



JOB TITLE: HLTA – Behaviour Intervention

SCALE: Kent Range 6

RESPONSIBILITY TO: Head of Learning

RESPONSIBILITIES AND DUTIES

The Primary focus is to deliver Behaviour Support to pupils on a 1:1 basis using information from Sleuth and SEMH scales. To deliver Sulp (Social Use of Language Programme) to year 7 and Nessy (dyslexic programme) to identified pupils. To assess each pupil before and after the intervention and reporting progress on the support matrix every term. To work closely with the Leader of Learning for Behaviour. HLTA's are expected to work as part of the school team and contribute to plans to ensure the school meets its aims by supporting pupils in their education, social development and welfare. The post holder will be expected to progress pupils' achievement and to assess, record and report on development, progress and attainment as agreed with the Speech and Language Therapy Services and the Assistant Head.

Principal Duties and Responsibilities:

1. Assume HLTA responsibilities as directed by the AHT for Pupil Personal Development and meet HLTA standards. Liaise with Specialist Support Service professionals with regard to support and provision for pupils with Speech and Language/Communication difficulties.
2. Organise and manage an appropriate learning environment using teaching and learning objectives to plan challenging lessons/work plans as appropriate, under agreed systems of supervision, to ensure pupils development, progress and attainment.
3. Deliver focused intervention programmes to pupils, adjusting activities according to pupils' needs and selecting/preparing necessary resources to lead learning activities, providing feedback in order to support pupils' learning.
4. Monitor and evaluate pupil responses to focused intervention programmes through a range of assessment and monitoring strategies against pre-determined learning objectives, providing feedback and reports to subject coordinators and AHT in order to provide evidence of the range and level of progress and attainment.
5. To work collaboratively with subject coordinators, AHT and colleagues and carry out programmes that have been set for individual pupils and small groups. Be flexibly deployed according to the changing needs of the pupils and school.
6. Support the role of parents and carers in pupils' learning and attend meetings with parents and carers to provide constructive feedback on pupils' progress to ensure pupils achieve their best results
7. Act as a role model and establish clear framework for discipline in line with established policies, anticipate and manage behaviour in order to promote pupils' self control and independence to ensure good behaviour and respect for others is maintained.

8. 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.
9. 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 in order to maintain a safe and secure learning environment.
10. Contribute to the overall work/aims of the school and establish constructive relationships and communicate with other agencies/professionals, in order to support the achievement and progress of pupils

Signed..... Employee

Signed.. 

Executive Headteacher

The Beacon SCHOOL

JOB SPECIFICATION: HLTA – Behaviour Intervention

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.

	CRITERIA
QUALIFICATIONS	<ul style="list-style-type: none"> • Have qualifications in Maths/numeracy and English/literacy equivalent to at least NVQ2 or willing to work towards • Knowledge in specialist area; working at professional standards for HLTA
EXPERIENCE	<ul style="list-style-type: none"> • Meet Higher Level Teaching Assistant standards – see DfES/TTA document “Professional Standards for higher level teaching assistants” for further information • Successful relevant experience of working with children of relevant age within a learning environment.
SKILLS AND ABILITIES	<ul style="list-style-type: none"> • Be able to work effectively as part of a team and contribute to group planning etc. but also be able to work independently and on own initiative. • Must be flexible with effective time management skills. • Be able to work calmly under pressure with the ability to adapt quickly and effectively to changing circumstance/situations. • Have a creative approach to problem solving and use this to inspire and motivate pupils. • Must have excellent communications skills in order to build rapport with adults and children, both verbally and in writing. • Must have ability to critically evaluate own performance. • Able to deal with all clients and work colleagues fairly regardless of race, colour, sex, disability, age or religious belief.
KNOWLEDGE	<ul style="list-style-type: none"> • Full working knowledge of relevant policies, codes of practice and legislation plus working knowledge and experience of implementing national curriculum and other relevant learning programmes. • Good understanding of child development with the ability to apply behaviour management policies and strategies which contribute to a purposeful learning environment. • Demonstrate an understanding of confidentiality and safeguarding (child protection) issues in a school setting. • Staff will be expected to have an awareness of and work within national legislation and procedures relating to Health and Safety.

