

JOB DESCRIPTION AND PERSON SPECIFICATION

Job title: HLTA – Pastoral Development and Behaviour Analysis Team Lead

Reporting to: SENCO

Level of Supervision: Plan own work to ensure the meeting of defined objectives

Hours: 36.5 hours a week, term time only

Grade: Grade C plus SEN Allowance

This role is subject to formal evaluation under the BCC Equal Pay Programme job evaluation process

MISSION

To enable all young people to have the skills, knowledge and experiences to lead meaningful and enjoyable lives, and optimise lifelong opportunities.

VISION

We will have an enhanced recognition as a **centre for excellent practice** of autism, training and supporting others.

We will be **integrating with the wider community** to enhance lifelong learning for students with autism both locally and beyond.

1. Job Purpose

- To provide senior, specialist support within the pastoral team, ensuring the development of consistent, data-informed SEMH practice across the school.
- The post holder will lead on behaviour and pastoral support, including: analysis, profiling, and capacity-building, ensuring staff are supported to understand underlying needs, reduce dependency on adult support, and promote pupil independence and emotional regulation
- The role will play a key part in the rebuilding of the pastoral team structure, embedding preventative, trauma-informed and reflective practice rather than reactive crisis management.
- To further support the above by achieving Team Teacher Tutor status.

2. Key Responsibilities

2.1 Pastoral Data and Analysis

- Lead on the consistent use and quality assurance of behaviour and pastoral data (e.g. Behaviour Watch), supporting staff to identify patterns, triggers and unmet need.
- Support the development and ongoing review of individual pupil profiles, including green/amber/red indicators, underlying needs and effective strategies.
- Work with class teams and senior leaders to translate data into preventative pastoral planning, rather than reactive response.
- Contribute to whole school evaluation of pastoral provision and resource deployment using analysed data.
- Advanced Practitioner- To undertake the duties of a teaching assistant level 3 and in addition undertake all or most of the following as agreed with teaching staff and with minimum supervision.

Staff Development and Practice Improvement

- Coach and support staff in reflective approaches to behaviour, including identifying function, triggers and patterns over time.
- Model and embed trauma-informed and SEMH-aware practice aligned with school policy.
- Support teachers and support staff to take greater ownership of analysing behaviour within their own classrooms.
- Contribute to and lead training sessions and disaggregated staff discussions on behaviour and SEMH profiling.
- Deliver 1:1 and whole school CPDL supporting key areas of pastoral care driven by data
- Support the development of pastoral approaches that prioritise skill-building, emotional regulation and independence, reducing over-reliance on adult-led comfort or withdrawal.
- Work with staff to plan structured, time-limited pastoral interventions, including clear entry/exit criteria and review points.

2.2 Support for Students

- Provide needs-led, trauma-informed support, recognising behaviour as communication and responding to underlying SEMH needs rather than presenting behaviour alone.
- Use observation and analysis to identify patterns, triggers and escalation points, contributing to preventative support strategies.
- Support students to develop emotional regulation, coping strategies and self-awareness, promoting increasing independence over time.

- Deliver purposeful, time-limited pastoral interventions with clear aims, review points and reintegration into learning.
- Contribute to the creation and implementation of individual pupil profiles (green/amber/red) to ensure consistent support across teams.
- Support students through transitions and periods of change, proactively planning for known vulnerabilities or triggers.
- Facilitate reflective and restorative conversations following dysregulation, supporting students to learn from experiences and rebuild readiness to learn.
- Work collaboratively with families, class teams and professionals to ensure joined-up, consistent support that prioritises wellbeing and safeguarding.

In an emergency, on a short-term basis, supervise the class until the teacher returns or alternative arrangements are made.

A HLTA can be expected to take up to 6 per week (or 60%) whole class specified work sessions. Specified work includes planning, delivery, and assessment of a lesson. HLTAs will be under the direction of teachers. As HLTAs are working with whole classes more, it enables the teachers to use their higher-level pedagogical skills to work with individuals or groups of children who most need complex, high level strategies and quality of teaching.

Whole-class teaching commitments will be balanced with the strategic and developmental responsibilities of the role, in line with pastoral priorities.

Supervise and support the work of teaching assistants in the class.

3 Duties and Responsibilities –Management role.

In addition to the duties normally expected of a teaching assistant, this role will encompass the day-to-day management of Teaching Assistants within the school:

- Lead the pastoral and behaviour support team
- Assist in the development and implementation of policies relating to behaviour management.
- Manage the performance of both individuals and teams of staff including responsibility for staff development.
- Contribute to the process for the recruitment of Teaching Assistants.
- Shape and support the evolving structure of the pastoral team in line with identified pupil need and school priorities.
- Support induction and mentoring of new pastoral staff to ensure consistent practice and shared understanding.
- Monitor the impact of pastoral provision and feedback findings to senior leaders to inform future staffing and models of support.

All staff at Uffculme:

1. have a responsibility for promoting and safeguarding the welfare of children and young people he/she is responsible for or comes into contact with.
2. ensure their tasks are carried out with due regard to Health and Safety
3. participate in appropriate professional development including adhering to the principle of performance management.
4. adhere to the ethos of the school.
5. promote the agreed vision and aims of the school.
6. set an example of personal integrity and professionalism.
7. attend appropriate staff meetings and parents' evenings.
8. maintain confidentiality and always ensure compliance with GDPR.
9. carry out any other duties as commensurate within the grade in order to ensure the smooth running of the school.

Person Specification

Method of Assessment (MOA)

AF	C	I	T	P
App lication Form	Cert ificate	Inte rview	Test or Exer cise	Prese ntation

Criteria	Essential	MOA
Education/ Qualifications NB: Full regard must be paid to overseas qualifications.	HLTA Qualification or relevant degree	AF/C
	Requires the possession of English and Maths GCSEs at Grade C and above (or equivalent) Desirable – Team Teach Trainer Desirable – Trauma Informed Practice Qualification or similar	AF/C
Experience Relevant work and other experience	Minimum of 3 years’ experience as a teaching assistant or similar experience in a special school environment, within the last 5 years	AF/I
	Familiarity with Trauma informed practice or comparable SEMH frameworks and their application in special school settings	AF/I
Skills & Ability e.g. written communication skills, dealing with the public etc.	*Delete if not applicable *An ability to fulfil all spoken aspects of the role with confidence using the English Language as required by Part 7 of the Immigration Act 2016	AF/I
	Ability to analyse behavioural and SEMH data to identify patterns and underlying need	AF/I
	Strong reflective practice skills and ability to coach others	AF/I
	Understanding of trauma, attachment and functional behaviour frameworks	AF/I
	Ability to balance immediate support with long-term capacity-building	AF/I

	Confidence contributing to service redesign and change processes	AF/I
	Knowledge of how ICT can be used to record progress and experience of doing so.	
	Good proficiency with ICT in order to create resources and program apps to support communication	AF/I
	Ability to undertake a range of teaching activities with confidence, working effectively with individual pupils, groups of pupils and whole classes	AF/I
	Ability to contribute to planning and preparation of lessons and teaching materials	AF/I
	Good communication and interpersonal skills	
	Good organisational and time management skills	
	Ability to work collaboratively with teachers and others	
	Ability to supervise others effectively, as required	
	Ability to take responsibility and work with autonomy within set boundaries	
Training	Willingness to undertake further professional training as appropriate	AF/I
Other		

All staff are expected to understand and be committed to Equal Opportunities in employment and service delivery.

Reviewed by: _____

Date: _____

