

JOB TITLE:	Therapy Higher Level Teaching Assistant (for physical & functional therapy)
RESPONSIBLE TO:	Assistant Headteacher (Therapy Coordinator)

STATEMENT OF PURPOSE:

Under the direction of the School Based Therapy Team (SBTT), the HLTA will support the embedding of universal and targeted therapy and provide effective role modelling and support for therapy T.A's. They will support the delivery of therapy in school, which includes working collaboratively within a multi-disciplinary team, following processes, upskilling class staff, delivering a range of therapeutic intervention, and organising assistive equipment for sensory, physical, and functional outcomes.

To support the delivery of high quality, safe and compassionate therapeutic provision all staff are expected to act as a role model to others in all aspects of their work and consistently embody Manor Green School's values, demonstrating behaviours that support and encourage an inclusive culture.

KEY RESPONSIBILITIES:

Support for Teachers & Students:

- Have lead responsibility for monitoring class staff's implementation of therapy programmes, providing clarification, modelling and coaching, where needed.
- Under the direction of the SBTT, support and upskill teachers to use therapist prescribed equipment and assistive technology so students can achieve the best outcomes.
- Under the direction of the SBTT be responsible for and facilitate the following:
 - Working in close collaboration with the NHS when any physical/functional assistive tech is needed/indicated such as: larger keyboards, alternative controllers, kitchen aids etc.
 - Be responsible for organising any trials, communicate outcomes to the relevant professionals and follow all associated record keeping processes.
- Provide exceptional support to teachers and class staff to embody core therapeutic advice provided as part of the universal model such as total communication, sensory regulation, posture and seating.
- Lead on supporting teachers and staff to use the appropriate therapy referral process.
- Use awareness of sensory, physical and functional advice/strategies to help students reach their potential in the classroom e.g. helping to embed therapy advice and use equipment effectively.
- Under the direction of the SBTT, plan and lead on the delivery of therapeutic intervention such as delivering programmes, working towards targets, setting up and

running of groups, issuing assistive aids, adjusting therapeutic equipment, information gathering and information sharing.

- Support staff with the creation and provision of resources that will help students achieve their targets and improve their independence.
- Lead on the delivery of school directed, therapy informed, interventions and provide support and guidance to TA therapy assistants, working with staff and students.
- Responsible for appropriate delegation of tasks associated with the therapy department, to the Therapy T.A.
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to help enhance the progress of students.
- Have lead responsibility for organising appropriate reps to assess and quote relevant equipment for individual students including slings, seating, standing frames.
- In collaboration with the sling rep ensure the acquisition, provision and monitoring of slings, and make sure that an up-to-date record is kept tracking school slings.
- Provide additional class-based support during times of staffing shortages. Work collaboratively with the class staff to achieve the best outcomes for the students and take part in any class-based routines before, during and after the school day.

Responsibility for Equipment and/or Financial resources:

- In collaboration with the SBTT, be responsible for the purchase/ordering of appropriate resources to support student's needs, within an identified budget.
- Be responsible for the care, maintenance, and delivery of assistive equipment and to give staff appropriate advice for when it is in their care.
- Be responsible for the maintenance of accurate records of equipment loans.
- Ensure any junior therapy support staff are aware of the processes in place for equipment maintenance, adjustments and provision and that they follow the processes correctly.
- Be responsible for liaising with facilities team to ensure the servicing of physical and SPH equipment (e.g. standing frames, seating, slings) including scheduling, communication and review.

Communication and Team Working:

- Be responsible for communicating relevant information to teachers/students effectively and adapt to their level of understanding.
- Maintain accurate and up to date case notes for all therapy-based interactions, within a 24-hour timeframe, following the procedures laid out by the SBTT.
- Work effectively and efficiently within a multidisciplinary team, participating in processes such as; attending and contributing to triage, carrying out delegated tasks, communicating issues, seeking advice/support, delivering interventions and being a model for therapy informed practises in school.
- Be responsible for managing own caseload, under the direction and support of school-based therapists.
- Be responsible for overseeing Therapy T.A's completing their work to an expected standard and meeting expected levels of efficiency.
- Support therapy T.A's to develop their skills by working collaboratively and promoting interdisciplinary working.

Continued Professional Development (CPD) of Self and Others:

- Comply with all school based mandatory training requirements.
- Engage fully in and actively contribute to all forms of professional development, including individual and group supervision, as well as the school's Performance Management review.
- Be responsible for seeking out opportunities for learning and self-development to deliver high quality advice and support to students, staff and parents.
- Be responsible for maintaining records of self-development including supervision records and work-based competencies.
- Undertake CPD, such as targeted training courses, upskilling by the SBTT, work-based reflections and more, in order to safely and effectively deliver advice and support to students, staff and parents.

General:

- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Contribute positively to the overall ethos/work/aims of the school.
- Promote Manor Green School's vision and its mission statement in every aspect of personal and professional conduct
- Always follow Manor Green School's policies and procedures
- Observe, promote and celebrate the school's Code of Conduct (Golden Rules)
- Always work ethically and lawfully.

Please note

Working with Special Educational Needs students requires a particular understanding and appreciation of the individuals' needs and circumstances. The students that attend Manor Green School all require a greater degree of support due to their physical, learning and/or communication needs. They face significant challenges when accessing the world around them and it is our role as professionals to facilitate and enhance their experience. A broad spectrum of training will be provided on how to support the needs of our students.

The work will necessarily involve sitting at low tables, on the floor and may involve the manual handling of students. The environment is designed to be accessible to all, however there may be times when it is noisy and busy. In some cases, students may display behaviours that challenge. On rare occasions these behaviours may result in verbal aggression and/or physical assault/violence towards staff. It should be understood that this is a response to the world around them and their challenges interacting with it. We acknowledge that this can be challenging for staff and is therefore emotionally and physically demanding. We promote a culture of wellbeing for all and as staff your needs are included in this. To ensure that your emotional, physical and spiritual needs are also met, you will be able to access training, coaching and counselling services as required. This is not an exclusive or exhaustive range of responsibilities, rather an indicative list. You may be required to carry out further duties as reasonably required and commensurate with the position

PERSON SPECIFICATION

Key Criteria	Essential	Desirable
Qualifications and training	<p>Meet Higher Level Teaching Assistant standards or equivalent qualification or experience.</p> <p>Level 2 in English and Maths or working towards</p>	<p>Experience with working with NHS therapy services</p> <p>Evidence of reading, study or courses on e.g. sensory integration, physical challenges and disabilities</p>
Skills and experience	<p>Significant successful experience as a HLTA or experience leading on the delivery of interventions for a group of students.</p> <p>Experience of planning and leading.</p> <p>Ability to lead by example and share good practice.</p> <p>Can use ICT effectively to support learning.</p> <p>Knowledge of relevant policies/codes of practice legislation regarding education and/or health.</p> <p>Good understanding of child development and learning processes.</p> <p>The ability to work constructively in a multi-disciplinary team.</p> <p>Good inter-personal skills with both children and adults.</p> <p>Awareness of own limitations and willing to seek support and take direction from senior staff.</p>	<p>Basic knowledge and experience of Occupational and Physiotherapy</p> <p>Awareness of the impact of poor health on overall wellbeing.</p> <p>Awareness of the positive impact of activity on health and wellbeing.</p> <p>An understanding of particular conditions and their presentations e.g. Autism spectrum, Downs Syndrome</p> <p>An awareness of other professionals within an education and/or health care setting</p> <p>Experience of working within a health and social care setting (paid or voluntary)</p> <p>Experience of a SEND learning environment</p> <p>Skills in delivering training or coaching/teaching others</p>

	Good problem solving skills and able to work in innovative ways	
Core Competencies	<p>Student Led</p> <p>Passionate about supporting young people with a disability in a dignified and person-centred way.</p> <p>Committed to a proactive approach to meeting the needs of students.</p> <p>Is approachable, helpful and acts with honesty, integrity, and discretion.</p> <p>Results Orientation</p> <p>Displays drive, energy and enthusiasm to enable progress and achieve results.</p> <p>Works systematically, plans effectively, and delivers on objectives.</p> <p>Committed to continuous professional development.</p> <p>Working Together</p> <p>Contributes to effective teamwork, values people equally and encourages inclusive participation.</p> <p>Willing to work in line with all MGS policies and procedures and attend all supervision opportunities.</p> <p>Adaptability</p> <p>Aligns behaviour to the needs, priorities and goals of students and the school.</p> <p>Works well in a challenging and changeable environment.</p>	

	<p>Commitment to reflective practice.</p> <p>High level of commitment to the job and all aspects of professional conduct.</p> <p>Able to work 35 hours a week during term time and undertake occasional out of hours activities as required.</p>	
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