



## Role Description and Person Specification: Support Staff

Title of Post	Specific learning difficulty (SpLD) specialism Higher Learning Teaching Assistant (HLTA)
Grade (including allowances)	H4 + Fringe Allowance
Reporting to	SENCO
Date	July 2025
Time/Hours	30 hours per week, term time plus one week

The duties outlined in this role description are in accordance with the Schemes of Conditions of Service as determined by The National Joint Council for Local Government Employees.

This role description may be modified by the Headteacher to reflect or anticipate changes which are commensurate with the salary and role title and improvement and expansion plans of the school. This role description will be reviewed every 3 years or sooner if required.

### Personal and Professional Standards

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

- Support the aims and ethos of the school as defined in the school prospectus
- To set a good example in terms of professional dress and appearance, punctuality and attendance
- As a consequence of the performance review cycle for support staff, take responsibility for personal development making full use of the school's professional development opportunities and training (refer to "Investors in People" documentation for more details)
- To attend team and staff meetings as appropriate, contributing actively whenever possible
- To provide a courteous, prompt and polite service to all members of the school's community including parents, students, all staff, contractors and suppliers and other visitors
- To actively contribute to the school's mission statement by forming positive relationships within the school community and working collaboratively and in good humour with other colleagues as appropriate or when directed
- Be aware and comply with all relevant policies and procedures within the school, particularly those relating to child protection, equality, health and safety and confidentiality. It is the duty of all colleagues to report breaches of school policies or procedures to the Headteacher

## Core Purpose of Post

- To develop and maintain effective and supportive relationships with children, young people and those engaged with them
- To provide a complementary service that enhances existing provision in order to support learning, participation and outcomes
- Work within Inclusion and an extended range of networks and partnerships across the School to provide advice and guidance, broker support and learning opportunities and improve the quality of services to children and young people
- Maintain and develop the ethos, values and expectations of the Ashlyns and support agreed school policy in all areas

## Specific Tasks

### Support for students

- Lead on the assessment of SpLD students' needs across the School and use detailed knowledge and specialist skills to support students' learning
- Establish and manage bespoke interventions to support the academic progress of students
- Adapt classroom activities and/or resources to engage students
- Contribute to the provision and support for students with an Education, Health and Care Plan, leading on the implementation of support for SpLD
- Develop and implement Assess, plan do review plans where appropriate
- Promote the inclusion and acceptance of students within the classroom
- Establish productive working relationships with students, acting as a role model and setting high expectations
- Support students consistently whilst recognising and responding to their individual needs
- Encourage students to interact and work cooperatively with others and engage all students in activities
- Promote independence and employ strategies to recognise and reward achievement of self-reliance
- Provide feedback to students in relation to progress and achievement

### Support for staff

- Lead on the provision of specialist advice and guidance on SpLD, including specific strategies for individuals, to teaching and support staff across the School
- Lead training and subsequent supervision for support staff across the School on the delivery of bespoke interventions to support the academic, progress of students with SpLD
- Liaise with the Catch up Lead Practitioner, English Department, subject teachers and Inclusion staff
- Consult on the appropriateness of learning environments and resources for students
- Provide objective and accurate feedback and reports as required on student achievement, progress and other matters, ensuring the availability of appropriate evidence

- Record progress and achievement in lessons/activities systematically and provide evidence of range and level of progress and attainment
- Work within an established discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence
- Support the role of parents/carers in students' learning and contribute to meetings to provide constructive feedback on progress and achievement

### **Support for the curriculum**

- Liaise with external agencies that provide support to SpLD students and contribute to / participate in any intervention plans outlined by these agencies
- Plan and lead interventions, and be responsible for the supervision of students, including individual, small group and whole class as directed by the SENCO
- Deliver learning activities to students, adjusting activities according to student responses/needs
- Select and prepare resources necessary to lead learning activities, taking account of students' needs, interests, language and cultural backgrounds

### **Other**

- To undertake any reasonable duties as requested by the individual's line manager
- To work in accordance with the aims and policies of the Ashlyns and to promote the general appearance of the Ashlyns
- Improve own practice, including through observation, evaluation and discussion with colleagues

## **Qualification, knowledge and skills**

- Relevant qualifications in the field of supporting children with SpLD that demonstrate a thorough understanding of the needs of these students and how to support their progress
- Experience of working with students with SEMH, their parents/carers and other professionals
- Experience delivering interventions to targeted pupils 1:1 and groups
- Full working knowledge of relevant SEND legislation/codes of practice
- Excellent literacy skills and ability to communicate effectively, both verbally and in writing
- Effective use of ICT and other specialist equipment/resources
- Ability to work constructively as part of a team, understanding school roles and responsibilities and your own position within these