



Heathfield

Community College and Sixth Form

Recruitment Information Pack

2025/2026

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Dear Candidate

Thank you for your interest in Heathfield Community College and I am delighted that you are considering joining our team at this exciting stage in our journey.

As the Headteacher I am privileged to lead such a fantastic school. Heathfield Community College is a consistently high performing secondary school with an excellent Sixth Form. It is an inspirational community where young people excel. Our success is based on partnership and a clear focus on excellence for all students.

This is a school going from strength to strength. There is a sustained sense of positive momentum at Heathfield. Repeated Ofsted Inspections have noticed: *“there is a tangible sense of pride, ambition and community within the college.”* which are *“lived out in daily life”* (May 2023). Our most recent inspection in May 2023 which confirmed we were an outstanding provider in the majority of judgements stating *“pupils receive a great education... and...flourish here”* with praise for our ambitious curriculum, teaching and high level of achievement. In 2024 Ofsted confirmed our outcomes were indeed *“outstanding”*.

Achievement has continued to improve and 2025 has again shown exceptional success for our students at both Key stage 4 and Key Stage 5. Students here are expected to apply themselves fully to their studies and reap the rewards of hard work as a result.

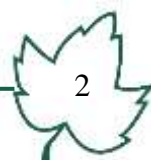
Heathfield students and staff have a strong sense of belonging and community. A warm and collaborative ethos means students are well known to teachers and are supported by their peers; students develop a firm identity with college values and a sense of responsibility for one another.

Heathfield is a positive, innovative and collaborative professional environment where you can trust that you will be inspired, challenged and supported as you take the next steps in your career. Therefore, I am totally focused on ensuring that we handpick the very best staff to join our team and help us fulfil our goals.

If I can help or advise you as you consider your application, please do not hesitate to contact me at cbarlow@heathfieldcc.co.uk.

CAROLINE BARLOW

Headteacher



Our College

About the School

Heathfield Community College serves the local community from a pleasant 26 acre site on the edge of Heathfield. Our size offers us many advantages: we have excellent facilities, allowing us to offer a wide and varied range of academic and vocational courses at all levels. The Heathfield campus has been steadily improved in recent years. We have both a Library and a dedicated Sixth Form Learning Resource Centre, we also enjoy large open space and a floodlit all-weather astro-turf pitch.

A rolling programme of refurbishment means we continue to upgrade and improve our site and facilities including Science rooms, Music Technology and ICT facilities, including our very own Apple-esque Genius Bar. There is also a fitness centre (adjoining the school site and run by Freedom Leisure), and multi-use games areas.

Our commitment to an innovative digital curriculum ensures a well-resourced college across all areas. 18 individual rooms offer a breadth of ICT provision ranging from Microsoft PCs for all subjects, Apple Macs for Media, Graphics and Music Technology. The iPads ensure that creative and innovative approaches to teaching and learning transform experiences across the college. A high-speed wireless across the site ensures reliable functionality. Full remote access for staff and students ensures high quality access to resources and dialogue about learning. We seek to constantly review and adapt our practise to ensure the most efficient and effective ways of working and promoting learning. Teaching staff are supported with an iPad for their role.

Autistic Spectrum Facility

Heathfield Community College has a designated Specialist Facility for students on the Autistic Spectrum, including those with Aspergers Syndrome. There are twelve places within the Specialist Provision, although there are many more students with a diagnosis of Autistic Spectrum Disorder (ASD) in the college. The College has previously achieved Autism Accreditation from the National Autistic Society.

Students with ASD have significant, core difficulties in the areas of:-

- Social interaction; social relationships.
- Social use of language; communication skills.
- Social understanding; imagination and theory of mind.

These are known as the Triad of Impairment.

As with all students with Special Educational Needs and/or Disabilities, at Heathfield Community College, we believe that the first important step towards Inclusion happens in subject classrooms through quality first teaching.

Our Learning Support Department is committed to supporting students, staff and parents to ensure that all students make progress and achieve their potential. Training is offered on a formal and informal basis and all new staff are expected to attend at least the three part ASD training, or the ASD Online Training during their first year.

Heathfield Community College offers all students:

- A well-planned, broad and balanced curriculum.
- A consistent record of excellent examination results.
- Well qualified specialist staff combining innovative and traditional methods in the classroom.
- A secure, supportive, encouraging and happy environment.
- A wide range of extra-curricular and residential activities.
- Access to a digital curriculum with iPads for all students through a lease scheme.

Our Vision and Ethos

Heathfield Community College is committed to fulfilling the potential of each of its learners. The College achieves outstanding results for students of all abilities and aspires to meet the needs of all who live within the Heathfield community. We are a fully inclusive College with outstanding provision for the whole range of students from our most vulnerable to our most gifted.

From the moment that students join the College they are embraced into an ethos, which is widely recognised as aspirational with a strong community spirit *“Pupils enjoy coming to school and they are proud of it.”*. They *“are well mannered and polite. Staff set a high bar in terms of pupils’ conduct. Pupils feel happy and safe in this vibrant and nurturing school...make a real difference to continually improving life at their school.”* (Ofsted)

Students play an active role in the College, develop leadership skills and support each other extensively including Sixth Form support for Year 7 reading and Year 10 Buddies to support the transition from Primary school.

Our Prefects, College Council and other representative bodies play a significant role in shaping the future of the College. A real and developing strength of the school is the broad range of leadership opportunities for students.

The school has a palpable *“culture for learning where students engage happily in their work and succeed well”*

The journey from Year 7 through to the Sixth Form is a rich experience. There is an extensive range of clubs, opportunities to perform in concerts and productions, sporting success, and engagement with the community locally as well as more widely across East Sussex or even nationally.

Students from Heathfield Community College leave the College as well-rounded young adults ready to be responsible citizens of the future with strong values, strong principles and ambition for success. This is achieved by a clear focus on the skills and attributes that we know are essential for future success in life.

The exceptional exam results achieved by our students will open doors but the key to sustained future success and happiness is the ability to demonstrate the qualities that rarely appear on an exam paper.

We call them our **Heathfield Habits** and we promote, recognise and reward them every day.

Heathfield Habits:

Confidence
Engagement
Compassion
Determination
Integrity



Vision and Values

Heathfield Community College is a positive and inclusive environment ensuring exceptional educational experiences with ambition and breadth for all. Students develop the knowledge, skills and characteristics to become the best version of themselves; Heathfield students succeed and thrive at the highest levels.

Pride

To continually improve, we celebrate our own and each other's achievements which develops confidence and self-belief. We celebrate our own and each other's achievements for continual improvement which develops confidence and self-belief. We value integrity and honesty, making decisions for the good of everyone. We actively engage in and value a wealth of rich and broad experiences that enhance our well-being and self-esteem.

Ambition

There is no limit to what we can achieve with the right mind-set, focused hard work and attention to detail. High quality teaching and learning builds confidence, exceptional outcomes and destinations through an innovative, challenging and personalised curriculum. We attract and retain the best staff based on career fulfilment, enjoyment and job satisfaction.

Community

Mutual respect and integrity underpin positive relationships throughout the College. We value diversity, good manners and courtesy. We understand our words and actions have impact; consideration and compassion are important. We try to make a positive difference, working in partnership with parents and our wider community. We are all accountable for the responsibilities we each hold.

Staff Wellbeing

All staff and students at Heathfield work hard. As a result, we achieve impressive outcomes and enjoy a clear sense of purpose and belonging.

As part of ensuring we are all able to continue to give our best we prioritise the well-being of colleagues through continual review of our structures, practices and policies, ensuring that we remain focused on the things that will make a difference. Through discussion and regular feedback, we seek to reduce and remove the aspects of college life that impede or prevent effective working.

Equally a commitment to varied and personalised staff development ensures that colleagues are coached, challenged and supported to stay interested and keep refining their professional skills throughout their time at Heathfield.

In addition, the following offer routes for staff feedback, support and wellbeing:

- Staff Voice, active staff governors and healthy positive links with unions to ensure all voices are heard.
- Supportive governors with clear links to and positive engagement with all areas of the college.
- A thriving Staffroom Association that plans social and charitable activities.
- Commitment to healthy practices such as #teacher5aday.
- Access to staff counselling free and confidential services and other East Sussex support and entitlement packages.

EBSA and Attendance Support Worker

Scale	Local Single Status Grade 5, Point 12-13
Salary	£25,989 - £26,403 per annum Actual Salary Equates to £22,454 - £22,811 per annum
Hours	37 hours per week, term time only including INSET days
Commencement	September 2026
Commitment	Fixed term one year in the first instance

Application Process

You are invited to read the following:

- **Information and details about the College and department in this pack and via jobs@heathfieldcc.co.uk**

If you are keen to join us then please complete and return the following:

- **East Sussex County Council application form which should be returned (CVs will not be considered), including the names of two referees and the Equal Opportunities Monitoring Form, by post or email to Ms Caroline Barlow, Headteacher - jobs@heathfieldcc.co.uk**

The deadline for submitting an application is 9am on Friday 10 July 2026 at the latest. Any applications received after the closing date may not be considered. If you are shortlisted you will be contacted by letter or telephone inviting you for an interview. Interviews are anticipated to be held on Monday 13 July 2026. It is not our policy to acknowledge applications or to contact candidates if they have not been shortlisted. No discourtesy is meant by this.

Shortlisting & Online Checks

Shortlisted candidates will be contacted by letter or telephone inviting them to attend an interview.

Only shortlisted applicants are required to complete and return the attached Shortlisting Declaration Form. This should be emailed to Ellie Potter, Senior Finance & HR Assistant at epotter@heathfieldcc.co.uk prior to interview.

As part of our recruitment checks please be advised the College reserves the right to conduct online searches on shortlisted candidates prior to interview.

Interview Procedure

If a candidate is selected for interview the procedure will test how the candidate fulfils the requirements of the post. The selection process will include consideration of the candidate's suitability to work with children and young people. We also aim to give candidates suitable opportunity to determine for themselves the extent to which Heathfield is the right location for the next step in their career. The procedure is therefore likely to include:

1. Tour of the college with students
2. Student panel interview
3. Role specific based task
4. Opportunity to meet colleagues in Pastoral roles across the College
5. Panel interview with Assistant Headteacher, Headteacher and a Governor.

The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Successful applicants will need to undertake, or currently hold, a DBS enhanced clearance for this authority. We are also required by law to ensure that any prospective employee is legally entitled to live and work in the UK. You will be required to provide documentation as evidence. Other conditions of employment may apply. We are committed to equality of opportunity and positively welcome applications from all sections of the community. For an informal discussion regarding this post, please contact Ben Pollard, Assistant Headteacher on 01435 8660666 or via email at bpollard@heathfieldcc.co.uk.



Support Staff

We can offer you an opportunity to join a highly welcoming, friendly and dedicated support staff team. The support staff at Heathfield Community College are an integral cog in the workings of the College. Roles vary across the site including administration, classroom support, department specific technicians, pastoral support, site staff and cleaners. Every role is important and Heathfield Community College believes the work the support staff carry out is extremely valuable.

The pastoral staff of the College are highly valued by students, staff and parent alike. By working together and doing the best we can do, the team help to make sure that our students are safe, happy and ready to achieve.

Offices are located across the site and each team have their specific tasks and responsibilities. Training and development opportunities are available for support staff. This can be made up of in-house training and external training courses.

Heathfield Community College is a supportive environment with caring, positive colleagues.

A member of the support staff quoted that Heathfield Community College *“has a real sense of Community spirit!”*

Another said *“I feel very supported by the members of SLT and the immediate colleagues who I work with. I like that SLT are often visible around the school and not tucked away in offices. I am very happy here.”*

Pastoral Team

The Pastoral Team is led by an Assistant Headteacher who works closely with the Heads of Year. The Heads of Year have daily oversight of their year group working with a Year Group Pastoral Manager.

The EBSA and Attendance Support Worker will work closely with this team to support students at risk of emotional based school avoidance, either from school completely or from going in to lessons. They will communicate regularly with the Year teams, attend meetings and work together to track the progress of individual students in each year group.



Job Description

JOB TITLE	EBSA and Attendance Support Worker
GRADE	Single Status Grade 5
RESPONSIBLE TO	Assistant Headteacher Attendance and Behaviour

Main Purpose of the Job

To contribute to a wide range of learning and pastoral activities. To work within the statutory frameworks relevant to the role. To devise and deliver high-quality, student-centred support to maximise their ability to access learning and thrive at secondary school, working closely alongside pastoral staff and the attendance team in intervention work with students and parents/carers to:

Build Trust: Acting as a safe, consistent point of contact for vulnerable students to reduce anxiety and build self-esteem.

Create Intervention Plans: Helping develop "assess-plan-do-review" strategies and reintegration plans to ease pupils back into classrooms.

Remove Barriers: Adapting the learning environment within college-based parameters and identifying sensory, academic, or social triggers that cause distress and could lead to lesson avoidance or school absence.

Liaison: Communicating regularly with families, year teams and senior staff to ensure appropriate support.

Main Tasks and Accountabilities

To identify in collaboration with Heads of Year and senior leaders the students at risk of underachieving due to emotional based school or lesson avoidance. Work collaboratively with colleagues, knowing when to seek help and advice.

Agree and formalise graduated and time bonded plans of approach for adjustments to reduce anxiety and increase attendance within college parameters and without undermining consistent practice. Apply an "assess-plan-do-review" approach with regular review and sharing of success.

Understand the aims, content, teaching strategies and outcomes for lessons/groups involved and the place of these in the related teaching programme.

To ensure a strong understanding of the causes and level of need through the use of students' data, parent and student voice alongside teacher feedback. Seeking and reflecting on expert SEN advice as necessary to create an individualised pupil profile that reflects the current barriers and potential areas of work.

Ensure strong collaboration and partnership between staff and parents so that consistent and clear support for any agreed plan and associated messaging is secure. Sharing and recording of successful practice between staff and home to build partnership and a portfolio of identified strategies for each stage of the approach.

Working to ensure parents and carers understand and are supported to uphold their part in agreed strategies. Ensure regular feedback and communication to build trust and confidence.

Keep accurate records and update to show impact in a timely way.

Improve own practice, including through observation, evaluation and discussion with colleagues.

Read research and undertake relevant training to increase knowledge of potential strategies and support that have been effective in different settings for different issues faced by young people. Observe practice within the school to understand where effective methods exist, understand and work to share them more widely in conjunction with AHT line manager.

Understand and apply strategies to build student resilience and self-esteem.

Act as a trusted adult to build confidence within safeguarding parameters so that students feel able to trust and build confidence.

Ensure regular sharing of success to build self esteem and evidence of progress in an incremental approach to build patterns and engagement.

Working within a framework set by leaders, plan your role in lessons as appropriate including how to provide feedback to pupils and colleagues on pupils' learning and engagement.

Use ICT where relevant to advance pupils' learning and use common ICT tools for personal and pupils' benefit.

Adopt a range of strategies, in line with the schools' policy and procedures, to establish a purposeful learning environment and good behaviour.

Demonstrate and promote the positive values, attitudes and behaviour you expect from the pupils you work with.

Have high expectations of all pupils; respect their social, cultural, linguistic, religious and ethnic backgrounds, and be committed to raising their educational achievement.

Build and maintain successful relationships with pupils, treat them consistently, with respect and consideration, and be concerned for their development as learners.

Promote and support the inclusion of all pupils in the learning activities in which they are involved. Where relevant, to guide the work of other adults supporting teaching and learning in the classroom.

Recognise and respond effectively to equal opportunities issues as they arise, including by challenging stereotyped views, and by challenging bullying or harassment, following relevant policies and procedures.

To carry out the above duties in accordance with the Children's Services Department's Equal Opportunities Policy.

As and when required to carry out the role of Invigilator.

This job description sets out the duties of the post at the time when it was drawn up. Such duties may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot of themselves justify a reconsideration of the grading of the post.

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. Successful applicants will need to undertake, or currently hold, a DBS enhanced clearance for this authority.

Job Grading reference: 14661

Person Specification

	ESSENTIAL	DESIRABLE
Key Skills and Abilities	<p>Ability to contribute effectively to teachers' planning and preparation of lessons.</p> <p>Ability to plan own role in lessons including how feedback will be provided to pupils and colleagues on pupils' learning and behaviour.</p> <p>Ability to contribute effectively to the selection and preparation of teaching resources that meet the diversity of pupils' needs and interests.</p> <p>Ability to support teachers in evaluating pupils' progress through a range of assessment activities.</p> <p>Ability to monitor pupils' responses to learning and modify approach accordingly.</p> <p>Ability to contribute to the maintenance and analysis of records of pupils' progress.</p> <p>Ability to communicate effectively and sensitively with pupils to support their learning.</p> <p>Ability to work collaboratively with colleagues as part of the school team.</p> <p>Ability to guide the work of other adults in the learning environment.</p> <p>Ability to liaise sensitively and effectively with parents and carers, recognising their roles in pupils' learning.</p> <p>Ability to recognise and respond effectively to equal opportunities issues as they arise.</p>	
Education and Qualifications	<p>A qualification in English/literacy and mathematics/numeracy, Willingness to pursue relevant further training identified as appropriate to the role.</p>	
Knowledge	<p>Specialist knowledge and experience e.g. in behaviour management, pastoral care, early years, special educational needs or individual subject areas.</p> <p>Knowledge of a range of strategies to establish a purposeful learning environment and to promote good behaviour.</p> <p>Knowledge of the key factors that affect the way pupils learn.</p> <p>Be familiar with the school curriculum, the age-related expectations of pupils, the main teaching methods and the testing/examination frameworks in the subjects and age ranges in which you are involved.</p>	



Experience	<p>Experience of working as a Teaching Assistant or equivalent experience of working with children or young people.</p> <p>Experience of using ICT to advance pupils' learning, and experience of using common ICT tools for own and pupils' benefit.</p>	Experience of working in a range of settings or with more than one year group.
Personal Qualities	<p>A commitment to the learning of all pupils.</p> <p>A commitment to improving own practice through observation, evaluation and discussion with colleagues.</p> <p>A commitment to the Education Department's Equality of Opportunities policy.</p>	

Essential Safeguarding Practice

- Evidence of commitment to promoting the health, welfare and safeguarding of children.
- Evidence of promoting, implementing and monitoring equal opportunities across the full range of protected characteristics.
- An understanding of Child Protection procedures and a commitment to promoting and safeguarding the welfare of children.

