Birchwood

Job Description: HLTA/Cover Supervisor

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| **School:** | **Birchwood** |
| **Grade:** | **Kent Range 7 (term time only)** |
| **Responsible to:** | **SENCO** |

**Purpose of the Job:**

To co-ordinate and contribute to the development and wellbeing of children and young people, especially those who have a suspected or diagnosed Special Educational Need, by designing programmes, facilitating their delivery and assessing their impact, leading to writing new relevant and appropriate targets for all pupils on plans. This will involve leading on multi-agency work as well as collaborative work with the Birchwood staff. The development of social, emotional and mental health will be a key focus within this role.

To provide cover for class teachers when necessary and directed by the Lead Teacher or the Headteacher

**Specific duties and responsibilities:**

Working under the direction and line management of the SENCo:

* Support the SENCo in managing the identification and assessment of students with AEN/SEN.
* Provide information to the SENCo relating to resource requirements for interventions and in-class support.
* Alongside the SENCO, complete the review of personalised provision plans and setting targets for future improvement.
* To timetable and allocate specific interventions for pupils so that students are able to access regular, targeted and specific programmes of intervention to meet their needs.
* To design, facilitate and monitor prescribed programmes of intervention and to co-ordinate this support for pupils with additional/special educational needs across the school. This includes writing termly schemes of work for specific intervention programmes that encompass such as TalkAbout, Toe By Toe, Anxiety/Anger Gremlin and others as necessary
* Evaluate and assess the impact of the Intervention Programmes using specialist SEN ICT programmes and track progress across the duration of the intervention.
* Complete Boxall Profiles for all students and use this information to set relevant targets
* Liaise/discuss/inform teaching staff regarding specific support which may be given to pupils with SEN based on work done during interventions.
* Support the evaluation of pupils’ progress using a range of assessment techniques.
* Arrange and administer specific pupil assessments using baseline testing and software programmes e.g. Dyslexia/Dyscalculia, baseline testing in literacy numeracy, Exact
* Provide results of assessments to SENCo and maintain database.
* Use results of assessments to plan further intervention where necessary.
* Make relevant referrals to appropriate services when necessary and have a good up to date and working knowledge of how these systems work.
* Attend internal/external meetings related to SEN in the absence of the SENCo.
* To update pupil’s SEN information on SIMS/Edukey.
* Assist SENCo in keeping the SEN Audit accurate and up to date and that staff are kept informed of pupil special/additional educational needs.
* To participate in bi-annual SWAT analysis of SEN across the school to evaluate the impact of interventions.
* Collate information regarding exam access arrangements for identified pupils including gathering supplementary evidence to support formal applications.
* To ensure Exam Access Arrangements booklet is updated/accurate/distributed.
* Demonstrate a commitment to collaborative and cooperative working with colleagues and assist the SENCo in planning and delivering any relevant staff training.
* Improve own knowledge and practice including responding to advice and feedback.
* To respond to pupils’ diverse learning needs, providing challenging learning opportunities appropriate to their identified level of understanding, and helping them overcome barriers to learning enabling full access to all curriculum opportunities.
* Have high expectations of all pupils, with a commitment to helping them fulfil their potential, through planning, monitoring and delivering teaching and learning activities.
* Deliver teaching materials to small groups of pupils during timetabled lessons.
* Act as a form tutor and give pastoral support to the form group.
* Provide cover for subject teachers as and when required e.g) in the event of illness/absence, working under the direction of the Headteacher or Lead teacher
* Ensuring that accurate and detailed records are kept of meetings and discussions with parents and outside agencies.
* To liaise with and inform parents/carers about the specifics of the SEN provision for their child under the direction of the SENCO.
* Act as a Deputy DSL

**General duties and responsibilities:**

* Use effective strategies to promote positive behaviour.
* To assist with the supervision of pupil(s) out of lesson time, as necessary.
* Undertake additional duties in response to fluctuating demands and in response to the needs of the wider school community e.g.
* Support for pupils who have exam access arrangements (including acting as invigilator, scribe, reader etc. for internal/external exams).
* Pupil mentoring
* Attendance on academic placement and school trips
* Actively promote all aspects of the school’s SEN provision in a positive way
* Provide a positive role-model in terms of timekeeping, dress code and work ethos
* Support the maintenance management of health and safety in accordance with the health and safety policy.
* Contribute to the promotion and effective implementation of the school’s SEN, Equality and Diversity Policies.
* Comply to any reasonable request from a manager to undertake work of a similar level that is not specified in this job description
* Employees are expected to be courteous to colleagues and students and to provide a welcoming environment to visitors and telephone callers.

The role will require a high level of ICT skill.

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Person Specification: Intervention Teaching Assistant and Examination Secretary

The following outlines the criteria for this post. Applicants who have a disability and who meet the criteria will be shortlisted.

Applicants should describe in their application how they meet these criteria.

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|  | **CRITERIA** |
| **QUALIFICATIONS** | A Levels or Level 3 qualifications  English & Maths to GCSE Grade C or equivalent  Safeguarding Level 3 |
| **EXPERIENCE** | Successful relevant experience of working with challenging young people.  Requires knowledge and procedures for supporting and leading learning activities in a specialist area.  Experience as DSL or Deputy DSL |
| **SKILLS AND ABILITIES** | Ability to relate well to children and adults, understanding their needs and being able to respond accordingly.  Good influencing skills to encourage pupils to interact with others and be socially responsible.  Excellent communication, listening and observation skills  Ability to deal with difficult/sensitive situations.  Ability to manage confidential information.  Organisational abilities and accurate record keeping skills.  Good inter-personal skills.  High level written communication skills – including report writing.  High level of ICT skills.  Able to work as part of a multi-agency team  To share information and safeguard young people |
| **KNOWLEDGE** | Have good working knowledge of relevant policies and procedures relating to child protection, health & safety, GDPR, equal opportunities and confidentiality.  Sound knowledge and understanding of child development.  Knowledge of barriers to learning.  Demonstrate an understanding of confidentiality and safeguarding issues in a school setting. |