**ELMS SCHOOL JOB PROFILE**

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| **Name:** | |  | | | | | | | | | **Date:** |  | |
| **Job Title: HLTA, Pupil Support** | | | | | | | | | | | | | |
| **SALARY INFORMATION:** | | | | | | | | | | | | | |
| **Hours:** | 33 | | **Weeks:** | 39 | **Band:** | 7 | **Point:** | |  | **Allowances:** | | | SEN |
| **Hours of Work** | | | | | | | | **Total breaks:** | | | | | |

**The School**

Elms School is a day special school for pupils aged 6 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.

**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: Head of Pupil Personal Development and Behaviour

Accountable to: Headteacher

Appraiser: Head of Pupil Personal Development and Behaviour

**PURPOSE OF JOB**

* Provide social, emotional and behavioural support for pupils as required. The post holder will plan, prepare and deliver interventions under guidance from the Head of Pupil Personal Development and Behaviour to support pupils’ readiness to learn in classes and will analyse the impact of these interventions.
* Support pupils in their education, social development and welfare.
* Be flexibly deployed according to the changing needs of the pupils and school.
* Provide cover for absence as required.
* Be a lead professional within school for Team Teach and help deliver training to Elms staff.
* Attend weekly behaviour team meetings and make positive contributions.
* Attend monthly specialism team meetings and support the development of behaviour management and emotional support across the school.

**PRINCIPAL ACCOUNTABILITIES**

* Assume HLTA responsibilities as directed by the Headteacher.
* Deliver interventions to identified pupils and provide feedback to support pupils’ learning.
* Provide a stimulating, safe environment in which to deliver interventions.
* Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives, providing feedback and reports to teachers and SLT.
* Support the class teacher by supporting pupils in class as necessary to ensure that they can access learning.
* Support the role of parents in pupils’ learning and lead meetings with parents to provide constructive feedback on pupils’ progress to ensure pupils develop the ability to manage their own behaviours.
* 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 work with the child’s tutor to devise and monitor a “behaviour support plan” as required.
* To regularly monitor the support plan and make notes on progress and/or additional needs.
* To make a report, in person or written, at any review meetings or at parent meetings, including parent open evenings.
* To attend the child’s annual/transition review meetings and report on the existing support plan and contribute to its review.

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

**Person Specification: HLTA Pupil Personal Development and Behaviour**

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 * A thorough understanding of various behaviour management techniques * 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 * 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 PE/Sports Science |
| **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 beahviour |
| **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 |