Job Description

Job Details	
Job Title	HLTA for SEND
Grade	Grade F SCP 17 to 23
Responsible to	Head of START Network (SENCo)
Primary Purpose of Job	To provide effective support for teaching and learning in school so that learners with additional needs secure swift progress
Principal Responsibilities	Plan and deliver bespoke interventions, for learners with additional needs. Develop and prepare resources for learning activities in class and for interventions. Use assessment to measure progress and respond to the needs of learners with additional needs in developing high levels of literacy and numeracy and supporting progress across the curriculum. Collaborate with teachers to support the pre teaching and overlearning of subject content at KS4 for learners with additional needs. Support the Head of START Network in effectively deploying TAs across the curriculum. Plan and lead on inclusive extra-curricular activities and enrichment for learners with additional needs. Plan and deliver specialist training to teachers and other associate staff. Work with all relevant stakeholders to support learners with applying and making decisions on further education and careers. Support in the planning and delivery of Access Arrangements for exams.

MAIN DUTIES
1. **Support for the Learner**
• Use specialist skills, training and experience to support learners with additional needs learning within and outside the classroom. • Support literacy and numeracy development as well as working memory and social communication and interaction of learners with additional needs. • Have high expectations of all learners with a commitment to helping them fulfil their potential through planning, monitoring and delivering teaching and learning activities. • Devise clearly structured activities that interest and motivate to advance learners' learning. • Monitor learners' responses to activities and modify the approach accordingly. • Use ICT skills to advance learners' learning for example use of iPad technology and interactive white boards.

- Escort and supervise learners on educational visits and out of school activities.
- Use behaviour management strategies in line with the school's behaviour policy to contribute to a purposeful learning environment and encourage learners to interact and work cooperatively with others.
- Support learners in developing the WISDOM qualities and the skills to communicate their learning to a wider audience.

2. Support for the Teacher

- Provide support for teachers by assisting with adaptive teaching for learners with additional needs and embed the strategies to promote quality first teaching across the curriculum.
- Take responsibility for individuals and groups of learners with additional needs or whole classes when the teacher is not present and in our support suite.
- Use areas of expertise to contribute to planning and preparation of learning activities and the three pillars of the trivium: knowledge, exploration and communication.
- Support adaptive teaching and learning in the three pillars of the trivium across all curriculum areas.
- Contribute to the selection and preparation of resources suitable for learners' interest and abilities.
- Advance learning when working with individuals, small groups and whole classes without the presence of the assigned teacher.
- Monitor learners' progress in order to provide focused support and feedback through responsive teaching methods and support the evaluation of learners' progress using a range of assessment techniques.
- Contribute to maintaining pupil records, information and data, for example Learner profiles, assessments and analysing records of learners' progress.
- Contribute to effective personalised provision by taking practical account of diversity.
- Identify and support gifted and talented learners.
- Use effective strategies and the school's behaviour policy to promote positive behaviour and record behavioural incidents in accordance with school protocols.
- Organise and manage learning activities in ways which keep learners safe.
- Promote learners' well-being and always ensure the health and safety of learners.
- Communicate effectively and sensitively with learners, colleagues, parents and carers.

3. Support for the school

- Establish fair, respectful, trusting, supportive and constructive relationships with young people.
- Demonstrate the WISDOM qualities, positive values, attitudes and behaviour expected from learners.
- Be aware of and comply with policies and procedures relating to child protection, health and safety, security and confidentially, reporting all concerns to an appropriate person.
- Be aware of and support differences and ensure all learners have equal access to opportunities to learn and develop. Recognise and respond appropriately to situations that challenge equality of opportunity.
- Contribute to the overall ethos/work/aims of the school.
- Recognise and respect the contribution that parents and carers can make to the development and well-being of children and young people.
- Demonstrate a commitment to collaborative and cooperative working with colleagues.
- Improve own knowledge and practice including responding to advice and feedback.

- Lead extra-curricular activities to further excel the progress of learners with additional needs both academically and socially.

Management Responsibilities

- Use your expertise to provide leadership within the START Network team.
- Plan how the inclusion of learners with additional needs in learning activities will be supported.
- Support the direction of work of other support staff within the START Network team.

The post-holder will also be expected:

- To set a high standard of personal conduct and commitment to Customer Service.
- To dress and act at all times as an example to the learners within the school and to create a professional image.
- To comply with all school policies and procedures.

The above requirements are intended as a basic outline. The post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated from time to time.

The post holder may reasonably be expected to undertake any other duties as and when required that are commensurate within the grade and job title of the post.

Date Job Description updated :	**June 2025**
Job Description prepared by :	**Gaynor Chesterfield/Victoria Halliwell**

PERSON SPECIFICATION

Job Title : **HLTA FOR EAL**

STAGE ONE Disabled Candidates are guaranteed an interview if they meet the essential criteria

MINIMUM ESSENTIAL REQUIREMENTS		METHOD OF ASSESSMENT
SKILLS AND COMPETENCY		
1.	Ability to plan, monitor, support and deliver teaching and learning activities in the classroom and targeted interventions to small groups	Interview/Application form/ Observation
2.	Ability to set and promote high standards of behaviour and handle potentially difficult situations	Interview
3.	Ability to engage children and young people and increase participation in activities through appropriate differentiation, taking into account diverse and individual needs of learners	Interview/Application form
4.	Ability to model and demonstrate positive attitudes and behaviours and to utilise a range of activities to practise and reinforce social and emotional skills	Interview/Observation
5.	Ability to adapt communication styles to needs and situations, and to establish effective communication processes with teachers, colleagues, parents and carers	Interview/Application form
6.	Ability to engage parents and carers and maximise their involvement in meeting children's needs in relation to attainment, well-being or personal development	Interview/Application form
7.	Ability to work effectively as part of a team, supporting colleagues and professionals from external agencies	Interview/Application form
8.	Ability to reflect on own performance, agree development needs and evaluate learning achieved, as well as plan and evaluate improvement of knowledge in area of expertise	Interview/Application form
9.	Ability to reflect learners' age and developmental needs in selecting and supporting planning and the design of teaching strategies and materials and review materials according to progress	Interview/Application form
10.	Ability to provide appropriate/graduated methods of support for children and young people with EAL and/or SEND	Interview/Application form
11.	Ability to provide clear and constructive feedback	Interview/Application form
12.	Ability to take action to ensure safe and proper use of resources and to intervene where necessary to ensure safe learning	Interview
	Competencies Please note the school's competencies, which are considered to be essential for all roles, are in the attached Core Competencies document.	Interview
PERSONAL QUALITIES AND BELIEFS		
1.	The ability to prioritise and schedule workloads	Application Form/Interview

MINIMUM ESSENTIAL REQUIREMENTS		METHOD OF ASSESSMENT
2.	Excellent organisation and prioritisation skills	Application Form/Interview
3.	Values diversity	Application Form/Interview
4.	Alignment with Ladybridge beliefs and mission	Application Form/Interview
5.	Optimistic outlook – a belief that the work we do makes a difference to others	Application Form/Interview
6.	Honest, reliable, open minded, modest and full of integrity	Application Form/Interview
7.	Models Ladybridge WISDOM qualities of Respect, Commitment, Curiosity, Kindness, Teamwork and Resilience	Application Form/Interview
8.	Excellent time management skills	Application Form/Interview
9.	Able to listen and respond in an emotional intelligent manner	Application Form/Interview
10.	Good attendance and punctuality	Application Form/Interview
MINIMUM ESSENTIAL REQUIREMENTS		**METHOD OF ASSESSMENT**
Knowledge/Experience/Qualifications/Training etc		
1.	Knowledge and understanding of strategies to support learners with English as an Additional Language	Interview/Application form/ Observation
2.	Knowledge and understanding of how to support learners newly arrived in the UK	Interview/Application form
3.	Understanding of key factors affecting young people's learning and progress	Interview/Application form/ Observation
4.	Have sufficient understanding of area of expertise to support the development, learning and progress of young people	Interview/Application form
5.	Knowledge of how to use ICT to support professional activities	Application form
6.	Knowledge of phonics, vocabulary enrichment and developing literacy of those with English as an Additional Language	Interview/Application form/ Observation
7.	Knowledge of how statutory and non-statutory frameworks and the school curriculum relates to the age and ability ranges of the learners being supported	Interview/Application form
8.	Understanding of the main features of the school's EAL Policy, SEN Code of Practice and current disabilities legislation to support learners in accessing the curriculum	Interview/Application form
9.	Knowledge and understanding of how frameworks that support the development and well-being of children and young people impact on practice, including safeguarding, Child Protection and Health & Safety	Interview/Application form
10.	Knowledge and understanding of national benchmarks for achievement and links to planning of work.	Interview/Application form
11.	Knowledge and understanding of how engagement and interest in learning can be maximised.	Interview/Application form
12.	Knowledge and experience of the practical application of the numeracy and literacy policies.	Interview
13.	Knowledge and understanding of strategies to monitor learner progress and of the range of records used for learners.	Interview/Application form

MINIMUM ESSENTIAL REQUIREMENTS		METHOD OF ASSESSMENT
14.	Relevant experience of working with young people aged between 11 and 16 in an educational setting.	Application form
15.	Holder of a Higher Level Teaching Assistant accreditation, equivalent or higher.	Application form
16.	Holder of GCSE Mathematics and English qualification Grades A-C or 9-4 or the equivalent Willingness to engage	Interview/Application form
17.	in relevant learning opportunities.	Interview/Application form
18.	Knowledge and understanding of how to direct the work of other adults to support learning	Interview/Application form
MINIMUM ESSENTIAL REQUIREMENTS		**METHOD OF ASSESSMENT**
Work Related Circumstances		
	Bolton Council is a Smoke-free Employer The nature and demands of the post-holder's time are not always predictable and there will be an expectation that work will be required outside normal hours from time to time	

STAGE TWO Will only be used if a large number of applicants meeting the minimum essential requirements

ADDITIONAL REQUIREMENTS		METHOD OF ASSESSMENT
Skills and Competency		
1.	Ability to use area(s) of expertise to lead and advance learning	Interview
2.	Ability to use ICT to engage learners, including selecting appropriate tools and sources of information	Interview/Application form
3.	Ability to draw on area of expertise to impact on the learning of a whole class	Interview/Application form
ADDITIONAL REQUIREMENTS		**METHOD OF ASSESSMENT**
Knowledge/Experience/Qualifications/Training, etc		
1.	Knowledge and understanding of how to carry out risk assessments with regards to relevant learning activities	Interview/Application form
2.	Knowledge and understanding of mindfulness practise and how it benefits learner's mental health and well-being.	Interview/Application form
3.	Proficiency in speaking an additional language and experience of translating and communicating with parents/carers.	Interview/Application form
4.	A willingness to go above and beyond and support our learners and their families.	Interview/Application form

Note to Applicants: **Please try to show in your application form, how best you meet these requirements**

Date Person Specification Updated **June 2024**
Person Specification Prepared By **Gaynor Chesterfield/Victoria Halliwell**

Core Competencies

These core competencies are considered essential for all roles within this school. Please be prepared to be assessed on any of these during the interview process and, for the successful applicant, throughout the probationary period.

Developing Self and Others
Promote a learning environment to embed a learning culture. Support others to develop their skills and knowledge to fulfil their potential. Actively pursue your own development.

Civil Contingencies
Bolton Council has a statutory duty under the Civil Contingencies Act 2004 to respond in the event of an emergency. If the Emergency Management Plan is activated, you may be required to assist in maintaining key council services and supporting the community. This could require working outside of routine working hours and working from places other than your normal place of work.

Equality and Diversity
Uphold the principles of fairness and the Equality Act 2010 in all undertakings as an employee of the school, including providing a fair, accessible service irrespective of customer's race, religion, gender, sexuality, disability or age.

Customer Care
The ability to fully understand, assess and resolve the needs of all customers including those who present with complex situations, in a manner that respects dignity and expresses a caring and professional image.

Health and Safety
Take responsibility for the health and safety of yourself and others who may be affected by your acts or omissions, and comply with all health and safety legislation, policy and safe working practice, including participating in training activities necessary to your post.

Data Protection and Confidentiality
Ensure that any personal data or confidential data you hold is kept securely and is not disclosed, whether electronically, verbally or in writing, to any unauthorised third party. Follow school policies and procedures on dealing with personal information and information assets, including the Code of Conduct, Information Management, and ICT Acceptable Use. Personal or confidential data should only be accessed or used for school purposes.

Fluency Duty
Should you be required, as a regular and intrinsic part of your role, to speak to members of the public in English, you must be able to converse at ease with customers and provide advice in accurate spoken English, as required by the Immigration Act 2016.

Working Hours
The nature and demands of the role are not always predictable and there will be an expectation that work will be required outside of normal hours from time to time.

Safeguarding
This School is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. Should the role involve working with the above groups, you will be subject to an Enhanced Disclosure and Barred List check by the Disclosure and Barring Service.