

Post 16 HLTA will work closely with School Leaders to ensure that all students have access to high quality preparation for adulthood programme, personalised support and that the achievement and progress of students is closely monitored. Post 16 Tutors will contribute to the planning and delivery of the School / College's education programme in both school and community-based venues.

Working with the Head of Department/Assistant Headteacher to ensure EHCP outcomes are fulfilled as part of the curriculum delivery

Post-specific responsibilities

- Have high expectations of young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting supportive and constructive relationships with them.
- Planning and preparing activities and lessons in line with School's scheme of work
- Communicate promptly and effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being
- Track the progression of all students and identify and implement bespoke support strategies for those students identified.
- Design opportunities for students to develop positive habits and characteristics which will form the bedrock of their future
- Make effective use of an appropriate range of tracking, monitoring and recording systems to build a detailed and personalised knowledge and understanding of all students, thus allowing bespoke care, advice and guidance.
- Provide students, colleagues, and parents/carers with timely, accurate and constructive feedback on learners' attainment, progress, areas for development
- Support and guide students so that they can reflect on their progress, identify personal targets for improvement and encourage them to develop aspirational goals.
- Manage students' behaviour constructively by establishing and maintaining a clear and positive framework for behaviour, in line with the Regulation support policy.
- Promote learners' self-control, independence and cooperation through developing their social, emotional and behavioural skills.
- To ensure the classroom environment is well organised, purposeful and meets the needs of the students

Curriculum and Accreditation Responsibilities

- Have a good, up-to-date working knowledge and understanding of the school's education framework e.g. Asdan and entry level examinations
- Collaborate with external specialists (e.g., speech therapists, educational psychologists, social workers) to support the emotional well-being and resilience of students.
- Promote and support work-related learning modules and employability programs that align with student aspirations, adult destinations and skills development.
- Support the delivery of vocational education, life skills, and work experience placements, ensuring that students gain the practical skills needed for adulthood.
- Have an awareness of the assessment requirements and arrangements for Asdan qualifications etc and an ability to support students preparing for these assessments.
- Know how to use tracking and assessment information to ensure pupil progress in line with expectations

- Know how to use skills in literacy, numeracy and ICT to support their role and wider professional activities. To model good standards of literacy to students.
- Understand how young people develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences. f) Know how to make effective personalised provision for those in their group and how to take practical account of diversity and promote equality and inclusion in their work
- Contribute to post-16 transition planning, supporting students in moving to higher education, employment, or independent living.