

<b>Position:</b>	<b>HLTA</b>
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**Grade:** Scale 4 – point to be negotiated

**Reports to:** Designated Member of the Leadership Team

**Purpose of Role:** To work under the direct instruction of teaching staff, usually in the classroom with the teacher, to support specific children who are autistic and/or have additional needs, as well as supporting access to learning for all children.

### Job Description

#### Support for Pupils:

Attend to the child's personal needs and implement related personal programmes, including social, health, physical, hygiene, first aid and welfare matters. If supporting individual children this may also include intimate care. Supervise and support the children ensuring safety and access to learning. Establish good relationships with the children, acting as a role model and being aware of and responding appropriately to individual needs. Promote the inclusion and acceptance of the children. Encourage the children to interact with others and engage in activities led by the teacher. Encourage the children to act independently as appropriate. Clarify and explain instructions to the children. Encourage constructive play in the playground

#### Support for Teachers:

Feed back to the teachers about how activities have gone.  
Undertake record keeping as requested.  
Support the teachers in managing behaviour, reporting difficulties as appropriate.  
Support with preparation of resources, and displaying work

#### Support for the Curriculum:

Support the children in respect of local and national learning strategies e.g. literacy, numeracy, early years, as directed by the teacher.  
Support the children in using basic computing as directed.  
Prepare and maintain equipment/resources as directed by the teacher and assist the children in their use.

#### Support for the School:

Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.  
Contribute to the overall ethos/work/aims of the school.  
Appreciate and support the role of other professionals.  
Attend relevant meetings as required.

Participate in training and other learning activities and performance development as required.

Accompany teaching staff and the children on visits, trips and out of school activities as required.

## Person Specification

### **Qualifications & Experience:**

Experience of working with relevant age groups within a learning environment.

Good English and Maths skills.

Completion of DfES Teacher Assistant Induction Programme.

Successful experience of working with children with ASD, and other SEN.

### **Knowledge & Understanding:**

Knowledge of strategies to support pupils with ASD and ability to successfully implement these strategies.

Able to work constructively as part of a team, understanding classroom roles and responsibilities.

Able to use basic technology - computer, video, photocopier.

Ability to relate well to children and adults.

### **Personal Qualities**

Must be committed to looking after the welfare of the children

Must be flexible to meet the individual needs of the child

Must be able to complete tasks with the minimum of supervision

Must be able to prioritise and react appropriately to events and situations

Must be willing to learn new skills

Must be willing to be a member of a team

Must keep school matters confidential

Must have a sense of humour

### **Physical**

Must enjoy good health

Must be able to lift and carry materials

### **Equal Opportunities**

Must have an understanding of and a willingness to promote equal opportunities

The above criteria will be assessed at interview through a range of tasks and a panel interview.

**St Mary's is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.**