CEDAR MOUNT ACADEMY

# **SEND HLTA**

# **Grade 6**

This is an exciting and rare opportunity to join our wonderful school through the role of SEND HLTA. We are looking for a humble and caring person with a strong moral purpose and a belief that every child can achieve their dreams and goals.

Our school is a fantastic place to work. We have been on a strong journey of improvement and are ambitious about our next steps. We are a team of staff and students who are working together relentlessly to ensure a world class education for all our students.

All members of the school staff are expected to be a professional and active member of the school community working as part of the team to raise standards, improve outcomes and opportunities for all students and promote a lifelong love of learning.

Cedar Mount Academy is a member of Bright Futures Educational Trust

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Specific Responsibilities

* Assist teaching staff in the preparation of adaptive and differentiated resources in lessons and gain familiarity with the curriculum, design appropriate teaching aides and prepare materials for the classroom to ensure an effective learning environment.
* To work with the SEND Team, Alternative Provision, Progress Leasers, and Senior Staff to strategically support individual and small groups of students to realise their full potential and secure good outcomes.
* Responsible for inducting students into the school who experience Emotional Based School Avoidance and require additional support to reintegrate back into school life.
* Provide support specific to accessing the secondary curriculum at Key Stage 3 and 4 such as phonics interventions, reading interventions and options for pupils with SEND students at Key Stage 4
* Support and supervise pupils throughout the school day whilst promoting pupil’s independence self-esteem and social inclusion.
* Deliver short- term induction programmes to suit individual student’s needs.
* Work with pupils and assist with their specific areas of learning difficulty to encourage independence, maintain personal confidence and enable full potential to be reached ultimately with the minimum of supervision.
* Assessing the needs of students and liaising with the SEND Coordinator and relevant members of staff regarding the placement of students back into mainstream lessons.
* Take responsibility for the delivery of specific learning and support programmes for individual and small groups of students, facilitating learning and sharing responsibility for teaching aspects of the curriculum for Key Stages 3 and 4.
* Help students resolve a range of issues which create barriers to learning by devoting time and developing effective relationships with the students to help provide them with strategies to overcome those barriers.
* Track, monitor and analyse identified students’ progress though the Academy reporting system and liaise with relevant staff.
* Build positive relationships with pupils and provide an exemplary role model to encourage them to develop good social skills and become as independent

as possible.

* Maintain regular contact with parents/carers of students receiving support and to encourage positive family involvement in the students’ learning.
* Liaise with teachers, pastoral staff, other external professional colleagues and parents/carers creating an effective team sharing knowledge and information to develop knowledge and understanding of the specific needs of the pupil.
* Maintain accurate records so that information can be communicated to appropriate parties who have an educational interest in students receiving support. Particular attention should be paid to the Pupil Passports of pupils with SEND.
* Contribute to the identification and sharing of good practice between individuals to enhance the provision.
* Work as part of a team to ensure that students can enjoy and participate in all aspects of Academy life and reach their full potential.
* To be trained in personal care for students

Key Responsibilities

An environment where our people are valued

* Ensuring staff training, learning and subject knowledge development is targeted to needs and measured to ensure that it positively impacts on standards
* Implementing the trust’s people policies to ensure that people are recruited, managed, supported and developed appropriately and in accordance with our values and commitments
* Developing and maintain a culture of high expectations for self and other
* Open and transparent verbal and written communication strategies are implemented with staff, pupils, parents/carers and the local community, as appropriate.

Financial viability

* Contribute to the monitoring of school budgets in areas of responsibility, for approval by the Principal, which enable robust teaching and learning and value for money

Robust governance and systems and processes

* Provide transparent and thorough materials and updates to the Principal, and where necessary the local governing body, in order for them to challenge and hold the school to account and/or to make decisions
* Lead on the establishment of robust systems and processes across areas of responsibility in the academy, ensuring that the impact can always be measured

Community

* Be a visible presence for pupils, parents and the local community and sustain effective and positive relationships
* Support assemblies and participate in break, lunchtime, before and after hours’ supervision.
* Contribute to support programmes for students and staff that may, on occasion, include weekends and holiday periods

Our values

* **Community:** Evidence of working together for a common purpose and encourage diversity
* **Integrity:** Evidence of doing the right thing for the right reason
* **Passion:** Evidence of taking personal responsibility, working hard and having high aspirations

Other Expectations of all Academy Staff

* To work professionally and effectively as part of a specific and wider Academy staff team.
* To be a positive, professional role model for all students.
* Treat all students with dignity, building relationships rooted in mutual respect, and always observing proper boundaries appropriate to staff’s professional position.
* Have regard for, and promote the need to, safeguard students’ well-being, in accordance with statutory provisions and Academy policy.
* To be a form tutor or associate form tutor to an assigned group of students and carry out that role in line with Academy policy.
* To carry out supervision duties as directed in the Academy duty rota.
* Engage actively in the Academy performance management process.
* Engage actively in the Academy CPD programme to develop skills and improve practice.
* Be familiar with, and follow, all Academy policy and practice to ensure a consistent high standard approach to all aspects of the Academy.
* Play a full part in the life of the Academy, to support its distinctive mission and ethos.
* Attend Academy events and activities as directed by the Principal.

**Person Specification SEND HLTA**

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|  | *Essential* | *Desirable* |
| *Relevant*  *Experience, qualifications and training* | * 5 GCSE’s (or equivalent), including English and Mathematics and able to demonstrate high standards of numeracy and literacy. * Experience of working with pupils with a SEND. * Strong understanding of SEND best practices and legislation. * Experience of mentoring or supporting young people in a secondary or primary school. * Experience of establishing and maintaining accurate records. * To have established and developed successful working relationships with parents/carers, teachers and support staff in a variety of situations. * Experience of leading and managing intervention programmes, for primary or secondary students. * Evidence of ongoing professional development | Further Education.  Experience of planning, leading and managing intervention programmes for students with SEND  Training in Emotional Based School Avoidance  Experience of planning and  delivering a curriculum  for children with SEND  Experience of  liaising with external support agencies such  as social services |
| *Knowledge,*  *skills,*  *abilities* | * Excellent oral and written communication skills. * An enthusiasm for education and the ability to generate this in others. * Ability to work as part of a team. * Ability to be able to manage own workload and prioritise. * Ability to recognise potential barriers to learning and develop strategies to overcome these barriers. * Excellent ICT skills. * Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils * Demonstrable knowledge of safeguarding children procedures and processes * Willing to be trained in personal care for students.Experience of developing students with   SEND / complex needs | Knowledge of VLE.  Knowledge of CMIS, SIMs or similar education MIS system.  First Aid Trained  To be trained in personal care for students. |
| *Other* | * A passionate commitment to develop the best in young people. * Tact and diplomacy in all interpersonal relationships with the stakeholders, students and colleagues. * Self-motivation and drive to complete tasks to a high quality and within set timescales. * Flexibility to adapt to changing workload demands. * Personal commitment to the Academy’s professional standards and code of conduct. * A commitment to further training and a willingness to participate in relevant CPD. * Willingness to be engaged in partnership and community activities. * Commitment to the aims and ethos of the Academy. * A positive approach to challenges, which seeks solutions to problems and addresses difficulties with cheerfulness and good humour. |  |
| *Safeguarding* | Willingness to consent to apply for an enhanced disclosure CRB check.  Commitment to demonstrating a responsibility for safeguarding and promoting the welfare of young people. |  |