**ELMS SCHOOL JOB PROFILE**

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| **Name:** | |  | | | | | | | | **Date:** |  | |
| **Job Title: HLTA Cover Supervisor** | | | | | | | | | | | | |
| **SALARY INFORMATION:** | | | | | | | | | | | | |
| **Hours: 30** |  | | **Weeks:** | 39 | **Band:** |  | **Point:** |  | **Allowances:** | | | SEN |

**The School**

Elms School is a nurturing place of learning that has high expectations for all.

Our therapeutic approaches nurture students so they form relationships and to learn to; self-regulate; demonstrate respect; take responsibility; understand their and others’ emotions.

Our curriculum enriches the experiences of our students, develops independence and promotes collaboration.

Elms is a special school for pupils with social, emotional, mental health and learning needs. Most pupils display associated challenging behaviours resulting from a variety of difficulties and needs, including PTSD, attachment difficulties, ODD, ADHD, ASD and FASD.

Our broad and balanced curriculum is relevant, engaging and provides opportunities to achieve academic success as well as equipping them with skills for life. Our highly-trained staff provide bespoke therapeutic interventions, such as Thrive, to target developmental gaps and enable pupils to manage their behaviour and regulate their emotions so that they can form meaningful relationships throughout their lives. We also use Restorative Approaches to build and maintain a sense of community and to provide our pupils with the ability and attitude to respect the viewpoints of others and, when necessary, take responsibility for resolving conflict and putting things right.

Our Ofsted inspection in October 2017 was rated Good.

We have a large team, including our transport team who bring the pupils to and from school in our fleet of MPVs.

**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 School

Accountable to: Headteacher

Appraiser: Inclusion Leader

**PURPOSE OF JOB**

* To supervise whole classes undertaking pre-prepared activities provided by a teacher during the absence of a classroom teacher. The primary focus is to maintain order and to keep pupils on task.

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 school policies and when necessary to use Team Teach Strategies.
* To act as a role model to other staff

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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 |