



Job Description

Title: HLTA Pastoral and Learning Support Assistant

Grade: R4 (Spine Point 19-26)

FTE: £26,302-£29,112.00 Actual: £22,522.38-£24,928.58

Relationships

Responsible to: Principal, SLT, Lead PALSA

Responsible for: Supporting learners through their educational programmes. Personal care and therapy programmes and maintaining student's health and wellbeing

Reports to: Teachers & Lead PALSA

Purpose and main responsibilities:

Ethos Vision and Values:

1. Demonstrates the mentality that students can and do achieve.
2. Model Grafham Grange's ARCHES values
3. Engage with students during lesson and break times, promoting their independence and communication as directed by the class teacher
4. Be aware of and support diversity and ensure all learners have equal access to opportunities to learn and develop.

Teaching and Learning:

5. Follow instructions and guidance from the Classroom Teacher to provide support for students reinforcing their learning and constant promotion of independence. As well as a complete understanding of destinations and targets.
6. To prepare the learning environment to the standard as directed by the Class Teacher, for both internal and external sessions, ensuring that resources are in place and cleared away at the end of the session as appropriate.
7. To create resources for students, under the guidance of the teacher, using office 365 programmes and some specialised programmes following training.
8. To encourage students in all areas of the curriculum, to progress to their chosen career destination, gain greater independence in the home and promote community-based learning.
9. To promote independence and follow strategies to encourage self-reliance, self-regulation and increased self-esteem.
10. To take part in other curricular and extra-curricular activities (including but not exclusively community-based activities; swimming, sports sessions, enrichment classes.)
11. To have basic ICT skills and promote the use of ICT in learning activities (such as: some Microsoft Office Packages and basic understanding of tablet use (iPads) and some internal systems).

12. To record student achievement, including ongoing and end of term summary through a variety of methods (written observation, video, photo), evaluate and monitor progress, under guidance from the teacher.

Positive Behaviour Support:

13. To support learners with a range of needs, including behaviours of concern in accessing a range of home, community, work related and foundation skills learning programmes, under the direction of the teacher.

14. Help develop a BSP/PBS plan which identifies clear responsibilities and timeframes.

- Understanding their role and responsibilities within the PSP.
- Support all colleagues/family in understanding the plan especially new staff.
- Highlight any misunderstandings or difficulties in using the PSP to the MDT or Teacher.

15. Understand person- centred approaches, inclusion and the need for people's human rights to be respected.

- Show dignity, respect, warmth, empathy, and compassion in all their interactions
- Treat every individual as a person and support individual needs
- Support people to take part in everyday activities and be part of their community
- Provide opportunities for learning and development
- Support behaviour and daily interactions that make the person look and feel good.
- Minimise any restriction of activities.

16. Support safe, consistent and predictable environments

- Use strategies to help the person predict, understand and control their environment (e.g. visual timetable, social stories).
- Develop personal activity plans with routine activities and choices.
- Identify and avoid if possible, aspects of the environment that may be a risk factor for challenging behaviour.
- Use strategies designed to help people cope with difficult environments.

Nursing and Medical Needs:

17. To positively support the health and wellbeing of learners by follow the guidelines for individual support, care needs and medical interventions (including basic first aid and administration of PRN medications (EpiPen, etc.).

Therapy:

18. To implement written individual programmes under the guidance of the therapy team, liaising as necessary to ensure these are embedded across the curriculum, including internal and external sessions and activities

19. To record student progress towards therapy targets, including ongoing and end of term summary, liaising with the teacher and IS team as required.

20. To contribute to multi-disciplinary discussion of the student's needs, progress and required provision, initiating such discussions in response to student's changing needs.

Compliance:

21. To understand and follow key documentation to ensure the safe and effective support of students, including but not limited to – Risk Assessment, Fire Evacuation plans (PEEPs), Personal Support Plan, Care Plan and Personal Behaviour Support Plan.

22. To be responsible for promoting and safeguarding the welfare of all learners. Reporting any concerns to a member of the safeguarding team.

23. Follow the Health and Safety policy and procedures to ensure the safety of learners and staff at all times.

24. To participate in staff professional development programmes and training, both internal and external as required.
25. To promote and implement all agreed School policy statements, e.g. Safeguarding of Children and Vulnerable Adults, Health & Safety, Equality and Diversity etc.
26. To work at any School centre as required.
27. To undertake such other duties of a similar nature as maybe required by the Principal.

Person Specification

The person specification shows the abilities and skills you will need to carry out the duties in the job description. Short listing is carried out on the basis of how well you meet the requirements of the person specification. You should mention any experience you have had which shows how you could meet these requirements when you fill in your application form. Priority 1 criteria are essential on appointment. Priority 2 criteria may be acquired after appointment. If you are selected for interview you may be asked also to undertake practical tests to cover the skills and abilities shown below:

Qualifications/Experience

1. Experience of working within a team (1)
2. Experience of working with or caring for children or adults who have barriers to learning and/or special educational needs (1)
3. Experience of working in an education environment (2)
4. Hold or being willing to work towards their level 2 functional skills qualifications in English and maths.

Ability, Skills and Knowledge

1. Understands the school ethos, visions and values of the school
2. Understands and works to achieve the school's mission
3. Understands that as a School we respect our students as individual adults, with individual rights with adult status
4. Able to demonstrate a commitment to the safeguarding of children and vulnerable adults (1)
5. Proficient use of ICT such as: some Microsoft Office Packages and basic understanding of tablet use (iPads)
6. Able to contribute to the planning and implementation of sessions by evaluating student progress initiating own suggestions, creating resources, interpreting and putting into practice session plans, guidelines and procedures (1)
7. Able to communicate (receive and transmit) with students and staff using a variety of media, spoken, sign, written, gestural and intuitive (1)
8. Able to take responsibility for individual and small groups of students, with a range of needs, including behaviours of concern in accessing a range of home, community, work related and basic skills learning programmes, under the direction of the teacher, at school and out in the community.(1)
9. Able to assist in the recording of student progress, evaluation and monitoring, under guidance from teacher, or Senior teaching assistant. Including small written statements, picture taking, Classcharts, etc. (1)
10. Able to promote and adhere to School's policies and procedures, including , but not extensive to; Safeguarding of Children and Vulnerable Adults Policies and Health and Safety Policies (1)

11. To undertake relevant training to be able to contribute to the health and wellbeing of learners. Follow the guidelines for individual support, care needs and undertake medical interventions (including basic first aid and administration of PRN medications (EpiPen, etc.)).

Other requirements of the post

This post involves working with students who may exhibit behaviours of concern. In order to ensure the safety of the post holder and others, the post holder must be able to participate fully in training provided in de-escalation and physical interventions and be able to carry out agreed Physical Intervention procedures at work.

Whilst not a requirement of the post, applicants with a licence may be asked, if willing, to take a test with a view to driving the school minibus or people carriers.

Other requirements of the post

- Staff are expected to participate in all aspects of the curriculum and school life including but not exclusive to swimming, physical activities, (optional) residential trips.
- No annual leave to be taken in term time.
- Undertaking other duties as required by the teacher, which are considered to be commensurate with the job purpose and grading.
- Attending appropriate training.
- Maintaining a professional relationship with other members of the team.
- Maintaining confidentiality at all times.

The post holder must be prepared to follow the School's PALSA apprenticeship programme and work with the range of SEN but explicitly SEMH.

This job description reflects the current situation. It may be altered in details and emphasis in the light of changes, service needs or function. Any changes will be fully discussed with the post holder.

Training can include:

Attending all whole school INSET days /weeks and twilight sessions.

- Training will include enrolment on our tiered CPD programme (basic safeguarding, Educare, Positive Behaviour Support).
- Attending external training courses which relate directly to the role. As directed.