list of everything you will do – this gives our people the chance to play to their strengths.

How you will make an impact...

- Help maintain the ethos of The Consortium Academy Trust by driving our organisational culture forwards and using every opportunity to embed our values.
- Taking responsibility for your own development - that way we can make the biggest impact!
- We are always looking for someone who can contribute to our growth.
- More than anything, we are looking for a team player who puts their heart in to their work. We have some core values that run through everything we do, and we'd love it if they resonate with you too.

About the role...

Main purpose of the role:

To provide direct support to the SENDCO in relation to the statutory obligations for learners with identified special educational needs, ranging from aged 3-11; including promoting high quality teaching, effective use of resources, and high standards of learning and achievement for all pupils.

- To assist the SENDCO in leading the provision for SEN within school, developing and implementing intervention groups.
- To manage and maintain provision maps. To support the provision of SEN, including the allocation of support time and the writing of *support plans*.
- To liaise with relevant outside agencies to ensure that individual pupil SEN are met effectively and that the requirements of statements of SEN are met fully.
- Ensure that accurate and detailed records are kept of meetings and discussions with parents and outside agencies.
- Ensure that staff are kept informed of pupil's SEN and advise on areas to develop and support.
- Work with the SENDCO and other staff to ensure that *Pupil Profiles* are used to set subject specific targets and match work well to pupils' needs.
- Analyse data effectively to identify pupils who are seriously underachieving and where necessary create and implement effective plans of action to support those pupils.
- To provide guidance to staff on the choice of appropriate teaching and learning methods to meet the needs of different pupils.
- To work with the SENDCO to promote an inclusive curriculum.
- To liaise with and inform parents/carers about the specifics of the SEN provision for their child under the direction of the SENDCO.
- To support meetings of SEN staff, communicate information to staff and co-ordinate resulting action.
- To offer and advice and support to teaching staff in providing a quality first teach approach, under the direction of the SENDCO

- To facilitate participation and learning, helping to build confidence and self-esteem, so that all pupils, including those who present challenging behaviour, are enabled to reach their full potential alongside their peers.
- Provide teaching cover as and when required for all Key Stages.
- Plan, prepare and deliver learning to individual pupils, small groups and classes as required
- Work independently and collaboratively with teaching staff in the planning and preparation of resources and delivery of the curriculum.
- To have high expectations of all pupils; respect their social, cultural, linguistic, religious and ethnic backgrounds; and be committed to raising their educational achievements.
- To build and maintain successful relationships with pupils, treat them consistently, with respect and consideration, and be concerned for their development as learners.
- Use behaviour management strategies in line with the academy's policy and procedures, which contribute to a purposeful learning environment.

Key accountabilities:

To undertake teaching and learning activities with either individuals, groups or whole classes of pupils, including where the assigned teacher is not present, to ensure their safety and facilitate their physical, emotional and educational development, by for example:

- Modify teaching and adapt activities to suit pupils' individual needs.
- Identify ways to improve pupil performance.
- Understands lesson objectives.
- Using behaviour management strategies, in line with the school's policy and procedures, which contribute to a purposeful learning environment.
- Attending meetings (when appropriate) to discuss issues arising from day-to-day support in the classroom, and identify improvements to the service provided
- Assisting with the supervision of pupils through the school day.

As a member of staff of The Trust

- Role model appropriate behaviours within a professional environment including conduct, communication, and personal appearance
- Role model high levels of literacy and numeracy including modelling appropriate language
- Aspire to develop own professional skills and qualifications
- Use all forms of social media appropriately
- Take responsibility for the reputational management of all sites across the Trust
- Contribute to systems of evaluation and performance of the organisation positively

About you...

This is the job for you if you hold the following qualifications, experience, knowledge, skills and values:

Qualifications and Training

Essential

- Have HLTA status, QTS or relevant degree
- Evidence of meeting the HLTA standards
- Qualification in English and Maths to at least Level 2 of the National Qualifications Framework

Desirable

- Evidence of relevant CPD
- Any specialist skill, knowledge or qualification that could support a specific area of the academy or curriculum.

Experience, Knowledge and Skills

Essential

- Demonstrable levels of numeracy and literacy
- Experience of working with primary pupils aged 3-11
- Skilled at developing children's self-esteem and motivation so that they become resilient, independent learners
- Able to work closely with other adults, offering them practical advice and strategies that assist them to overcome problems relating to the teaching of pupils with SEND
- Experience of teaching individuals, groups and whole classes
- Effective oral and written communication skills
- Good organisational and time management skills
- Strong ICT skills
- Knowledge of the HLTA standards
- Knowledge of relevant school policies, including safeguarding
- Knowledge of the legal definition of Special Educational needs and a familiarity with the guidance set out in the SEND Code of Practice of how to meet these needs

Desirable

- Experience in a specialist area
- Experience in multi-agency working
- Evidence of a higher level of safeguarding/child protection training
- Evidence of professional development appropriate to the post
- Hold or be willing to undergo Team Teach training, Manual Handling

Values and Personal Competencies

Essential

- Able to build successful working relationships.
- Adaptable.
- Able to work independently and in a group.
- Empathetic with those facing barriers to their learning.
- Skilled at making and sustaining positive relationships with children
- Able to work closely with children who are finding learning difficult, or those who have experienced a feeling of failure
- Able to work closely with other adults, offering them practical advice and strategies that assist them to overcome problems relating to the teaching of pupils with SEND

Desirable

- Committed to the values and vision of the Trust.
- Team focused with the ability to work independently and take initiative.
- Committed to equality, diversity and inclusion.
- Strong morals, ethics and sound judgement.
- A role model of the Trust's Values.