

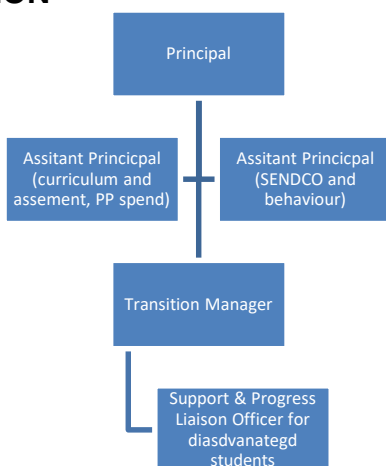


**General Data Protection Regulations 2018** - This form will enable us to process any information you contribute to the role profiling process and will be used by Hampshire County Council evaluation panels for job evaluation purposes. At a later date, the information will also be used in other personnel areas, e.g. performance development review, induction, and training and development Processing of information includes storage of records electronically and in hard copy format. Personal data will only be made available to Hampshire County Council staff and trade union representatives involved in these processes. Any data required for statistical/research purposes will be depersonalised.

### SECTION A

<b>Role profile ref:</b>	02132
<b>Department / section:</b>	Education - Schools
<b>Role title:</b>	Support & Progress Liaison Officer for disadvantaged students
<b>Reports to:</b>	Transition Manager and Assistant Principals for Curriculum and Behaviour
<b>Role purpose:</b>	To complement the professional work of the college and act as a link between disadvantaged students' home and educational worlds. Undertaking responsibility for agreed learning activities and interventions both on and off the college site. To provide learning activities for classes under the professional direction and supervision of a qualified teacher, and reinforce this by planning, preparing and delivering intervention both inside and outside of the college for identified students and their families. Assessing, recording and reporting on development, progress and attainment of select disadvantaged students to relevant stakeholders.

### SECTION B – ORGANISATION



**ASPIRE**

ACHIEVEMENT \* SUPPORT \* PERSEVERANCE \* INDIVIDUALITY \* RESPECT \* EXCELLENCE

## **SECTION C - ROLE REQUIREMENTS**

<b>ACCOUNTABILITY STATEMENTS</b>	<b>% OF TIME</b>
<p><b>Parenting support and information</b></p> <ul style="list-style-type: none"> <li>• Support parents of disadvantaged students (identified by Line Managers) with early signs of social, emotional, health or behaviour issues, by acting as a source of communication between families, college staff and other agencies.</li> <li>• At the request of parents, the college and outside agencies, become the intermediary between the families and college, conveying their voice (particularly where there is speech and language difficulties).</li> <li>• Reduce parents/child conflict by guiding them to specific support groups or parenting classes to enhance their relationship with their children and deal positively with discipline, anxiety and other issues. Particularly when there is an abundance of avoidance behaviour and/or low emotional self-regulation.</li> <li>• Work with identified parents in a community or home context to access online resources and help them monitor their child's learning and hold them to account.</li> <li>• Advise identified parents on how to support their child through transition stages, working with the transition team at appropriate times. For example, new starters, option choices and further education.</li> </ul>	<b>33%</b>
<p><b>Pastoral Support for Students</b></p> <ul style="list-style-type: none"> <li>• To work with children and/or families, senior colleagues and partners to identify the needs of disadvantaged children and or families, to develop appropriate interventions, assess and regularly review.</li> <li>• To plan, facilitate and deliver individual or small group strategies to disadvantaged students before, during and after the normal college day.</li> <li>• Promote with disadvantaged students' engagement with full college life by recognising all the educational, cultural, personal or social opportunities available to them and/or their families.</li> <li>• Work collaboratively with a range of internal and external organisations as part of relevant support/care teams, attending meetings, evaluating plans and actions and reporting to relevant bodies as directed by senior colleagues.</li> <li>• Work closely with the Well-being, Behaviour and HPL teams to ensure a joined up approach to supporting students.</li> <li>• Supporting parents in achieving high expectations of attendance – 96%.</li> </ul>	<b>33%</b>
<p><b>In-Class support</b></p> <ul style="list-style-type: none"> <li>• To provide in-class support for identified students, ensuring consistency throughout the student's day and reporting on any inconsistencies to line manager.</li> <li>• Maintain appropriate records in accordance with internal and external guidelines, procedures and policies and provide appropriate administrative duties of a HLTA.</li> <li>• Support the student to become an independent learner by guiding, encouraging and scaffolding tasks. Provide additional resources if necessary and equip the student with the skills needed to perform independently in the classrooms to the best of their ability.</li> <li>• Work with the class teacher to decide on the most appropriate support/ intervention required and feedback to the teacher, line manager and House Progress Leader on a regular basis for students not attending classes.</li> </ul>	<b>33%</b>

#### **SECTION D – The key decision making areas in the role**

- Communication – be able to communicate clearly and confidently with students, parents, senior staff and teachers to ensure that the student's and parent's voices are heard and that parents are fully aware of college expectation.
- Professional development – be aware of own support needs and be able to identify relevant training opportunities. Also know when to seek advice or refer.
- Appropriateness – know when to step in and support a parent and what advice to provide. Also know when advice and support will not be received positively.
- As HLTA, whilst working under the general direction of the teacher, will work unsupervised and without the close presence of the teacher and will implement lesson plans, deal with student behaviour and make judgements about student progress/student needs without reference to the teacher.

#### **SECTION E - The role dimensions - financial (e.g. budgets) and non-financial (e.g. units, workload, customers/staff)**

- Size of school – 800-900 on roll (secondary).
- Guide teaching staff in the area of disadvantaged educational need.
- Brief and support new staff (including teachers) on the stage of development of students. Please note: written reports required are likely to be detailed and complicated, especially if they are addressing complicated student needs.
- When necessary, may undertake whole class supervision in the absence of the class teacher as required and according to the needs of the college.
- Independently manage on and off-site time, depending on the student/family being supported.

#### **SECTION F - The main contacts – external/internal customer contacts and purpose**

- Internal - students and college staff daily.
- External - parents and external agencies as required.
- Maintain high levels of confidentiality as the role entails and need to hold the trust and confidence of both the families and the college. When information on child protection/family sensitive issues are acquired they must be treated carefully and appropriately.
- As this role may entail high levels of exposure to people who have suffered trauma, active participation in regular professional supervision is expected.

#### **SECTION G - Working conditions – environment, and physical effort or strain**

- A high level of resilience is a crucial part of this role, particularly when supporting families with complex needs, including mental health (mental health first aid desirable, training will be provided).
- College and classroom based learning environment responsibility, with teacher, for maintaining calm.
- External working with families in their home, additional educational visits and visits to our local pupil referral school.
- Lone working offsite and during college holidays.

- Expected to maintain behaviour management standards of children, some of whom can be especially challenging, difficult and sometimes violent, and deal with racial/abusive language and bullying.
- Health and Safety responsibility for self, children and area which is particularly demanding in a child-centred environment.

### **SECTION H - Context/additional information**

- There is a multi-role aspect to this job in that the expertise of the post holder will require a degree of autonomy when working to support students and their families in a variety of settings.
- Consequently, they will need to maintain a high degree of confidentiality and build upon trust, whilst also adhering to “Keeping children safe in education” policy.
- They will likely acquire information on child protection/family sensitive issues which must be treated carefully and appropriately.
- High levels of stress can be generated by various aspects of the role including when dealing with individual students and/or families with complex and demanding learning needs.
- The post holder’s working hours may require flexibility at specific times of the year.

### **SECTION I - Entry: Necessary role-related knowledge, skills and experience at selection**

- Meet Higher Level Teaching Assistant standards or equivalent qualification or experience (for example NVQ4 for Teaching Assistants or equivalent qualification or experience).
- Training in relevant learning strategies, e.g. literacy and/or in particular curriculum or learning area, e.g. ASD, dyslexia, ADHD, maths, English,
- Working understanding of a trauma informed practice, and or working alongside ACEs.
- Minimum of 2 years’ relevant experience in a teaching/learning/child support working environment.
- Understanding of statutory frameworks relating to teaching.
- Working knowledge and experience of implementing national/foundation stage curriculum and other relevant learning programmes/strategies.
- Full working knowledge of relevant policies/codes of practice/legislation.

### **SECTION J – Initial induction/training required to become effective in the role**

Estimated time to become operationally effective 1-3 months.

- Shadowing experienced HLTA in college/support from mentor HLTA.
- Participate in induction training on college systems/policies/discipline and behaviour.
- Relationship between, and respective responsibilities, of teacher and HLTA.
- Manual handling skills and developing health and safety knowledge.
- Independent working, under the professional direction of a teacher, with whole classes and groups of children.

### **SECTION K – Operationally effective: How would effectiveness in role be demonstrated?**

- Empathy with students and their families, building sympathetic but positive and proactive relationships that meets their needs.

- Excellent literacy/numeracy skills and with good communication skills and able to clarify and explain instructions clearly.
- Can use ICT effectively to support learning, include online learning platforms (ie ClassCharts and Google Classrooms).
- Well-developed interpersonal skills and sense of humour enabling effective relationships with a variety of people. Professionally discreet and able to respect confidentiality on particular issues.
- Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these.

**SECTION L - Adding value: What characteristics will the advanced role holder demonstrate?**

- Inputting to and, where appropriate, leading on professional development of college staff during in-service activity.
- Recognised for expertise in college and, possibly, more widely in LEA.
- Support for the induction of other staff in the college including, in appropriate circumstances, teaching staff.
- Able, under the overall direction of the teacher, to take responsibility for meetings with external contacts.
- Constantly improve own practice/knowledge through self-evaluation and learning from others.