

HLTA Speech, Language and Communication with Safeguarding role – Grade 5

Job Description & Person Specification



Reporting to Headteacher and teaching staff and working alongside other staff working in Inclusion and Child Protection both with the school and in partner schools in the CLIC.

Apart from other colleagues in the school, the main contacts of the job are the pupils, families/carers and outside agencies.

Main Purpose of the Job:

To work with SEND unit staff to raise the learning and attainment of pupils, promote pupils' independence, self-esteem and social inclusion.

Use specialist speech, language and communication skills/training/experience to support SEND pupils and implementation and delivery of programmes of work and implementation of PSPs, EHCPs and SALT programmes.

To identify children and families who may benefit from support and work closely with them to help them engage with the school context and the educational opportunities, including extended services, on offer at school and in the community.

To provide SEND unit class cover as necessary.

Work closely with the Designated Safeguarding Lead (DSL), Deputy DSLs and wider Crosslee Safeguarding Team to carry out safeguarding duties in line with *Keeping Children Safe in Education*, *Working Together to Safeguard Children* and the school's Child Protection Policy and any other changing statutory expectations.

Main Duties and Responsibilities:

HLTA Role:

1. Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all pupils.
2. Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities

3. Use effective behaviour management strategies consistently in line with the school's policy and procedures
4. Use ICT skills as appropriate to advance pupils' learning
5. To cover and lead class teaching as and when appropriate
6. Direct the work, where relevant, of other adults in supporting learning
7. Support parents as necessary and work with them, school staff and other support agencies in order to improve outcomes for all.

Planning:

8. Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role.
9. Plan and prepare lessons as necessary for class cover and following provided lesson plans.
10. Prepare the classroom for lessons.
11. Use allocated time to devise clearly structured activities that interest and motivate learners and advance their learning.
12. Plan how they will support the inclusion of pupils in the learning activities.

Working with colleagues and other relevant professionals

13. Communicate effectively with other staff members and pupils, and with parents and carers.
14. Communicate their knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision. Provide specialist advice and guidance (e.g. Speech and Language) as required
15. With the class teacher, keep other professionals accurately informed of performance and progress or concerns they may have about the pupils they work with.
16. Develop effective professional relationships with internal and external colleagues as well as parents and carers.

Safeguarding/Pastoral Roles:

17. Working closely with the Designated Safeguarding Lead and other professionals as part of the Crosslee Safeguarding Team to carry out safeguarding duties following the school's safeguarding processes.
18. Working closely with the SENDCo and AHT for Inclusion, pay close attention to pupils' assessment outcomes in order to support early communication needs and prevent poor attendance.

19. Work with the Attendance Support Officer and parents to identify why their children are not achieving full attendance.
20. Carry out home visits where appropriate to support parents in encouraging their children to maintain regular attendance.
21. Keep records and all documentation pertaining to meetings/contact with children and young people and their families and write/contribute to reports as required including contributing to Early Help assessments, multi-agency meetings and the implementation of support plans for vulnerable pupils and families.
22. Support children and families to access holiday activities in the community.
23. Providing a supervisory role in the playground as needed.
24. Attend to children's personal needs, including minor first aid and provide advice on pastoral, social health, physical hygiene and welfare matters. This will include intimate care.

Whole-school organisation, strategy and development:

25. Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's values and vision.
26. Make a positive contribution to the wider life and ethos of the school.

Health and safety:

27. Promote the safety and wellbeing of pupils, and help to safeguard pupils' well-being by following the requirements of Keeping Children Safe in Education and our school's child protection policy.

Professional development:

28. Help keep their own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness. Provide specialist advice and guidance (e.g. Speech and Language) as required.
29. Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school.
30. Take part in the school's appraisal procedures.

Person Specification for HLTA Communication and Safeguarding Role

Key: A = Application I = Interview R = Reference

Selection criteria	Method of Assessment	Essential	Desirable
1. Qualification, Training, Knowledge & Experience			
1.1 Level 3 Certificate in Supporting Teaching and Learning in Schools	A & I	✓	
1.2 GCSEs at grades 9 – 4 (A*-C) including Maths and English	A & I	✓	
1.3 Evidence of training relevant to the elements of the job description - speech, language and communication training and safeguarding	A & I		✓
1.4 Experience of planning and leading teaching and learning activities	A, I & R	✓	
1.5 Knowledge of how to help adapt and deliver support to meet individual needs	A, I & R	✓	
1.6 Subject and curriculum knowledge relevant to the role and ability to apply this effectively in supporting teachers and pupils	A, I & R	✓	
1.7 Knowledge of effective teaching methods	A, I & R	✓	
1.8 Knowledge of the social and emotional factors that affect a child's capacity to learn	A & I		✓
1.9 Knowledge of how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learnings they support	A & I		✓
1.10 Knowledge of guidance and requirements around safeguarding	A & I	✓	
1.11 Awareness of the legislation affecting school attendance	A & I		✓
1.12 Knowledge of available support and referral routes	A & I		✓
1.13 Some knowledge of parenting or support programmes, eg, SHARE, Webster-Stratton, along with demonstrable experience of delivering individual or group-based support	A & I		✓
1.14 Experience and understanding of children within their family context and the ability to develop a rapport with pupils and their families	A, I & R		✓
1.15 Significant experience of working with children, young people and their families within the field of education, social care, community or voluntary sector.	A, I & R	✓	
1.16 Good IT skills, particularly to support learning	A & I	✓	
1.17 Ability to maintain good relationships and communicate effectively with school and staff.	A, I & R	✓	

2. Personal Style and Professional Behaviour			
2.1 Empathy and understanding of different family circumstances and barriers to learning	A, I & R		✓
2.2 Flexibility in adapting to different circumstances, prioritising workload and meeting deadlines	A, I & R	✓	
2.3 Good organisational skills	A, I	✓	
2.4 Ability to communicate effectively with a range of people	A, I & R	✓	
2.5 Confidence in having difficult discussions demonstrating resilience in challenging circumstances.	A, I & R	✓	
2.6 Ability to deal with sensitive issues in confidence	A, I & R	✓	
2.7 Self-motivation and personal drive to complete tasks to the required timescales and quality standards.	A, I & R	✓	
2.8 Uphold public trust in the education profession and maintain high standards of ethics and behaviour, within and outside school	A & R	✓	
2.9 Have a commitment to get the best outcomes for all pupils and promoting the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality	A & I	✓	
2.10 Demonstrate positive attitudes, values and behaviours to develop and sustain effective relationships with the school community	A & I	✓	
2.14 Respect individual differences and cultural diversity	A & I	✓	
3. Ability and willingness to:			
3.1 Attend supervision and performance management meetings and reviews.	A	✓	
3.2 Consent to and apply for the enhanced disclosure check	A	✓	