

Post: HLTA Specialist Support Professional (London Outreach)

Location:	Ormiston Latimer Academy, Freston Road, London, W10 6TT. This post is peripatetic and involve working in primary schools across the borough
Salary:	Grade 6, Point 20 - 25 Pro-rata (£35,862 – £38,769 FTE) Pro-rated for working Term Time Only
Status:	Permanent
Responsible to:	Principal (Ormiston Latimer Academy)
Hours:	37 hours a week, Term Time only

Main purpose of the job

Support the educational and emotional development of students with SEMH needs, implementing strategies that promote positive behaviour, support emotional well-being, and enhance learning outcomes from referring schools.

To work with the Ormiston Outreach Team gathering information and developing intervention plans with the referring school staff. Your role in the intervention may involve planning, preparing and delivering activities for individuals, groups or whole classes, observing and providing feedback to school staff. It may also involve the monitoring of learners and assessment of their skills within the planned activities, recording and reporting on behaviour, progress and development. As a HLTA, in some cases it will also involve the strategic support of learners to mainstream schools with a particular focus on inclusion and reintegration.

Assessment and Planning

- Conduct assessments of students' SEMH needs and collaborate with Outreach teachers and school staff to create personalised support plans.
- Use data, observations and running records to monitor student progress and adapt interventions as needed.

Direct Support and Intervention

- Provide targeted support to students through individual sessions, small group work, and in-class assistance as agreed in the intervention plan

- Implement and model therapeutic strategies to promote students' emotional and social development.
- Address and manage challenging behaviours with effective, compassionate methods.
- Provide objective and accurate feedback on learner progress and the impact of the intervention through observation and monitoring records, to contribute to the intervention review.
- Provide support to Teaching/Learning Support Assistants through observation and feedback and modelling.
- Contribute to meetings with parents to provide constructive feedback on learner progress/achievement etc (as appropriate and agreed with the referring school)
- Liaise with relevant professionals and attend multi-disciplinary meetings

Support for Learners and Families

- Assess the needs of learners and use detailed knowledge and specialist skills to support learning at OAT locations and transition to mainstream settings.
- Work alongside staff, learners and families in the early identification of learners at risk from suspension. Work alongside the Outreach teachers to support schools in developing appropriate intervention packages to prevent/reduce suspension.
- Establish productive working relationships with learners, and their families (as appropriate).to provide advice, training and guidance as required in school and home settings.
- Promote the inclusion and acceptance of all learners within the classroom
- Support learners to manage their behaviour consistently whilst recognising and responding to their individual needs to meet or exceed learning expectations

Teaching and Learning

- Work within an established behaviour policy to anticipate and manage behaviour constructively, promoting self-control and independence

Training and Collaboration:

- Work closely with the SENCO, teachers, and other educational specialists to ensure a cohesive approach to student support.
- Engage in multidisciplinary teams to contribute to the holistic support of students.

Communication and Advocacy:

- Where appropriate, maintain ongoing communication with parents/guardians, providing updates and support strategies for home.
- Advocate for the needs of SEMH students, ensuring they receive appropriate resources and accommodations within the school.

Documentation and Compliance:

- Maintain up to date records, complete required casework in a timely manner
- Manage appointments with schools (online and in person)
- Liaise with referring schools and multi agencies when necessary.
- Ensure all practices meet national standards and adhere to educational laws pertaining to special education and child welfare.

Support for the Team and referring Schools & Partner Institutions

- Comply with policies and procedures relating to child protection, health, safety and security, quality assurance, confidentiality and data protection, reporting concerns to an appropriate person
- Be aware of and support difference and ensure all learners have equal access to opportunities to learn and develop
- Contribute to the overall ethos/ work/ aims of the organisation
- Establish constructive relationships with team members and staff of referring schools and communicate with other agencies/ professionals as required in liaison with the lead professional.
- Recognise own strengths and areas of specialist knowledge and expertise and use these to lead, advise and support others
- To take reasonable care for his/ her own health and safety and any other person(s) who may be affected by his/ her acts or omissions at work, in accordance with Health & Safety legislation.
- To promote the protection and safeguarding of learners through the active implementation of relevant school policies and procedures with particular reference to: child protection policy, safe touch policy, positive behaviour policy and the staff code of conduct, and to raise any concerns relating to such procedures which may be noted during the course of duty.

Wider Responsibilities

- Maintain up to date records of interventions, complete required casework and manage appointments
- Liaise with referring schools multi agencies when necessary.
- Be aware of and comply with policies and procedures relating to child protection /safeguarding, equality and diversity, health and safety, ICT, security, confidentiality, and data protection, reporting all concerns to an appropriate senior person.
- Comply and assist with the development of policies and procedures relating to area of responsibility as required.
- Develop effective professional relationships with others.
- Be aware of and support difference and ensure equal opportunities for all stakeholders accepting the principles underlying the OAT equal opportunities policies and practice.
- Maintain the confidential nature of information relating to the OAT Trust, its students, parents and carers acting in accordance with the principles of the Data Protection Act 2018 at all times.
- Contribute to and support the overall life, work/aims and ethos of the OAT Trust.
- Participate and engage in training and appraisal as required.
- Undertake additional duties as reasonably requested by senior staff.

Please note this list is not exhaustive and you would be required to carry out any reasonable requests from the Principal and Senior Leadership Team

Equal opportunities

We are committed to achieving equal opportunities in the way we deliver services to the community and in our employment arrangements. We expect all employees to understand and promote this policy in their work.

Safeguarding Commitment

This service is committed to safeguarding and protecting the welfare of children and young people and expects all staff and volunteers to share this commitment.

DBS

- You will be required to have a valid Enhanced DBS disclosure that will be re-checked every 3 years as per the OAT policy

Person Specification

Attributes tested by Application, Interview, Task and References	
Qualifications & Experience	
<p><u>Qualifications/Training</u> Educated to degree level with relevant qualification or considerable experience of working within a range of education settings and/or a range of primary ages and learners with SEND.</p>	Essential (E)/Desirable (D) E
<p><u>Experience</u> Educated to degree level with relevant qualification or considerable experience of working</p>	E
<p><u>Knowledge Skills</u> Evidence of successfully initiating and delivering initiatives and projects in a school setting</p>	E
<p>Knowledge of zones of regulation (or other strategies to support regulation), strategies to support ADHD, positive behaviour.</p>	E
<p>An understanding of the needs of neurodiverse learners.</p>	E
<p>Confidence in supporting staff to implementing strategies to support learning and behaviour.</p>	E
<p><u>Equal Opportunities</u> Commitment to the implementation of the Trust's equal opportunities policy</p>	E
<p><u>Continuing Professional Development</u> Willingness to undertake additional training/ staff development as appropriate</p>	E
<p>Ability to reflect on your own professional practice</p>	E