**ELMS SCHOOL JOB PROFILE**

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| **Name:** | |  | | | | | | | | | **Date:** |  | |
| **Job Title: HLTA, Speech, Language and Occupational Therapy Assistant** | | | | | | | | | | | | | |
| **SALARY INFORMATION:** | | | | | | | | | | | | | |
| **Hours: 32.5** |  | | **Weeks:** | 39 | **Band:** |  | **Point:** | |  | **Allowances:** | | | SEN |
| **Hours of Work:** 8.45 – 3.15 plus 2.5 hours to attend teacher meetings as required. | | | | | | | | **Total breaks:** 30 mins | | | | | |

**The School**

Elms School is a day special school for pupils aged 5 to 16 years. All pupils have a statement of Special Educational Needs. Most have complex behavioural, social, emotional and mental health difficulties and additional learning difficulties, such as ADHD, adolescent psychiatric problems, attachment disorder issues along with challenging behaviours. The BESD pupils have deep-seated and long-term emotional needs, but are functioning at a higher academic level. A high percentage of pupils also have Autistic Spectrum Disorders.

Elms School has been recognised as ‘outstanding in every aspect’ following an OfSTED Inspection in April 2014. This is the third time in a row that Elms School has received the ‘outstanding’ status.

Many pupils travel from a wide area across Kent to attend Elms School

**Employment**

The post holder is expected to work within the rules and regulations laid down in the current “Kent Scheme” manual. The Head Teacher will take notice of advice given by professional associations.

The post holder will demonstrate a commitment to the aims, vision, development plan and policies of the school. In return the management are committed to support in the training and development of all members of staff. We aim to provide staff with the skills they need to fulfil their duties so that we achieve the highest standards in all we do.

The post holder will share responsibility for identifying their own individual training needs and will demonstrate a commitment to work collaboratively and co-operatively to fulfil these.

Deployed by: Inclusion Leader

Accountable to: Headteacher

Appraiser: Inclusion Leader

**PURPOSE OF JOB**

* Deliver Speech and Language programmes to individual pupils as set by Speech and Language Therapist.
* Deliver Occupational Therapy programmes to individual pupils as set by Occupational Therapist.
* Lead Practitioner for alternative communication methods such as Makaton
* Deliver training to staff in Makaton and other communication methods.
* Lead practitioner for gaining specialist accreditations such as the Balanced System
* Administer annual reading tests to pupils and report back to Inclusion Leader/Literacy Leader
* Support pupils in their education, social development and welfare.
* Be flexibly deployed according to the changing needs of the pupils and school.

**PRINCIPAL ACCOUNTABILITIES**

* Assume HLTA responsibilities as directed by the Headteacher.
* Act as a role model and establish a clear framework for discipline in line with established policies, anticipate and manage behaviour to promote pupils’ self-control and independence to ensure good behaviour and respect for others is maintained.
* Use detailed knowledge and specialist skills to support pupils’ learning, establishing productive working relationships, promoting inclusion and working to support pupils consistently whilst recognising and responding to individual needs. This will ensure equality of opportunity and ensure learning outcomes are achieved for all pupils.
* Understand and comply with policies and procedures relating to child protection, equal opportunities, health, safety, security, confidentiality and data protection, reporting concerns to an appropriate person to maintain a safe and secure learning environment.
* Contribute to the overall work/aims of the school, establish constructive relationships and communicate with other agencies/professionals, to support the achievement and progress of pupils
* Participate in training and other learning activities as required and attend relevant meetings to ensure own continuing professional development.
* To work in accordance with the Positive Handling Policy and when necessary to use Team Teach Strategies.
* To act as a role model to other staff and lead a Hub of TAs.

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| Agreed By ……………………………….  Job Holder | Approved By ………………………………………..  Manager |

**Person Specification: HLTA Speech, Language and Occupational Therapy Assistant**

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** |
| **1. SKILLS, KNOWLEDGE & APTITUDES** | * An outstanding practitioner * An understanding of the speech and language therapy programmes set by therapists * An understanding of the occupational therapy programmes set by therapists. * Good communication skills * An ability to relate well to children, staff, parents and others * A sound knowledge of assessment, recording and reporting procedures * Thorough knowledge of the difficulties faced by pupils with SEMH and ASD * Knowledge and understanding of how children learn. * Physical fitness and emotional resilience |
| **2. QUALIFICATIONS & TRAINING** | * Evidence of on-going professional development * Minimum of GCSE grade C in Maths and English. |
| **3. EXPERIENCE** | * Extensive experience in working with children or adults with SEMH difficulties and challenging behaviours * Proven track record of an ability to engage with and motivate challenging pupils. |
| **4. PROFESSIONAL CONDUCT** | * A flexibility of approach to a variety of issues * Willingness and ability to listen and inspire confidence in colleagues * Ability to motivate and support colleagues * Professional integrity * A passion for making a difference to children and willingness to go the extra mile * Role model for positive behaviour |
| **5. VALUES & ETHOS** | * A desire to promote the Fundamental British Values and the SMSC agenda * A belief that every child has potential and promise to succeed and progress |