

Inclusion Support Assistant (HLTA)



Contract: Full time, term time only (37 hours per week, 39 weeks per year)
Salary: Band 3a (£21,166 to £23,836). Actual pay dependent on experience, pro rata for term time working.

Member of: Pastoral Team

Reports to: DHT responsible for pastoral care

Core purpose

To provide support to our SEND and pastoral departments to undertake work, care and support programmes to support the inclusion of students with SEMH needs and to assist teachers in the management of students and the classroom. To support key students with regards their access to the curriculum, their well-being, and their personal care. Work may be carried out in the classroom or outside the main teaching areas with individuals or small groups.

General Responsibilities (all staff)

1. To perform duties and attend meetings as reasonably required
2. To participate in the school's performance management scheme
3. To undergo in-service training where required
4. To contribute to the school's pastoral system
5. To observe and implement current school policies and good practice
6. To manage and deliver the intervention of identified pupils for the Key Stage (3 or 4) and monitor the impact of the intervention, reporting to the relevant staff member on the progress being made with the pupil
7. To carry out such particular duties as the Headteacher may reasonably direct from time to time

Support for Students

1. To supervise and provide particular support for targeted students, specifically those with SEMH needs, ensuring their safety, access to learning activities, and good outcomes
2. To assist with the development and implementation of Individual Education Plans, Personal Care Plans, Behaviour Plans and Programmes, and EHCPs
3. To establish good relationships with students, acting as a role model and being aware of and responding appropriately to individuals' needs (social, health, physical, hygiene and welfare), referring to line manager any concerns about student safety and well-being

4. To encourage students to work and act independently as appropriate
5. To lead, plan and deliver suitable sessions to work with identified pupils through sessions (either one-to-one, or group) that focus on self-esteem, emotional awareness, aspirations, positive behaviours, social expectations, anger management, communication with others, friendship forming, and other areas linking to Social, Emotional and Mental Health.
6. To promote the inclusion and acceptance of all students
7. To encourage students to interact with others and engage in activities led by the teacher
8. To set challenging and demanding expectations and promote self-esteem and independence
9. To maintain appropriate records relating to students' progress and provide feedback to parents/carers, students and relevant staff
10. To accompany and supervise designated students on educational trips and visits as required
11. To be a keyworker to one or more specified students

Support for the Curriculum

1. To develop students' literacy/numeracy skills in order to raise standards
2. To undertake structured and agreed learning activities/teaching programmes, adjusting activities according to student responses
3. To help students access the curriculum and achieve positive outcomes in their academic learning
4. To develop materials to support students, assist students in their use, and build a range of departmental resources for future use
5. To support designated students' use of ICT in the classroom
6. To plan, lead and deliver staff training on supporting students with specific SEMH needs.

Support for Teachers

1. To create and maintain a purposeful, orderly and supportive environment when supporting work in class and in small group sessions, following lesson plans agreed with line manager(s) and teachers
2. To prepare and maintain equipment/resources as directed by the teacher and assist students in their use
3. To use strategies, in liaison with teachers, to support students to achieve learning goals
4. To assist with the planning of learning activities
5. To support the teacher in managing student behaviour, reporting difficulties as appropriate
6. To monitor students' responses to learning activities and accurately record achievement/progress as directed

7. To undertake routine marking of targeted students' work and accurately record achievement/progress
8. To provide regular feedback to teachers on students' achievements, progress and problems
9. To promote good student behaviour, dealing promptly with conflict and incidents in line with school policy
10. To offer guidance on managing behaviour of key students within lessons and around the school
11. To establish constructive relationships with parents and carers, contacting them as directed by line manager(s)
12. To provide clerical/administrative help when directed (e.g. photocopying, typing, filing.)
13. To gather and report information from/to parents as directed
14. To undertake examination invigilation and/or student support in exams as directed

Person Specification

Experience – the successful candidate will have:

- Experience of working in a school or a similar role- *highly desirable*
- Experience of working with young people in a school or extra-curricular context- *desirable*

Professional knowledge – the successful candidate will know:

- How to develop students' literacy, communication, numeracy, and ICT skills.
- How to deal with challenging behaviour.
- The most effective methods of using ICT to improve learning in their subject area.
- The implications of the Special Educational Needs Code of Practice.
- The Health and Safety requirements for teaching and learning in the subject.
- How effectively to support students' pastoral and emotional needs and ensure the care of the "whole child".
- The importance of current educational issues and developments in improving standards.

Skills – the successful candidate will be:

- Able to motivate and encourage pupils.
- Able to observe and monitor progress and maintain records.
- Able to display good judgement; acting on initiative or referring issues to management as appropriate.
- An outstanding practitioner who leads by example.

- An effective and supportive team member.
- Skilled at mentoring and working with young or vulnerable people

Attributes – the successful candidate will:

- Support the Christian ethos and values of the school.
- Be flexible and resourceful.
- Be an effective member of a team.
- Display moral, intellectual and personal integrity and authority.
- Show determination, optimism and resilience in the face of challenges and set-backs.
- Be committed to equality of opportunity, community cohesion and student social mobility.

Qualifications – the successful candidate will have:

- GCSE or equivalent (NVQ level 2) passes in English and mathematics (literacy and numeracy) –*essential*
- Relevant first aid knowledge and training- *desirable*
- HLTA status or the commitment to work towards this