

Leadership absolutes

Clear purpose linked to SIP | High expectations and aspirations | Effective and timely communication | PD needs are met | Culture building

Higher Level Teaching Assistant

The Higher Level Teaching Assistant is a leader who supports the SEND Team with specific focus on the Social Emotional mental health needs of the school. The Higher Level Teaching Assistant has a relentless focus on the SEMH and Autism needs of our most vulnerable students by planning, resourcing, delivering and reviewing waves 2 – 4 provision using the graduated approach. The HLTA supports the SENDCo to raise awareness of SEMH and ensures the complementary curriculum delivered at each wave is effective with students accessing school and lessons. The HLTA will work in conjunction with the SEND team and with other teams within the school and is a key link in school for the families of those children that are vulnerable.

LM by DSEnDCo or SENDCo (TBC)

Key Responsibilities

Leadership and Management

- Support the leadership of SEMH and AET with overall responsibility for delivering our Wave 2 - 4 to students, in conjunction with the climate teams, the attendance team, the well being team and the Faculty teams.
- Assisting the SENDCo and DSEnDCo in maintaining and developing a positive and constructive partnership with parents and the local community.
- Managing a mentor of the SEMH team so that they are well informed staying up to date in terms of identifying, supporting and intervening with SEND students.
- Within an agreed system of supervision, to plan challenging teaching and learning objectives including preparing lessons, worksheets, resources
- Provide feedback and relevant evidence in weekly line management with DSEnDCo / SENDCo
- Identification of own and Mentor CPD needs. Development of future leaders.
- Build a culture of constant evaluation, improvement and high aspirations
- Engage in Trust collaboration
- Demonstrate high emotional intelligence
- Contribute to school reviews as needed
- Develop and use the SEND folder and use the outcomes of data analysis as needed
- Specialist knowledge in SEMH including autism and the SEND data systems to be used to support the SEND team.
- Forward facing person dedicated to the vulnerable students and families.
- To be well informed when attending SEND meetings, Wave parental meetings, conferences with outside agencies, or when invited to join strategic Climate meetings, TAC meetings and ACE Team meetings.
- Develop and implement ECHPs, My Support Plans and learning plans.
- To monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives.
- To ensure that students understand how prior attainment data is used by staff to set academic targets and that they are skilled in the use of this data to set their own academic targets.
- To work closely in partnership with teachers, Subject leaders and Faculty leaders to identify and remove barriers for learning, reporting back directly to the climate, well being or attendance teams.
- To liaise with staff responsible for assessment, in ensuring that information is received on the progress of all students on the SEND register.
- To monitor all assessment data relative to the SEND register ensuring that students are tracked across the curriculum and meaningful action is taken where necessary.

Leadership absolutes

Clear purpose linked to SIP | High expectations and aspirations | Effective and timely communication | PD needs are met | Culture building

	<ul style="list-style-type: none"> To provide meaningful, current, accurate feedback on the progress of students on the SEND register and individuals Be role models to others and be on time to duty areas and actively supervise the area – no litter, safe and calm behaviours, intervene and follow up any inappropriate behaviours. To support the SENCo and DSEnCo on leading whole school SEND training to staff. Lead on developing AET / SEMH projects that best fit the contextualised information of Beckfoot Oakbank students. Planning and delivering effective wave 2- 4 programmes within the complementary curriculum to ensure they are up to date, relevant and making positive impacts on the students and their academic progress.
Behaviour and Attitudes	<ul style="list-style-type: none"> Ensure a safe and fair environment for learning within the school To encourage students to interact and work co-operatively with others and engage all students in activities Work with the form tutors and teachers to share SEMH information that will help with their planning, managing of emotions and breaking the cycle. To track, monitor and review SEMH students through daily data analysis, Work with the Attendance Team and climate teams to increase family engagement to events. To promote rewards strategies for students making good/improved progress. Support the well-being team as a secondary line of support as a Named person.
Personal Development	<ul style="list-style-type: none"> Ensure the SEND Team has opportunities to broadening their horizons Encourage student leadership from our Wave 2- 4 students. Embraces the whole school drive to develop confident communicators
Line Manages	<ul style="list-style-type: none"> SEMH team members at Headteacher's request
Accountability measures (KPIs)	<ul style="list-style-type: none"> Quality assurance over time shows that an increasing proportion of vulnerable student behaviour is consistently conducive to learning in the classroom Reduction in PP gaps and SEND gaps and Boys gaps for behaviour incidents that are caused due to SEMH and/or Autism. <p>Effective SEMH / AET work will;</p> <ul style="list-style-type: none"> Reduce the number of fixed term exclusions per year group, especially the vulnerable group linked to safeguarding issues. Reduce the number of repeat offending behaviours e.g. repeat exclusions, repeated patterns of behaviours Reduce the number of behaviour points Increase the attendance of those vulnerable groups with safeguarding issues in line with national 94.6% Parent attendance to events increases to at least 90%.