



**Specialist HLTA of SEMH/Provision Lead HLTA**

**FOLKESTONE ST. MARY’S CHURCH OF ENGLAND PRIMARY ACADEMY**

**Job Description**

**SEMH Specialist Centre HLTA**

**Reports to:** Principal

**Liaising with:** Principal, Senior Leadership Team, Staff, Students, Parents/Carers, External Agencies

**Main Purpose**

The SEMH Specialist HLTA, with the support of the SENCO, Principal and the Academy Staff takes responsibility for the day to day operation of provision made by the school for pupils with SEMH and responsibility as HLTA of the Specialist SEMH Centre.

**Key Functions**

* Ensure effective systems of communication, including feedback about students’ learning to inform future planning.
* Support the Principal in meeting statutory responsibilities for SEN Statements/Education and Health Care Plans and their Annual Reviews, leading the Annual Review meetings for students’ receipt of either a Statement or an Education and Health Care Plan.
* To oversee the operation of the SEMH Specialist Centre.
* To line manage support staff operating within the Centre and supporting students in other classes.
* Create and develop Learning Plans and timetables for pupils to access the Centre.
* Plan, design and deliver an innovative curriculum focussed on the complex needs of students accessing the Centre.
* Liaise with other colleagues to plan and prepare for students to successfully access sessions in mainstream classes.
* To work with colleagues in developing their pupils’ social, emotional and behavioural skills.
* To devise and apply criteria for evaluating success with pupils who experience SEMH which impact upon their learning and enable them to access the curriculum.
* To take responsibility for tracking pupil progress and for collecting and monitoring data to support teaching and learning.
* To deliver and facilitate dynamic, creative and active lessons.
* To work in partnership with a range of agencies and providers as appropriate to deliver a broad and balanced curriculum offer.
* To have pastoral and lead professional responsibility for a group of pupils, planning for positive outcomes.
* To take an active role in encouraging good attendance of pupils.
* To identify the individual learning needs of pupils.
* To prepare school reports in line with statutory requirements for reporting to parents/carers and to adhere to the annual schedule for completing pupil profiles, including attendance at parents’/carers’ meetings.
* To work with colleagues to develop and implement pupils’ Individual Education Plans or Personal Learning Plans, including the arrangements for reintegration to school or for transition to other suitable provision, education, employment or training as appropriate.
* To contribute to the school’s development plan.
* To support the professional development of all staff, including NQTs and ITT students.
* Undertake such other duties that may be required from time to time as reasonably determined by the Principal.
* The duties are neither exclusive nor exhaustive and the post holder may be required to carry out appropriate duties within the context of the job, skills and grade.

**FOLKESTONE ST. MARY’S CHURCH OF ENGLAND PRIMARY ACADEMY**

**Person Specification**

**SEMH Specialist Centre HLTA**

**Position:** SEMH Specialist Centre HLTA

The Academy are dedicated to appointing the best possible candidate for the position of SEMH Specialist Centre HLTA at Folkestone St. Mary’s CEP Academy.

The successful candidate will have the ability to motivate and inspire those that they work with, break through the barriers of expectations and harness all opportunities to create a climate of success and achievement for all.

The SEMH Specialist Centre HLTA at Folkestone St. Mary’s CEP Academy will want to make a difference. They will be ready for a challenge and will bring a wealth of innovative and outstanding ideas to engage all stakeholders. Our SEMH Specialist Centre HLTA will be approachable and consistent; they will give and earn respect from our pupils, staff, parents and carers.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Essential** | **Desirable** | **Evidenced in** |
| **Education and Professional Qualifications**: |  |  |  |
| Qualified Teacher Status |  | √ | Application |
| Professional SENCO qualification |  | √ | Application |
| Evidence of continuous professional development | √ |  | Application |
| Experience of leading/co-ordinating professional development and inset training |  | √ | Application/Interview |
| **Experience:** |  |  |  |
| Significant teaching experience | √ |  | Application/Interview |
| Experience teaching within a primary school setting | √ |  | Application/Interview |
| Experience of teaching pupils with Social, Emotional and Mental Health difficulties | √ |  | Application/Interview/References |
| Experience of strategic planning and implementation |  | √ | Application/Interview |
| Evidence of successful management and leadership of a diverse team or teams |  | √ | Application/Interview |
| Experience of working with school governors |  | √ | Application/Interview |
| Experience of working with a range of external partners |  | √ | Application/Interview |
| Successful track record of managing complex projects from inception to completion |  | √ | Application/Interview |
| Experience of managing complex and difficult behaviours and mental health issues | √ |  | Application/Interview/References |
| Experience of leading training of other teachers and support staff |  | √ | Application/Interview |
| Experience of setting targets and monitoring, evaluating and recording progress | √ |  | Application/Interview |
| Experience of dealing with challenging and sensitive situations | √ |  | Application/Interview |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Essential** | **Desirable** | **Evidenced in** |
| **Knowledge and Skills:** |  |  |  |
| Knowledge and understanding of the statutory requirements of legislation concerning Safeguarding, Equal Opportunities, Health & Safety and SEN | √ |  | Application/Interview |
| Understanding of the theory and practice of providing effectively for the individual needs of all children | √ |  | Application/Interview/References |
| Knowledge and understanding of the SEN Code of Conduct and its practical application strategies for meeting the SEN of students in a mixed ability classroom | √ |  | Application/Interview/References |
| Knowledge of behaviour management techniques for groups and individuals | √ |  | Application/Interview/References |
| Knowledge of effective teaching and learning styles | √ |  | Application/Interview |
| Knowledge and understanding of the role of the external services that support the provision for SEN students within schools |  | √ | Application/Interviews |
| Ability to demonstrate outstanding teaching and be able to create a positive, challenging and effective learning environment |  | √ | Application/Interview/References |
| **Personal Attributes:** |  |  |  |
| Resilience, the ability to work under pressure and be able to meet deadlines | √ |  | Application/Interview/References |
| Proven ability to think both strategically and creatively to prioritise | √ |  | Application/Interview/References |
| Excellent inter-personal skills | √ |  | Application/Interview/References |
| Excellent communication skills (including written, oral and presentation skills) | √ |  | Application/Interview/References |
| A commitment to safeguarding and promoting the welfare of children and young people | √ |  | Application/Interview |
| Ability to work creatively and collaboratively | √ |  | Application/Interview |
| Demonstrably professional, honest and loyal | √ |  | Application/Interview/References |
| Ability to make and justify difficult decisions | √ |  | Application/Interview |
| Commitment to our students and their learning, wellbeing and safety | √ |  | Application/Interview |
| Committed to equality | √ |  | Application/Interview |
| Inspirational Leadership qualifies | √ |  | Application/Interview |
| Able to build and maintain successful and purposeful relationships | √ |  | Application/Interview |