



PENDLE COMMUNITY HIGH SCHOOL & COLLEGE



APPLICATION PACK

WWW.PCHS.LANCS.SCH.UK

Pendle Community High School and College (PCHS&C) is an outstanding community special school for students with generic learning difficulties. We currently have 163 students on roll (ages 11 -19), with a variety of special educational needs including autistic spectrum disorders, speech, language and communication needs, and physical, medical and/or sensory needs.

PCHS&C moved into our purpose-built accommodation in 2008, where it is co-located with a mainstream secondary school. Our school and college provide an exciting and enriching environment, with a range of opportunities for social and educational inclusion.

Dear Candidate,

Thank you for requesting more information about the vacancy of **Senior Learning Mentor / HLTA for Behaviour & Interventions** at Pendle Community High School & College (PCHSC). At PCHSC our core values are at the HEART of everything we do:

Honesty Embrace diversity Ambition Respect Togetherness

We are delighted that you have shown an interest in joining our thriving community. If you decide to pursue your application and are successful in securing a job with us, you will be joining a highly committed and dynamic staff team who all play a part in making a real difference to the lives of families, carers and young people with special educational needs.

In addition to this, we also offer a number of staff benefits which includes but is not limited to:

- Enrolment into the Local Government Pension Scheme
- Access to Employee Assistance Program
- Free use of our on-site gym
- Free on-site parking
- Access to the National College and regular CPD opportunities
- Term time only working (*pay pro rata to reflect this*)

For more information about our school & college, please visit our website www.pchs.lancs.sch.uk.

The post you are applying for is covered by the Rehabilitation of Offenders (Exceptions) Act 1975. If successful, you will be required to apply to the Disclosure and Barring Service for an enhanced disclosure. Please note that if shortlisted, we will seek references before you attend the interview.

Please note that in line with Keeping Children Safe in Education 2022 an online search will be carried out as part of our due diligence on shortlisted candidates. We will also seek references **before** interview.

Please complete the application form enclosed and submit electronically to Debbie Saxton, HR Administrator, via email at dsaxton@pchs.lancs.sch.uk.

We wish you all the best with your application.



D Grogan
Head Teacher

JOB DESCRIPTION – SENIOR LEARNING MENTOR/ HLTA FOR BEHAVIOUR AND INTERVENTIONS

JOB TITLE:	Senior Learning Mentor / HLTA for Behaviour & Interventions
GRADE:	Grade 7 SCP 19
CAR USER:	Yes
LOCATION:	Pendle Community High School & College
RESPONSIBLE TO:	Senior Leadership Team
STAFF RESPONSIBLE FOR:	N/A
SCOPE OF ROLE:	
<p>Work in partnership with school colleagues to provide a personalised, whole family focussed response to meeting the needs of identified children, young people and families. Undertake direct work with children, young people and their families to overcome particular obstacles to learning.</p> <p>As HLTA, contribute to a range of teaching, learning and pastoral activities in areas where they have expertise. To advise and support staff in specialist areas within the school and co-ordinate interventions. Be the lead on behaviour and interventions and part of the School's Early Help Assessment team.</p>	
SCOPE OF WORK:	
<p>Roles are generally reactive and require flexibility and ability to re prioritise workload. Roles may deal with complex issues that need a degree of diagnosis and analysis in order to recommend the best course of action.</p>	
ACCOUNTABILITIES / RESPONSIBILITIES	Appropriate for this post:
<p><u>Support for pupils</u></p> <ul style="list-style-type: none"> To develop positive relationships with pupils and staff to assist pupil progress and attainment. To monitor and evaluate pupil responses to learning activities/ interventions To take responsibility for implementing agreed systems for pupil supervision and the management of pupil behaviour. To monitor and record progress and achievement in lessons/activities/ interventions systematically and provide evidence of range and level of progress and achievement. To assist in the specific medical/care needs of pupils when specific training has been undertaken. In a special school, this may include complex medical needs. Liaise with teaching staff to assess and provide particular support to targeted pupils to raise achievement and enable them to overcome barriers to learning including nurture groups. Oversee support packages for pupils to reintegrate them into school following periods of exclusion / absence Manage the supervision of pupils excluded from or not otherwise working to a normal timetable Monitor the implementation of plans and report on progress achieved, support the re-integration of pupils excluded from school or following an alternative timetable Provide extra support to pupils through knowledge of a range of activities and opportunities available to them e.g. Zones of Regulation, THRIVE Programme / Boxall Profile - (just behaviour or mental wellbeing too) Back pocketing – discussing different behaviours and finding positive ways to support friends, Drawing and Talking – Cool Kids Cool Minds, Hidden Chimp, Text ED – Worry Box. Work independently in response to the needs of pupils, and seeking guidance and support when unsure, and/or to improve the quality of their interventions. Maintain accurate records, presenting and accounting for their work with children, young people and families as required, in term of quality assurance, audit and inspection processes. Identify the needs and assess those pupils requiring extra support and support the development of individual action plans for targeted pupils Work in a one-to-one relationship with targeted pupils to implement an action plan 	
<p><u>Support for the school</u></p> <ul style="list-style-type: none"> To support the promotion of positive relationships with parents and outside agencies. To contribute/lead meetings, on an individual basis, with parents to provide feedback on pupil progress/achievement. To utilise own strengths and areas of specialist expertise to advise and support other school staff in specialist areas. To support the provision of out of school learning activities within guidelines established by the school. Contribute to the development of a whole school approach in creating and implementing policies and procedures to overcome obstacles to learning and improve participation in learning and school life. Co -facilitate the sharing of information between the school and external agencies and act as the point of contact for 	

specialist support services <ul style="list-style-type: none"> • Work in partnership with external agencies to help address barriers to learning • Provide advice and support to parents / carers pupils including making home visits where appropriate to keep parents/carers informed and secure positive family support • Act as Deputy Designated Safeguarding Lead (DSL) if directed by the Headteacher. • Identify opportunities for improving day to day procedures and processes, and discuss these with the Headteacher. • Undertake support activities to respond to the unmet needs of families. Including undertaking early help assessments, developing smart action plans and delivering evidence based direct work interventions, to improve outcomes for children, young people and their families, working alongside other key partner agencies. • Work with parents / carers to help address poor performance/behaviour & any associated attendance issues. • To attend/ deliver staff training as appropriate. • Work with the Family Liaison Officer to provide courses and articles for parents/ carers. • Occasionally, to provide absence cover if required. 	
<u>The post holder will also be expected to:</u> <ul style="list-style-type: none"> • To work within school policies and procedures. • To take care of their own and other's Health and Safety. • To be aware of the confidential nature of issues related to home/pupil/teacher/school work. 	
<u>Individuals in this role may also:</u> <ul style="list-style-type: none"> • Support the transition of pupils between phases • Supervise pupils excluded from class or those following alternative timetables • Contribute to the development of activities to encourage family involvement in the school. • Assist lead on behaviour management 	
In addition, other duties at the same responsibility level may be interchanged with/added to this list at any time.	
AGREED BY:	Head Teacher May 2023

The above form sets out the area of work in which duties will generally be focused, and gives an example of the type of duties that the postholder could be asked to carry out. PLEASE NOTE that this is for guidance only. Postholders are expected to be flexible and to operate in different areas of work/carry out different duties as required.

Equal opportunities

We are committed to achieving equal opportunities in the way we deliver services to the community and in our employment arrangements. We expect all employees to understand and promote this policy in their work.

Health and safety

All employees have a responsibility for their own health and safety and that of others when carrying out their duties and must co-operate with us to apply our general statement of health and safety policy.

Safeguarding Commitment

We are committed to protecting and promoting the welfare of children, young people and vulnerable adults.

Customer Focus

We put our customers' needs and expectations at the heart of all that we do. We expect our employees to have a full understanding of those needs and expectations so that we can provide high quality, appropriate services at all times.

Skills Pledge

We are committed to developing the skills of our workforce. All employees will be supported to work towards a level 2 qualification in literacy and /or numeracy if they do not have one already.

Attendance

Good attendance enhances the service delivered by schools, minimises staffing difficulties and ensures best value to the school. It is essential that applicants for positions in this school can evidence a previous satisfactory attendance record/commitment to sustaining regular attendance at work.

PERSON SPECIFICATION – SENIOR LEARNING MENTOR/ HLTA FOR BEHAVIOUR AND INTERVENTIONS

REQUIREMENTS (based on the job description)	Essential (E) or Desirable (D)	Identified by: Application form (A), Interview (I), Test (T), References (R) or other (give details)
QUALIFICATIONS		
Substantial experience in a relevant specialised or operational field/ NVQ level 4 qualification or equivalent or HLTA status	E	A
GCSE grade 5 /C Maths & English (or equivalent L2 qual)	E	A
EXPERIENCE		
Experience of, or the ability to demonstrate the competence to work directly with individual children, young people and families to identify and assess their needs and make appropriate planned responses to improve outcomes	E	A/I
Experience of working with a wide range of other professionals to develop and deliver shared initiatives for children, young people and families	D	A/I
Experience of working with children with a wide range of SEND	E	A/I
Experience of working in a classroom environment	E	A/I
Experience of administrative work	D	A/I
Experience of supporting pupils with challenging behaviour	E	A/I
KNOWLEDGE, SKILLS & ABILITIES		
Working knowledge and understanding of the work practices, processes and procedures relevant to Early Help	E	A/I
Empathy and sensitivity to the needs arising from a wide range of family dynamics	E	A/I
Good analytical, assessment and critical reflection skills	E	A/I
Good written and verbal communication skills	E	A/I/R
Ability to build and maintain effective networks and relationships	E	A/I/R
Ability to work as member of a team	E	A/I/R
Ability to work without close supervision	E	A/I/R
Ability to relate well to children	E	A/I/R
Good communication skills	E	A/I
Ability to relate well to parents/carers	E	A/I
Ability to supervise and assist pupils	E	A/I
Time management and good organisational skills	E	A/I/R
Ability to make effective use of ICT	E	A/I
Ability to assess children's development	E	A/I
Ability to plan and deliver work programmes	E	A/I
Flexible attitude to work	E	A/I
OTHER		
Commitment to undertake in-service development	E	A
Commitment to safeguarding and protecting the welfare of children and young people	E	A/I

Satisfactory attendance record/commitment to regular attendance at work	E	R
Commitment to equality and diversity	E	I
Commitment to health and safety	E	I
Commitment to undertake in-service development	E	I/R
To be aware of the confidential nature of issues related to home/pupil/teacher/school work	E	I/R
Be trained (or willing to be) in Team Teach	E	I
Please be aware we will always consider your references before confirming a job offer in writing		
PREPARED BY:	Head Teacher May 2023	

CLOSING DATE:	Monday 5 th June - 12 noon
SHORTLISTING DATE:	Monday 5 th June
INTERVIEW DATE:	Monday 12 th June TBC