

Outline Job Description

POST TITLE:	NURTURE HLTA
GRADE:	BAND 8 SCPS 17 – 22

GENERIC INTRODUCTION:

The following information is furnished to assist staff joining the School to understand and appreciate the work content of their post and the role they are to play in the organisation. The following points should be noted:

1. Whilst every endeavour has been made to outline the main duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings, therefore, may have been used below, in which case all the usual associated routines are naturally included in the job profile.
2. Employees should not refuse to undertake work, which is not specified on this form, but they should record any additional duties they are required to perform and these will be taken into account when the post is reviewed.
3. Nurture Trust is an Equal Opportunities Employer and requires its employees to comply with all current equality policies in terms of equal opportunity for employment.
4. Nurture Trust is committed, where possible, to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

PRIME OBJECTIVES OF THE POST:

- To provide direct support in and/or out of class for pupils who have been identified as having severe emotional and behavioural difficulties at in EYFS and throughout Key Stages 1 and 2 when starting or transferring schools, ensuring appropriate integration into class(es).
- To work with identified pupils within class or those who may need time away from class, individually or in groups, supporting their continued learning and the successful reintegration into class, as directed by the SENCO.
- To establish a working partnership with pupils that models social interactions and improves their social and academic skills, raises their self-esteem and provides small group opportunities for numeracy and literacy and other educational tasks.
- To assist in keeping detailed records of pupil's behaviour, attainment and attendance in order to produce reports for meetings, half termly reviews or when required.

COPYRIGHT

City of Bradford Metropolitan District Council, City Hall, Bradford, West Yorkshire, BD1 1HY.

© City of Bradford Metropolitan District Council, 2014

All rights reserved. No part of this document can be reproduced in any material form (including photocopying or storing it in any medium by electronic means and whether or not transiently or incidentally to some other use of this document) without the written permission of the copyright owner except in accordance with the provisions of the Copyright, Design and Patents Act 1988. Applications for the copyright owner's written permission to reproduce any part of this document should be addressed to the HR-Pact Team, part of the City of Bradford Metropolitan District Council.

Warning: The doing of an unauthorised act in relation to a copyright work may result in both a civil claim for damages and criminal prosecution.

- May from time to time be required to undertake other duties commensurate with the grade and level of responsibility defined in this job description.

KNOWLEDGE AND SKILLS:

(See Personnel Specification)

EFFORT DEMANDS:

- Will deal with any issues, immediate problems or emergencies that arise in line with school policies and procedures liaising with colleagues where necessary, eg dealing with a sick, injured or distressed child.
- Will contribute to the overall ethos/work/aims of the school.
- Will appreciate and support the role of other professionals.

RESPONSIBILITIES:

- Provide appropriate support for pupils, in line with the curriculum, that meets with their identified needs, under the guidance of the SENCO, that will support the pupil to engaging in learning and develop socially acceptable behaviours within and outside the school environment.
- Provide appropriate support for teaching staff to ensure a purposeful, orderly and productive working environment and that the class room is adequately prepared and appropriate for the work to be undertaken.
- Provide timely and accurate preparation and use of specialist equipment/resources/materials as required by the Teacher in line with the curriculum and lesson planning that has been identified for the pupil.
- Provide regular and accurate feedback to pupils in relation to progress and achievement, identifying learning successes and achievement and prepare additional support where required.
- Supervise and support pupils that may have been isolated from lessons, ensuring they carry out the work that has been provided by teaching staff, ensuring that the safety and security of the pupils are maintained at all times through registers and appropriate class management
- To report on the work progress and behaviour of pupils whilst they have been in isolation.
- In conjunction with the Teacher, administer routine tests and invigilate exams in isolation room if required.

COPYRIGHT

City of Bradford Metropolitan District Council, City Hall, Bradford, West Yorkshire, BD1 1HY.

© City of Bradford Metropolitan District Council, 2014

All rights reserved. No part of this document can be reproduced in any material form (including photocopying or storing it in any medium by electronic means and whether or not transiently or incidentally to some other use of this document) without the written permission of the copyright owner except in accordance with the provisions of the Copyright, Design and Patents Act 1988. Applications for the copyright owner's written permission to reproduce any part of this document should be addressed to the HR-Pact Team, part of the City of Bradford Metropolitan District Council.

Warning: The doing of an unauthorised act in relation to a copyright work may result in both a civil claim for damages and criminal prosecution.

- To assist in the preparation of monitoring and progress reports on a daily, weekly, half termly and annual basis, or as required, in conjunction with the Teacher, and ensure records are maintained as requested and updated with referrals and actions.
- Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour, ensuring health and safety of pupils at all times.
- Liaise sensitively and effectively with parents/carers as agreed with the Teacher within your role/responsibility and participate in feedback sessions/meetings with parents with, as directed.
- Support and assist regular reporting, where necessary, for SEN Reviews or professional meetings such as Looked After Child Reviews or Strategy Meetings for children in need.
- Have an instrumental role in transition arrangements between schools and phases, supporting the Teacher where necessary.
- Provide support in relation to administrative duties when required.
- To be accountable to the SENCO through weekly meetings and formal channels, eg performance management processes, monitoring reports required.

ENVIRONMENTAL DEMANDS/WORKING CONDITIONS:

- Will have long periods of sitting or standing.
- Available to work during school hours during term time and a willingness to be flexible as may be required to attend staff meetings/training sessions outside of usual hours.
- Will have contact with members of the public/other professionals, eg teaching staff, governors, parents/carers, community groups, local education authority, external providers etc.
- The post holder may occasionally be subjected to antisocial behaviour from pupils directly or members of the public/parents/site users.
- This post may include a degree of manual lifting and handling. You are expected to be aware of health and safety policies and procedures and frequently assess your ability to carry out the lifting tasks required of you.
- Report all concerns to an appropriate person.

Fluency Duty

In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard.

COPYRIGHT

City of Bradford Metropolitan District Council, City Hall, Bradford, West Yorkshire, BD1 1HY.

© City of Bradford Metropolitan District Council, 2014

All rights reserved. No part of this document can be reproduced in any material form (including photocopying or storing it in any medium by electronic means and whether or not transiently or incidentally to some other use of this document) without the written permission of the copyright owner except in accordance with the provisions of the Copyright, Design and Patents Act 1988. Applications for the copyright owner's written permission to reproduce any part of this document should be addressed to the HR-Pact Team, part of the City of Bradford Metropolitan District Council.

Warning: The doing of an unauthorised act in relation to a copyright work may result in both a civil claim for damages and criminal prosecution.

For this role the post holder is required to meet the Intermediate Threshold Level

Intermediate Threshold Level

The post holder should demonstrate:

- They can express themselves fluently and spontaneously with minimal effort and,
- Only the requirement to explain difficult concepts may hinder a natural smooth flow of language.

SPECIAL CONDITIONS OF SERVICE:

- No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (An enhanced DBS check is required).

OTHER CONSIDERATIONS

- To be aware of and comply with policies and procedures relating to child protection; being vigilant for signs that children may be being abused and to report any such suspicions to the school's nominated member of the Safeguarding Team or the Headteacher.
- To act in accordance with the Data Protection Act and maintain confidentiality at all times e.g. access to staff/student/parent and carers files.
- Accept and commit to the principles underlying the Schools Equal Rights policies and practices.
- Be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act.
- Must be legally entitled to work in the UK.

COPYRIGHT

City of Bradford Metropolitan District Council, City Hall, Bradford, West Yorkshire, BD1 1HY.

© City of Bradford Metropolitan District Council, 2014

All rights reserved. No part of this document can be reproduced in any material form (including photocopying or storing it in any medium by electronic means and whether or not transiently or incidentally to some other use of this document) without the written permission of the copyright owner except in accordance with the provisions of the Copyright, Design and Patents Act 1988. Applications for the copyright owner's written permission to reproduce any part of this document should be addressed to the HR-Pact Team, part of the City of Bradford Metropolitan District Council.

Warning: The doing of an unauthorised act in relation to a copyright work may result in both a civil claim for damages and criminal prosecution.

PERSONNEL SPECIFICATION:

SLT - Please identify which of the bullet points below you deem to be Essential (E) or Desirable (D) prior to using this Job Description.

	ESSENTIAL (E) / DESIRABLE (D)
EXPERIENCE:	<ul style="list-style-type: none"> At least one year positive experience of working with EBD pupils in a support role. Relevant experience, knowledge and understanding of young people whose behaviour is extremely challenging. Training in cross curriculum planning and approaches to learning and key areas of need e.g. Autism, ADHA, and Tourette's. Experience of cross curricular collaborative approaches to education. Experience and understanding of the benefit of Early Years practice to this setting. A familiarity with Early Years approaches. The ability and tenacity to manage pupils who have social, emotional and behavioural difficulties. The ability to communicate effectively with a range of adults and students. The ability to work as part of a team. The willingness to carry out a range of non-teaching and welfare tasks. The ability to produce comprehensive action plans and reports and maintain appropriate records. High levels of integrity, honesty and credibility which will inspire confidence and trust from both internal and external stakeholders. Provide evidence of having previously spoken fluently to customers at an Intermediate Threshold Level
QUALIFICATIONS/ TRAINING:	<ul style="list-style-type: none"> GCSE Mathematics and English (A-C). NVQ or equivalent or the ability to demonstrate high level of experience. Recognised qualifications or able to demonstrate high level of experience in an EBD setting. Awareness and training in specific needs for Autism, Attachment Disorder, ADHD and Tourette's syndrome. Willingness to continue to review own professional development.
KNOWLEDGE/ SKILLS:	<ul style="list-style-type: none"> A personal and professional commitment to equal opportunities, diversity and the promoting of good race relations.

COPYRIGHT

City of Bradford Metropolitan District Council, City Hall, Bradford, West Yorkshire, BD1 1HY.

© City of Bradford Metropolitan District Council, 2014

All rights reserved. No part of this document can be reproduced in any material form (including photocopying or storing it in any medium by electronic means and whether or not transiently or incidentally to some other use of this document) without the written permission of the copyright owner except in accordance with the provisions of the Copyright, Design and Patents Act 1988. Applications for the copyright owner's written permission to reproduce any part of this document should be addressed to the HR-Pact Team, part of the City of Bradford Metropolitan District Council.

Warning: The doing of an unauthorised act in relation to a copyright work may result in both a civil claim for damages and criminal prosecution.

	<ul style="list-style-type: none"> • Understanding of the ethos behind cross curricular teaching approaches. • Knowledge of the development of children and their needs. • An understanding and depth of knowledge of the many factors that contribute to emotional and social development. • Knowledge of the importance of collaborative approaches in and beyond school and the use of rewards and sanctions. • Ability to identify existing and potential barriers to learning. • An understanding and depth of knowledge of the many factors that contribute to emotional and social development. • In line with the Immigration Act 2016; you should be able to demonstrate fluency of the English Language at an Intermediate Threshold Level
--	---

OFFICE USE ONLY:

COMPILED BY:	Kathryn Commons
DATE OF ISSUE:	<u>Oct22</u>

COPYRIGHT

City of Bradford Metropolitan District Council, City Hall, Bradford, West Yorkshire, BD1 1HY.

© City of Bradford Metropolitan District Council, 2014

All rights reserved. No part of this document can be reproduced in any material form (including photocopying or storing it in any medium by electronic means and whether or not transiently or incidentally to some other use of this document) without the written permission of the copyright owner except in accordance with the provisions of the Copyright, Design and Patents Act 1988. Applications for the copyright owner's written permission to reproduce any part of this document should be addressed to the HR-Pact Team, part of the City of Bradford Metropolitan District Council.

Warning: The doing of an unauthorised act in relation to a copyright work may result in both a civil claim for damages and criminal prosecution.