

Job Description

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| Job Title | HLTA Level 1 and Level 2 |
| Grade | Scale to be negotiated depending on experience London Fringe Single Status Scale 5 - 6 |
| Reports to | Deputy Head |
| Liaison with | Teaching staff, support staff, Headteacher, pupils. |
| Job Purpose | <p>I will work as part of the pastoral team to support the behaviours during episodes of dysregulation and daily support when required. You will also lead on key interventions with pupils to help them self regulate and build key strategies to support them throughout the day. You may be required to cover some teaching responsibilities such as PPA cover or adhoc in the absence of a teacher.</p> |
| Principal Accountabilities | <p>To manage a cohort of students under the direction of the pastoral lead and the Deputy-Headteacher</p> <p>Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' reregulation.</p> <p>Deliver pastoral activities to pupils, adjusting activities according to pupil responses/needs.</p> <p>Use teaching and learning objectives to plan challenging teaching and learning objectives and evaluate and adjust lessons/work plans as appropriate within agreed supervision systems.</p> |
| Duties | <ul style="list-style-type: none">• Organise and manage an appropriate learning environment• Provide learning activities for classes under a qualified teacher's professional direction and supervision.• Level 2 HLTAs will plan, prepare, and deliver lessons and assess, record, and report on development, progress, and attainment.• Overseeing elements of a safeguarding role to contribute to and support the safeguarding team. |

- Supporting class teams with their intervention strategies for pupils
- Supporting class teams with their Pupil Information Passports around behaviour and risk
- Ensuring smooth and swift reintegration of students back into learning environments following intervention
- Overseeing Health and Medical needs in the Pastoral Support Centre
- Ensuring collaborative work between the Pastoral Support Centre, the Pastoral Curriculum and the wider School Community
- Supporting Class teams with parental liaison
- Engage with Senior Leadership Team to report on progress, accountability and development requirements.
- Work with the Pastoral Support Team to provide a CPD package for the whole school community.
- Provide objective and accurate feedback and reports as required on pupil pastoral progress and other matters, ensuring the availability of appropriate evidence.
- Establish a clear framework for discipline in line with established policy, anticipate and manage behaviour constructively, promoting self-control and independence.
- Support the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement etc.

De-escalation and Conflict Resolution:

- Identify and respond promptly to potential conflict situations, using appropriate de-escalation techniques and strategies.
- Assess the level of risk and implement appropriate measures to ensure the safety of all individuals involved.

- Utilise effective communication skills to establish rapport and build positive relationships with pupils, promoting trust and respect.
- Employ therapeutic approaches to support pupils in managing their emotions and behaviour effectively.
- Collaborate with teachers, teaching assistants, and other staff members to develop and implement individualized behaviour plans for pupils, as required.

Crisis Intervention:

- Intervene in crisis situations, maintaining a calm and composed demeanour while ensuring the safety and well-being of all individuals involved.
- Follow established protocols and procedures for crisis management, working closely with designated staff members to implement appropriate strategies.
- Provide immediate support to pupils experiencing emotional distress or exhibiting challenging behaviour, using de-escalation techniques and therapeutic interventions.

Conflict Resolution Training and Support:

- Assist in organising and delivering training sessions for staff on de-escalation techniques, conflict resolution, and behaviour management strategies.
- Support colleagues in effectively implementing behaviour plans and managing challenging situations.
- Provide guidance and advice to teachers and teaching assistants on strategies for preventing and managing conflict within the classroom.

Documentation and Reporting:

- Adhere to the school's policies and procedures and maintain accurate and up-to-date records of incidents, interventions, and outcomes.
- Produce written reports on incidents, highlighting patterns and trends for further analysis and improvement.

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| | <ul style="list-style-type: none"> Collaborate with the school's leadership team to identify areas of concern and develop strategies to prevent future conflicts. <p>Intervention Delivery:</p> <ul style="list-style-type: none"> Supporting class teams with small group or individual interventions across the SEND categories of need Working with professionals and class teams to identify and map out intervention rotas and timetables To support the production of resources for interventions <p>PPA Cover Support:</p> <ul style="list-style-type: none"> To support class teams with PPA cover as required |
| General | <ul style="list-style-type: none"> Comply with and assist with the development of policies and procedures relating to child protection, equal opportunities, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person. Be aware of and support differences and ensure all pupils have equal access to opportunities to learn and develop. Contribute to the overall ethos/work/aims of the school Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support the achievement and progress of pupils To participate in the performance and development review process, taking personal responsibility for the identification of learning, development and training opportunities in discussion with the line manager. To comply with individual responsibilities, in accordance with the role, for health & safety in the workplace |

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| | <ul style="list-style-type: none">● Ensure that all duties and services provided are in accordance with the School's Equal Opportunities Policy.● The Governing Body is committed to safeguarding and promoting children's and young people's welfare and expects all staff and volunteers to share in this commitment. <p>The duties above are neither exclusive nor exhaustive, and the headteacher may require the postholder to carry out appropriate duties within the context of the job, skills, and grade.</p> |
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HLTA Level 2 (N)

| General heading | Detail | Examples |
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| Qualifications & Experience | Specific qualifications & experience | Successful recent experience working with children in a learning environment Meet Higher Level Teaching Assistant standards Educated to NVQ Level 4 or equivalent |
| | Knowledge of relevant policies and procedures | Basic knowledge of First Aid Understand classroom roles and responsibilities and your own position within these Full working knowledge of relevant policies/codes of practice/legislation |
| | Literacy | Excellent reading and writing skills equivalent to at least NVQ Level 2 |
| | Numeracy | Excellent numeracy skills equivalent to at least NVQ Level 2 |
| | Technology | Full working knowledge of ICT to support learning |
| Communication | Written | Ability to write complex reports, letters etc |
| | Verbal | Ability to use clear language to communicate information unambiguously Ability to listen effectively |
| | Languages | Specialist language/communication skills if appropriate |
| | Negotiating | Ability to negotiate effectively with adults and children |
| Working with children | Behaviour Management | Ability to apply a range of behaviour management policies and strategies which contribute to a purposeful learning environment |
| | SEN | Successful completion of training to support SEN if appropriate |
| | Curriculum | Excellent working knowledge and experience of implementing national curriculum and other relevant learning programmes Good working knowledge of specialist curriculum area(s) if appropriate Good understanding of statutory frameworks relating to teaching |

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| | Child Development | Excellent understanding of child development and learning processes Ability to assess and record progress and performance and recommend appropriate strategies to support development Motivate, inspire and have high expectations of pupils |
| | Health & Well being | Understand and support the importance of physical and emotional wellbeing |
| Working with others | Working with partners | Work effectively as part of a team and contribute to group thinking, planning etc Ability to work with parents and carers to improve support for children |
| | Relationships | Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults |
| | Team work | Ability to work effectively with a range of adults |
| | Information | Contribute to the development and implementation of effective systems to share information |
| Responsibilities | Organisational skills | Good organisational skills Ability to remain calm under pressure To be flexible Follow instructions accurately Use own initiative and work independently |
| | Line Management | Ability to manage and support the work of others |
| | Time Management | Ability to manage own time effectively Ability to adapt quickly and effectively to changing circumstances, situations |
| | Creativity | Demonstrate creativity and an ability to resolve problems independently |
| General | Equalities | Awareness of and promotion of equality |
| | Health & Safety | Good understanding of Health & Safety |
| | Child Protection | Good understanding and effective implementation of child protection procedures |
| | Confidentiality/Data Protection | Understand procedures and legislation relating to confidentiality |
| | CPD | Demonstrate a clear commitment to develop and learn in the role Constantly improve own practice/knowledge through self-evaluation and learning from others |