



## Northumberland Church of England Academy Trust

### JOB DESCRIPTION

<b>JOB TITLE:</b>	Specialist support base HLTA
<b>SCHOOL/SECTOR</b>	Dukes Secondary School
<b>SALARY:</b>	Band 5
<b>RESPONSIBLE TO:</b>	Specialist support base lead

Northumberland Church of England Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

The Trust will provide an environment in which the personal attributes, strengths and academic excellence of staff will enable the creation of opportunities for all to develop their potential to the full; creating confident, independent, versatile and successful adults, equipped with the skills and values to meet the challenges of a changing society and to provide the best possible educational foundation for life.

It is essential that the post holder actively supports the vision and ethos of the Northumberland Church of England Academy.

#### **PURPOSE OF JOB:**

This is an exciting opportunity to support students facing specific behavioural, emotional, academic and/or social challenges which impact on their learning and achievement within our newly created Specialist support base. You will work within our Specialist support base, SSB, predominantly, however there may be some occasions where you will need to support students within the mainstream setting that might be experiencing specific challenges. To raise achievement and engagement by assisting the SSB team to ensure the welfare, development and achievement of students, within our specialist setting monitoring academic progress and ensuring appropriate learning behaviours are routine for the students in our SSB

#### **EMPLOYMENT DUTIES:**

- Ensure the Anglican ethos, Academy vision and Christian values of the school are clearly articulated, shared, understood and acted upon effectively by all.
- Demonstrate the vision and values of the school in everyday work and practice.
- Motivate and work with others to create a shared culture and positive climate that reflects the vision and values of the school.
- Support students education in our Specialist support base provision
- Demonstrate and articulate high expectations for the students and set them ambitious, obtainable targets
- Have an overview of the curriculum offered in the SSB and support in the delivery of the curriculum in the key stage that you are assigned. This will involve monitoring progress of students and intervening in the learning process where a student is at risk of underperformance.
- Establish positive working relationships and partnerships with young people and their families.
- Review student progress and ensure appropriate action is taken to raise achievement, where necessary, of particular groups and individuals. Support the production of individual support plans and pastoral support plans, and their review. Support in the organisation of external and internal examinations if necessary.
- Be flexible in your approach to your role, including being willing to work to support colleagues and other students in different classes within the SSB where necessary
- Report directly to the Head of the SSB and teacher on all intervention strategies that have taken place and put in place achievable targets
- Plan and deliver interventions to small groups of students within the SSB setting, liaising with and directing staff as necessary to improve outcomes for students.
- Supporting the teacher delivery lessons and follow this up with impactful marking and assessment of progress
- Support parents and treat them as partners in the education process who are regularly involved with, and informed of, their child's progress and any problems when they occur. Actively seek opportunities to bring parents into the SSB for positive events. Support in the preparation and execution of Parent Consultation Evenings and Mentoring events.
- Actively support the development of a community feel within the setting, where students, parents and staff feel fully involved, informed and supported. This may include leading meetings, activities, parent groups, mentoring and curriculum or coursework catch-up programmes.
- Effectively manage the behaviour of vulnerable students in order to prevent exclusion and disaffection from within the SSB provision.
- Support in the compilation and submit monitoring reports to SLT as required, ensuring that each child has a personalised programme in place to meet identified need.
- To liaise with outside agencies as required, and ensure the swift and appropriate flow of information to relevant internal contacts.
- To actively support the behaviour management processes of the SSB provision, including participation in regular duties, such as morning breakfast sessions and social time activities.

- To contribute to, complete, and update student welfare and progress documentation, including, but not limited to, EHAs, EHCPs, HUB and CP referrals.
- To participate in the life of the SSB provision and oversee extra-curricular activities, trips and visits where appropriate.
- To ensure smooth transition into the provision and through the key stages.

### **Other responsibilities**

#### **Developing self and others**

- To treat all people fairly, equitably and with dignity and respect in line with the Christian ethos of the school.
- To build a culture of collaboration within the SSB and actively engage with groups of colleagues to build an effective community.
- To acknowledge the responsibilities of others and celebrate the achievement of individuals and teams.
- To regularly review own practice, set personal targets and take responsibility for own personal development.

The person undertaking this role is expected to work within the policies, ethos and aims of the Duke's secondary school and to carry out such other duties as may reasonably be assigned. The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed. You may be required to carry out additional duties commensurate with the level of the role.



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Post Title: SSB HLTA	Department:		Assessment Methods
	<b>Essential</b>	<b>Desirable</b>	
<b>Experience</b>	<ul style="list-style-type: none"> <li>● A proven track record of success in a current role</li> <li>● Experience of working with students with SEMH needs and of the relevant age range</li> <li>● Experience and training relevant to supporting students with additional SEND needs</li> </ul>		
<b>Skills &amp; Competencies</b>	<ul style="list-style-type: none"> <li>● To fully support, advise and lead the SSB provision to support pupils with SEMH and other SEND needs</li> <li>● Ability to engage constructively with, and relate to, a wide range of young people, parents/carers, from different backgrounds</li> <li>● Good ICT skills and ability to use learning technologies</li> <li>● Ability to act with fairness and consistency at all times</li> <li>● Ability to identify potential barriers to learning and jointly engage in strategies to overcome these barriers</li> <li>● Ability to engage in joint goal setting with an individual student as part of the learning and target setting process</li> </ul>		

	<ul style="list-style-type: none"> <li>● Ability to work as a member of a team, understanding the role and responsibilities of the post</li> <li>● Ability to lead and inspire students and colleagues</li> <li>● Appropriate first aid knowledge</li> <li>● Ability to handle difficult situations with sensitivity, confidentiality and discretion at all times, combined with a calm personality, a practical approach and sound judgement</li> <li>● Ability to be a good role model to young people, demonstrating and promoting the values of the Academy in practical ways</li> </ul>		
<b>Knowledge &amp; Qualifications</b>	<ul style="list-style-type: none"> <li>● An understanding of the Code of Practice and implications for working in school</li> <li>● Knowledge and understanding of safeguarding</li> <li>● Excellent numeracy and literacy skills (5 x A*-C GCSEs or equivalent including Maths and English)</li> <li>● NVQ 3 for teaching assistants, or equivalent qualifications</li> <li>● Evidence of recent professional development relevant to the post</li> </ul>		
<b>Physical, mental and emotional demand</b>	<ul style="list-style-type: none"> <li>● Commitment to helping provide a high quality service to children and families</li> </ul>		
<b>Other</b>	<ul style="list-style-type: none"> <li>● Willingness to participate in training and development</li> </ul>		