



Stockport School

Job Description

SEND – Transition Group HLTA

Salary: Scale 5, Points 12-17

Hours: 31.5 hours per week, Term time, plus 2 days only

8.30am – 4.00pm (Monday–Thursday)

8.30am – 3.00pm (Friday)

(20 minute & 40-minute unpaid break each day)

(With opportunity for additional paid overtime to supervise interventions, student enrichment clubs, lunch duties, and student work at lunchtime and after school).

Post reports to: Director of SEND (SENCO) or SLT Line Manager

Main purpose of the post:

In support of our inclusive whole school approach for the effective delivery of adaptive teaching and learning and the development of independence amongst students, the SEND – Transition Group HLTA role, will be to further develop and enhance our SEND provision for students taught in our Transition Groups.

Timetabled in-class support of students is a primary focus of our SEND work with all SEND team members expected to be in classrooms as per their assigned timetable, supporting their identified and targeted cohort of students throughout the week. The SEND – Transition Group HLTA will work in conjunction with the SENCO, Transition Group Teaching Staff, and the Pastoral Head of Year, to discuss evolving change and plan to meet the needs of individuals within the Transition Group.

One of the aims of the role is that it will enable the development of positive, well-informed and trusted relationships with students focusing upon their specific needs and in-class support requirements of students with complex needs. Targeted support will be inclusive of all those with an EHCP.

The SEND – Transition Group HLTA will also be expected to liaise with Heads of Core Curriculum/Subject departments upon a regular basis to share feedback and to understand how and where SEND support within the Transition Group may be needed to help support with students in those Curriculum/Subject areas during future weeks.

The SEND – Transition Group HLTA will also work closely in conjunction with the Student Support Hub Manager to ensure that students with complex needs are receiving the bespoke support that they require, and that the Support Hub provision is being used effectively to supplement student needs.

In addition to the principle focus of enhancing in-class timetabled support of students and of improved collaboration and communication between SEND, Pastoral and Attendance, and Curriculum/Subject areas, the SEND – Transition Group HLTA will also provide a range of specific and bespoke interventions for students aimed at developing their independence skills. The SEND – Transition Group HLTA will be expected to support with the delivery of this, running in addition and complementary to their timetabled support of students.

The SEND – Transition Group HLTA will also speak and meet regularly with their line manager to coordinate and share consistent information, to ensure consistent quality assurance of provision.

Duties and Responsibilities

SEND – Transition Group HLTA Responsibilities

- The SEND – Transition Group HLTA is expected to develop and maintain effective connections, collaboration and communications between the workings of the SEND department, Pastoral and Attendance teams, and our Curriculum/Subject teams.





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- Attendance at regular meetings with the Attendance team to discuss strategic planning for supporting students who are not meeting the expected standards for attendance. In association with this, to ensure that advance preparation is undertaken and that outcomes and required actions are shared with staff.
- Where necessary, to attend in support of the SENCO, Head of Year and/or SLT, key meetings with parents and outside agencies, for example this can include, suspension reintegration, Educational Psychologist, TAF, TAC, PEP, and to offer input/knowledge and informed observations of students and share any outcomes and/or required actions of the meeting with the SENCO for their address and follow-up.
- Attendance in support of the SENCO and Head of Year, at annual Parents' Consultation Evenings for your assigned students.
- To lead on additional interventions, where required - planning sessions and completing paperwork associated with sessions, to build up a picture on effectiveness of sessions and assessing progress being made by the students attending.
- Attendance at before school SEND team meetings, briefings and SEND training sessions.
- Utilise your own weekly PPA Leadership session to good effect in reviewing, planning, and coordinating as necessary, including the identification of students and their needs.

Core Duties and Responsibilities

- To support teaching, learning and progress, and the development of independent learning skills of students with additional learning needs, particularly including those with EHCPs and those at SEND School Support within the Transition Group.
- To Support students with additional learning needs and particularly those who have a Special Educational Needs Education Health Care Plan (EHCP).
- To provide regular timetabled in-class support of students with SEN/D and particularly those with EHCPs.
- To liaise and communicate effectively and proactively in conjunction with Teaching staff in the support of lessons for students with additional learning needs and particularly those with EHCPs.
- To liaise effectively, including regular communication, information sharing, and strategy planning/action with Pastoral (Head of Year), SEN/D leaders and staff, SLT, and other Attendance / First-Aid Support staff in relation to the support of students with additional learning needs and particularly those with EHCPs.
- To lead and also work as part of the team to ensure that the wellbeing and personal development of the student enhances their learning opportunities, independence and life skills.
- To provide regular feedback to the SENCO and Transition Group Teaching Staff about any student's difficulties and progress.
- To understand and apply the school policies on learning and behaviour, and the statutory guidelines relating to disability discrimination and special educational needs.
- To maintain confidentiality and sensitivity to the students' needs but have regard to the safeguarding procedures of the school.
- To support the class teacher with the child's integration into the rest of the class/group via the fostering of an inclusive classroom/learning environment.
- To use support strategies that will enhance students' self-esteem and encourage acceptable behaviours.
- To care for the safety, welfare and hygiene of the child.
- To liaise and communicate effectively with the parents/carers of assigned students.
- To provide cover as required for absent colleagues within the SEND department.
- To carry out duties as directed by the SENCO, Senior Line Manager or Headteacher.





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Summary of the Responsibilities and Personal Duties

Curricular Activities

- To work with the child individually or in a group on a programme of activities planned and directed by the teacher.
- To work with other children, where it is in the child's interest to work individually with the class teacher or to develop independent learning.
- To work with SEND students to support and develop their reading skills.
- To provide and deliver alternative differentiated tasks for students when appropriate.
- To facilitate Access Arrangements for examinations for SEN students by acting as reader/scribe and invigilator.
- To provide reports and attend review meeting as required.
- To liaise and communicate with outside agencies as required.

Cognition and Learning

- To support students' cognition and learning needs in lessons, in line with the targets provided by the SEN panel.
- To work with other children, where it is in the child's interest to work individually with the class teacher or to develop independent learning.
- To support students in developing strategies to chunk and scaffold their tasks independently.
- To work with targeted students to support and develop their reading skills.
- To facilitate Access Arrangements for examinations for SEN students by acting as Adult Helpers (e.g., reader, scribe and invigilator).
- To liaise and communicate with internal staff and outside agencies as required.

Support for Children with Emotional and Behavioural Difficulties

- To help the child to focus his/her attention and keep on the task.
- To help the child develop positive relationships with other children and adults.
- To be ready to listen to the child and offer appropriate support when necessary.
- To use techniques of reward and time out as part of a behavioural programme.
- To provide information for behavioural records and report back as required.
- To liaise with parents/carers where appropriate
- To support and implement school behaviour policy
- To undertake such other duties related to the school and appropriate to the school.

Health and Safety

- Co-operate with the employer on all issues to do with Health, Safety & Welfare.

Continuing Professional Development

- In conjunction with the line manager, take responsibility for personal professional development.
- Undertake any necessary professional development as identified in the School Improvement Plan taking full advantage of any relevant training and development available.
- Maintain a professional portfolio of evidence to support the Performance Management process - evaluating and improving own practice.





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Other Professional Responsibilities

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

Employees will be expected to comply with any reasonable request from the Headteacher or line manager to undertake work of a similar level that is not specified in this job description.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties.

Elements of this job description and changes to it may be negotiated at the request of either the Headteacher or the incumbent of the post.

Job description agreed correct by:

Post Holder:

Signed:

Date

Headteacher:

Signed:

Date

