

## **INTERVENTION SUPPORT - HLTA JOB DESCRIPTION**

Responsible for:

- Delivering a high-quality personalised learning provision to learners with a wide range of needs within a special school
- Planning and delivering interventions on a 1-2-1 and small group basis

Plus, any other duties to support the SLT, as directed by the Headteacher commensurate with the general level of responsibility of the post, including at times of staff absence covering in class or as required.

### **Main Duties and Responsibilities**

Main duties and responsibilities are indicated below. Other duties of an appropriate level and nature may also be required, as directed by the Headteacher.

- To lead, under the direction of the SENCo, the day-to-day provision for secondary aged learners requiring interventions by planning, delivering and coordinating individual and collective learning and intervention
- To provide statutory provision for learners with an EHCP
- To use clearly structured teaching and learning activities, to interest and motivate learners and advance their learning
- To monitor learner's participation and progress and their responses to learning tasks, providing constructive feedback and, where appropriate, modifying methods to meet individual and/or group needs
- To effectively utilise the Graduated Approach to ensure learners receive the effective and appropriate support
- Contribute to the whole school SEND strategy under the direction of the SENCo
- To keep accurate records and ensure the effective impact of the provision

- To contribute to personalised learning plans including: Support Plans, EHCP reviews and behaviour plans to ensure a coordinated approach to meeting the needs of individual learners
- To lead individual and small group interventions for identified learners
- To liaise effectively and regularly with parents and carers including contributing to key meetings e.g. EHCP reviews
- To communicate effectively with all staff
- To support learner progress and communicate to teachers both the achievements and challenges faced by learners
- To demonstrate and promote the positive values, attitudes, and behaviour you expect from the learners you work with
- To share best practice with all staff on strategies to support learners with specific barriers to learning
- To collaborate with outside agencies and teachers on interventions and provision to support progress
- To support with transition

### **General Duties and Responsibilities**

- To attend school events as required
- To assist in school emergencies as required, including locating relevant staff, contacting emergency services and completing necessary documentation
- To attend relevant meetings and training sessions
- Treat learners and staff with dignity, building relationships rooted in mutual respect and at all times observing proper boundaries appropriate to professional position
- Having regard to the need to safeguard learners' wellbeing in accordance with statutory provisions
- To assist in such duties and activities relating to any of the above areas appropriate to grade as the Headteacher and Governors shall from time to time reasonably require
- To assist in break and lunchtime duties on the timetabled rota

Whilst every effort has been made to explain the main duties and responsibilities for the post, each individual task undertaken may not be

identified. This job description may be amended at any time in consultation with the postholder.

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#### Person Specification

	Essential	Desirable
<b>Qualifications</b>	<p>Good basic education to GCSE standard or equivalent including English and Maths</p> <p>Teaching Assistant Qualification/Higher Level Teaching Assistant Qualification</p>	<p>Willingness to work towards Higher Level Teaching Assistant Qualification</p>
<b>Experience</b>	<p>Experience in learning strategies for learners who require interventions as support to overcome their identified SEND barrier to learning</p> <p>Experience with working with learners to develop emotional literacy, positive mental health and social skills</p> <p>Experience of preparing, prioritising, initiating and delivering intervention strategies</p> <p>Understanding of effective behaviour management strategies</p> <p>Data tracking and intervention planning</p>	<p>Working within education</p> <p>Experience in working with learners in KS3, KS4 and KS5</p> <p>ELSA trained</p> <p>TACPAC trained</p> <p>Talk Boost trained</p> <p>Theraplay trained</p> <p>Draw and Talk</p>

	<p>Excellent ICT skills</p> <p>Excellent English and Maths skills</p>	therapy trained
<b>Knowledge and understanding</b>	<p>Ability to communicate key priorities with staff</p> <p>Ability to meet deadlines</p> <p>Ability to communicate with external professionals - sharing and implementing advice</p> <p>Ability to deal with sensitive information in a confidential manner</p> <p>The roles and responsibilities of teachers</p> <p>Commitment to and promotion of safeguarding the welfare of children and young people and an understanding of the safeguarding practices applicable to working within a School environment</p> <p>Knowledge of needs of learners with ASD, MLD, SL&amp;C needs and strategies for these learners</p>	Knowledge and understanding of the SEND Code of Practice
<b>Skills</b>	<p>To be able to manage and prioritise workloads</p> <p>To use initiative and adopt a creative approach to problem solving</p>	

	Have a positive, proven track record of effective working within a team	
<b>Personal characteristics</b>	Adaptable Calm in a crisis Sensitive to others Excellent organisational skills Friendly Purposeful Resourceful Good timekeeping and punctuality Professional conduct Persistent and resilient approach to work High standards for learners and staff	Motivation to learn new skills