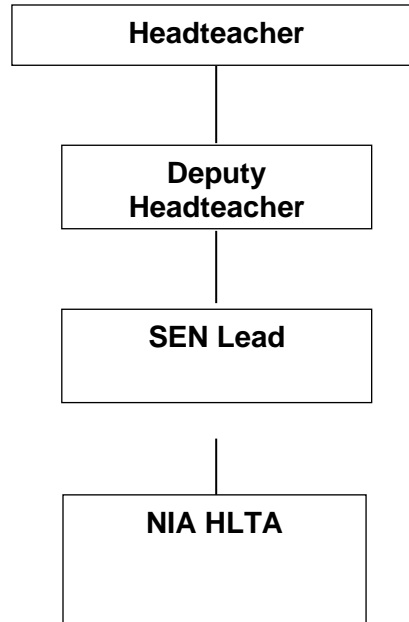


JOB DESCRIPTION

Job Title:	Nurture, Inspire, Achieve HLTA	Job Ref:	FC 053
Service:	Foundry College	Section:	KS1 - KS4
Reports To:	SEN Lead	Location:	Foundry College
Grade:	6	Salary:	Full time SCP 18-24
Employment Status:	Permanent	Hours of Work:	37 hours per week term time only (8:30 am – 3.30 pm). Part time opportunities available
<p>College Vision: Foundry College is committed to:-</p> <ul style="list-style-type: none"> • Excellence that inspires learning, achievement and enjoyment for all. • Supporting all learners to thrive in a challenging and safe environment. • Promoting respect, nurturing the positive and developing skills for life. 			
<p>Team Purpose To work towards the College Therapeutic Thinking vision and ethos: -</p> <ul style="list-style-type: none"> • Providing a College for excellence that inspires learning and enjoyment for all. • Promoting respect, honesty, communication and teamwork throughout the College. • Preventative work in helping to develop strategies for behaviour management • Supporting teachers, support staff and pastoral staff in the management of individual pupils and groups of pupils • At all times to promote and safeguard the welfare of all young people 			
<p>The Mission Foundry College is committed to excellence that inspires learning, achievement, and enjoyment for all. As a Lead HLTA, you are a cornerstone of our therapeutic vision. This senior role is designed for a practitioner who can navigate the complexities of SEMH needs with professional grace, leading by example to ensure every learner thrives in a safe and challenging environment.</p>			

Organisation Chart



Health and Safety Responsibilities

In accordance with the provision of the Health & Safety at Work Act 1974 etc. take reasonable care for the health and safety of yourself and of other persons who may be affected by your acts or omissions at work; and co-operate with the Council to enable the Council to perform or comply with its duties under statutory health and safety provisions.

Summary of Main Contacts

- Headteacher
- Parents / Carers
- Teachers
- Other school / college staff
- Management Committee
- Other professionals
- Pupils
- Other WBC staff and services

Core Responsibilities: Nurture, Inspire, Achieve

1. Nurture: Lead Therapeutic Practitioner

- **Advanced Behavioural Support:** Lead high-level interventions for pupils with significant emotional and behavioural difficulties, utilising "Therapeutic Thinking" to foster positive responses.
- **Relationship Architect:** Develop and oversee deep, professional relationships with pupils, acting as a senior role model.
- **Safeguarding Advocacy:** Maintain the highest standards of pupil welfare, ensuring all trauma-informed practices align with college safeguarding and equality policies.

2. Inspire: Educational Innovation

- **Classroom Leadership:** Autonomously plan and deliver ambitious learning activities, taking full lead of groups or classes to ensure continuity of high-quality education.
- **Creative Engagement:** Design bespoke strategies to re-motivate pupils who have faced previous educational barriers, sparking curiosity and a drive for life skills.
- **Strategic Pupil Enrichment:** Orchestrate and lead offsite educational activities, ensuring learning extends beyond the classroom into real-world environments.

3. Achieve: Driving Systemic Outcomes

- **Collaborative Leadership:** Act as a key link between teachers, families, and external multi-agency professionals to ensure a holistic approach to pupil achievement.
- **Empowering Independence:** Focus on equipping pupils with the essential literacy, social, and presentation skills required to reach their full potential and secure recognized qualifications.

All college staff are expected to

- Work towards and support the college vision and current college objectives as outlined in the College Improvement Plan
- Support and contribute to the college's responsibility for safeguarding pupils
- Work within the college's Health & Safety policy to ensure a safe working environment for staff, pupils and visitors
- Work within the Equal Opportunities Policy to promote equality of opportunity for all pupils and staff, both current and prospective
- Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with pupils, parents and colleagues
- Engage actively in the performance review process
- Undertake other reasonable duties related to the job purpose required from time to time

This job description should be seen as enabling rather than restrictive and will be subject to regular review. It is not necessarily a comprehensive definition of the post. It may be subject to amendments from time to time, including on appointment, after consultation with the postholder and without changing the level of responsibility of the post.

Additional Information

- Foundry College is committed to safeguarding children and promoting the welfare of children and young people / vulnerable adults and expects all employees, workers and volunteers to share this commitment. We will ensure all our recruitment and selection practices reflect this commitment.
- This post is subject to an Enhanced DBS check. As with all posts, the successful applicant will be required to provide proof of their right to work in the UK and, if they have lived abroad, overseas police clearance/s will need to be sought.
- CVs will not be accepted.

Transport

- You must be able to meet the travel requirements of the post.
- Hold a full UK driving licence

*As part of the pre-employment checks that are undertaken for this role, you will be asked to complete a Pre-Employment Medical Questionnaire. The questionnaire is confidential, and is screened by our Occupational Health Department, who will ensure that you are medically fit for this role before being formally offered the position.

PERSON SPECIFICATION

Please ensure that you read the person specification carefully as this will be used to assess candidates as part of the shortlist and interview process.

E = Essential to carry out role to minimum

D = Desirable but not essential to carry out the role

	Essential	Desirable
Qualifications:		
Educated to GCSE level	√	
HLTA professional qualification or		√
Working towards HLTA professional qualification	√	
Experience:		
Experience of working with young people and their families in a professional capacity	√	
Experience of identifying needs, setting targets and evaluating effectiveness	√	
Experience of multi-agency work, including as a key worker		√
Experience of working in an educational / school environment	√	
Experience of one-to-one therapeutic work or a willingness to train in this area	√	
Personal and Professional Skills and Attributes:		
Ability to understand the conflicting pressures encountered when working within a school environment	√	
Ability to understand the school perspective and work positively with school staff	√	
Ability to relate to young people and adults positively, both as individuals and in groups, encouraging participations and empowerment	√	
Ability to plan strategically in order to meet identified needs	√	
Good communication, both written and oral	√	
Ability to be self motivated and have good time management skills	√	
Ability to work within a team as a constructive team member	√	
Confident user of MS Word and Outlook	√	
Personal Qualities:		
The ability to build positive and appropriate relationships with young people	√	
The ability to motivate children / young people who may have previous negative educational experiences and act with integrity	√	
The ability to remain calm in stressful situations	√	
Personal resilience and emotional strength	√	
A sense of humour	√	
Must be a good role model to pupils	√	
Must be adaptable and willing to accept guidance and support	√	
Special Factors:		
The post holder must possess a driving licence and have access to a vehicle for which mileages allowances will be paid.	√	