

The people behind  
the magic.



JOIN OUR TEAM

# Exam Access Co-Ordinator & Higher Level Teaching Assistant (HLTA)

**Salary:** Band F (NJC Point 16-19) Actual Salary: £20,416 - £21,448

**Hours:** 30 hours per week, Monday to Friday

**Contract:** Permanent, Term time only plus 2 days

**Closing Date:** Friday 24<sup>th</sup> January 2025 at 9am

**Start Date:** As soon as your notice period allows



Together  
Learning Trust

THE SCHOOL

# CHARACTER BUILDING SINCE 1712



Welcome to The Brooksbank School, where we have a rich and long history of serving the community of Elland. We are proud to be the second largest comprehensive high school in Calderdale, with 1700 students who are at the heart of everything we do. Our school has maintained its own sixth form centre, providing our students with continuity and the opportunity to achieve their full potential.

At Brooksbank, we are fully committed to academic excellence and strive to provide the best possible education for our students. Our school consistently ranks highly among the top non-selective schools in Calderdale. However, we also believe that true accomplishment goes beyond academic success. That's why we encourage our students to pursue their passions in the arts, sports, media, and community work, which will shape them into future leaders.

We are excited to share that 2022 marks a new chapter in our school's journey as we joined the Together Learning Trust. This move provides us with the opportunity to further improve our school and continue our mission of providing an excellent education for every student, every day. As part of a committed and supportive staff team, you'll find opportunities here to shine and represent the #spiritofbbs.

We invite you to become a part of our school community, where you will be welcomed with open arms. At The Brooksbank School, you'll find a warm and nurturing environment that encourages personal growth and fosters a sense of belonging. Join us on this exciting journey and be a part of something truly special.



*There are increasing numbers of 'success stories' for pupils who now engage successfully with their learning as a result of the support they receive*

**- OFSTED REPORT 2022**

## EXPLORE MORE



[www.bbs.calderdale.sch.uk](http://www.bbs.calderdale.sch.uk)



[thebrooksbankschool](https://www.facebook.com/thebrooksbankschool)



[@thebrooksbank](https://twitter.com/thebrooksbank)



# When schools collaborate, incredible things happen.

Together Learning Trust is a thriving local family of schools. By this autumn we will comprise of three secondary schools, two school sixth forms, five primary schools and a special school, inspiring 5800 young people in Calderdale and Kirklees. We are driven by a shared commitment to providing magical learning experiences for all our children and a belief that all of them can achieve great things.

Exceptional achievement stems from developing world class teaching and learning. Creativity is the core of our values. Our staff are amazing, in both the relationships they forge and the incredible range of opportunities they make possible. We get great results, but we give and expect so much more. We are shaping a generation of future global citizens with the character they need to succeed; with the integrity and commitment to excellence that will enable them to thrive.

Together Learning Trust schools are wonderful places to work. We value and support our team across all our schools, and recognise the ideas, experience and expertise of our staff. Being part of the Trust opens up new opportunities for staff development. The Trust schools work closely together to identify and then implement the best school improvement strategies across its schools. Our aim is to grow great people and talent.

We cherish our staff, support their wellbeing and enable them to flourish. Being part of Together Learning Trust feels special due to the unique nature of the schools and the opportunities it brings for staff, students and communities to collaborate. For everyone involved in our Trust our mission is simple. To **Grow, Excel, and Learn Together.**

What could we do, together?

**DAVID LORD, CHIEF EXECUTIVE OFFICER**



*"I believe that the support that schools can provide each other cannot be underestimated. Being part of the Together Learning Trust enables our schools to continue to flourish and develop within a supportive school focused community, where the expertise of those who have a hands on understanding of our children will lead the way forward."*

**- LIZ WOODFIELD, HEADTEACHER,  
MELTHAM MOOR PRIMARY SCHOOL**

EXPLORE MORE



[www.togetherlearningtrust.co.uk](http://www.togetherlearningtrust.co.uk)

**Together**  
Learning Trust

## THE JOB

# Exam Access Co-Ordinator & HLTA

Are you an enthusiastic, friendly and dedicated when it comes to providing excellent care and educational support to students with additional needs? Do you recognize yourself as having strong communication skills, patience and understanding? Are you a strong organizer with a keen attention to detail, who is passionate about making exams accessible to all in a safe, vibrant, and happy school? If this sounds like you, we'd love to hear from you.

An exciting opportunity has become available for an Exam Access Co-Ordinator & Higher Level Teaching Assistant (HLTA), you will work within a supportive school environment that truly values the roles within the Learning Support team.

### What we're looking for

Someone who:

- has a passion for children's learning and is committed to the safeguarding of all our children
- has an outstanding track record in ensuring children are given every opportunity to reach their potential
- is highly organised, with a natural eye for detail and accuracy, creative in their approach and able to embrace change
- has excellent interpersonal skills and a 'can do' mentality

### What will you get in return?

This is a fantastic opportunity to work as part of a passionate and friendly team under the direction and with the support of the SENDCO and Assistant Headteacher. At The Brooksbank School you'll find a strong foundation where you can make a real difference to the lives of our children.

In addition to this you will benefit from:

- Automatic enrolment in the West Yorkshire Pension Fund
- Free Parking and an onsite Gym
- Staff benefits package via vivup including employee assistance program, home and electronics discounts eyecare vouchers and cycle to work
- Extra days' holiday linked to service

### What the role involves in a nutshell:

- Act as Exams Access Arrangements Co-Ordinator, carrying out assessments, analysing results and requesting arrangements
- Monitoring and communicating progress of identified students to the teacher and SENDCO.
- Preparing adapted materials and teaching aids for students with literacy and numeracy difficulties and identify appropriate interventions.
- Running and planning intervention strategies for SEN students supported within the SEN Department

If our school sounds like a place in which you could really make a difference, then we'd love to hear from you.

## JOB DESCRIPTION

# Exam Access Co-Ordinator & HLTA

|                                       |  |
|---------------------------------------|--|
| <b>Responsible to:</b>                | SENDCO   |
| <b>Scale/Salary</b>                   | Grade F (16-19) – 27.5 hours - term time only plus 2 days  |
| <b>Main Purpose of the role</b>       | <p><b>In the role of Exams access Co-ordinator, you will:</b></p> <ul style="list-style-type: none"> <li>• Work with the SENDCO to raise awareness of dyslexia and other learning difficulties, including providing guidance and training to staff</li> <li>• Oversee Exam Access referrals and conduct access arrangement assessments according to JCQ and Awarding Organisations regulations</li> <li>• Complete Form 8s and provide the necessary information for the completion of file notes</li> <li>• Support with the EHCP consultation and annual review process</li> <li>• Lead as Exams Access Arrangements Officer; carrying out assessments, analysing results of tests and completing relevant EAA paperwork for JCQ</li> </ul> <p>The Exam Access Co-ordinator is responsible for assessing for and implementing appropriate Exam Access Arrangements for students with disabilities and learning difficulties.</p> <p>This is a specialist role and requires a Level 7 qualification. This role ensures that all students have equal opportunities to demonstrate their knowledge and skills during examinations.</p> <p><b>In addition, you will:</b></p> <ul style="list-style-type: none"> <li>• Work under the guidance of the SENDCO and classroom teacher to support teaching and learning in class.</li> <li>• Implement agreed work programmes / intervention/ strategies with groups and individual students, both in and outside the classroom. This primarily means our students working below Key Stage 3.</li> <li>• Support students with learning difficulties who are unable to attend mainstream lessons.</li> <li>• Run intervention strategies for SEN students supported within the SEN Department</li> <li>• Line management responsibility for Level 1 and 2 staff.</li> </ul> |
| <b>Main Duties &amp; deliverables</b> | <p>You will support and work with students with cognitive learning difficulties/special needs by:</p> <ul style="list-style-type: none"> <li>• Administer diagnostic assessments and analyse results</li> <li>• Act as Exam Access Arrangement Officer</li> <li>• Assess and complete relevant EAA paperwork for JCQ</li> <li>• Complete Form 8's and provide the necessary information for the completion of file notes</li> <li>• Support with the EHCP consultation and annual review process</li> <li>• Deliver small group or 1:1 intervention</li> <li>• Liaise with parents and relevant Progress Leader, teachers and pastoral support when required.</li> <li>• Provide support in class in a range of subjects for individual or small groups of students.</li> <li>• To help to produce suitable materials and resources for these students</li> </ul>  |

- Develop empathy and understanding for individual students
- Support individuals on a daily basis
- Promote the inclusion and acceptance of all students within the classroom and school.
- Ensure the health, safety and welfare of students is maintained at all times.
- Deal with any problems or emergencies in accordance with the school's policies and procedures.
- Support students during internal or external examinations.
- Provide training for those staff administering support in examinations; reader/scribe/etc.
- Provide support for individual students inside and outside the classroom to enable them to fully participate in activities.

You will support teaching and learning within the classroom by:

- Providing support for identified SEND students.
- Preparing adapted materials and teaching aids for students with literacy difficulties and identify appropriate interventions, under the guidance of the SENDCO or teacher.
- Preparing learning plans Pen Portraits as required by the SENDCO and to run the interventions with named students.
- Monitoring and communicating progress of identified students to the teacher and SENDCO.
- Maintaining an up-to-date provision map for key students.
- Ensuring staff and students are working towards targets and outcomes. identified in annual reviews and EHC plans.
- Providing written feedback to inform the annual review
- Attending and participating in regular student review meeting.
- To be interested and enthusiastic in the delivery of learning materials and resources
- Liaise with the head of departments to ensure students who are not attending mainstream classes have the appropriate work set for their ability.
- Assist in adapting work both for lower and higher ability students – examples of this are:
  - simplifying/extending subject specific vocabulary
  - explaining and interpreting work given by the teacher
  - suggesting ways of tackling the task
  - providing simplified/extended versions of work (needs advance planning with teacher)
  - break down tasks into appropriate chunks
  - assisting students in recording homework

You will support student progress by:

- Providing support for identified SEND students
- Establishing positive and productive working relationships with students, and actively promoting the inclusion of all students.
- Undertaking assessments (reading and spelling) for identified students.
- Supporting students in their work as directed by the class teacher and the SENDCO.
- Encouraging and supporting:
  - Development of appropriate strategies for learning
  - Development of independent study skills
  - Appropriate standards of behaviour
  - To be a key worker for a specific student or group of students

|   |  |
|---|--|
|   | <ul style="list-style-type: none"> <li>● Helping students access practical activities safely and successfully.</li> <li>● Undertaking moving and handling with designated students.</li> <li>● Assisting with care needs (NB: where these additional responsibilities include intimate care of student's guidance will be provided)</li> </ul>   |
| <p><b>Expected Behaviours</b></p>   | <ul style="list-style-type: none"> <li>● Support the ethos, vision, principles and values of the school.</li> <li>● Treat colleagues, students and all members of the community with respect and consideration.</li> <li>● Treat all students fairly, consistently and without prejudice.</li> <li>● Set a good example to students in terms of appropriate dress, standards of punctuality and attendance.</li> <li>● Support the ethos of the school by upholding the code of conduct, uniform rules, etc.</li> <li>● Take responsibility for own professional development and participate in arrangements adopted by the school for the assessment of his/her performance and that of other teachers.</li> <li>● Reflect on our own practice as well as the practices of the school with the aim of improving all that we do and achieving excellence.</li> <li>● Read and adhere to School polices and implement School improvement plans.</li> <li>● Participate in the development and management of the school by attending various team and staff meetings.</li> <li>● Undertake duties as prescribed within the school's policies.</li> <li>● Undertake professional duties reasonably assigned to them by the Headteacher.</li> <li>● Be proactive and take responsibility for matters relating to health and safety.</li> <li>● To play a full part in the life of the school community, to support its distinctive values and ethos and to encourage and ensure staff and students follow this example.</li> </ul> |
| <p><b>Other specific duties</b></p>   | <p>Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task may not be identified. Employees will be expected to comply with any reasonable request from the Chief Executive Officer and Headteacher to undertake work of a similar level that is not specified in this job description.</p> <p>This job description is current at the date shown. It will be reviewed at least annually and, in consultation with you, it may be changed by the Chief Executive Officer or Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.</p>  |
| <p>We are committed to safeguarding children, young people and vulnerable adults. All staff and volunteers are expected to behave in a way that supports this commitment and are subject to an enhanced DBS check. Please be aware that <b>it is an offence to apply for the role</b> if you are barred from engaging in regulated activity relevant to children.</p> |  |

## PERSON SPECIFICATION

# Exam Access Co-Ordinator & HLTA



To be assessed through application, reference and interview.

| Criteria  | Essential | Desirable |
|---|-----------|-----------|
| <b>Qualifications</b>   |           |           |
| Educated to GCSE Grade C/4 or above (or equivalent) in English and Mathematics  | ✓         |           |
| CPT3A (Certificate in Psychometric Testing, Assessment and Access Arrangements) CCET + ACC (completed, working towards or willing to take the qualification, which school will pay in full for you) | ✓         |           |
| SpLD Assessment Practising Certificate (completed, working towards or willing to take the qualification, which school will pay in full for you)   | ✓         |           |
| Higher Level Teaching Assistant Certificate (completed, working towards or willing to take the qualification, which school will pay in full for you)  | ✓         |           |
| Hold Emergency paediatric first aid certificate or willing to complete the certificate during first 6 months  |           | ✓         |
| <b>Experience Working with Children/Young People</b>  |           |           |
| Experience is assessing, analysing and requesting exam access arrangements  |           | ✓         |
| An understanding of the JCQ - accessing exams arrangements  |           | ✓         |
| Trained in relevant learning strategies and/or a particular curriculum or learning area   | ✓         |           |
| Working with children/young people  | ✓         |           |
| Working in a school environment   | ✓         |           |
| Experience of support teachers in at least one curriculum area  | ✓         |           |
| Experience of supporting children with specific learning difficulties   |           |           |
| Experience of supporting children with social, emotional and behavioural difficulties   | ✓         |           |
| Experience of supporting children with physical/sensory impairments   |           | ✓         |
| <b>Skills and Abilities</b>   |           |           |
| Excellent written and communication skills  | ✓         |           |
| A good understanding of literacy and numeracy   | ✓         |           |
| Ability to efficiently manage and prioritise workloads  | ✓         |           |
| Ability to build positive relationships with all stakeholders, especially parents/carers  | ✓         |           |
| Ability to relate to students in a pleasant and sympathetic manner and to recognise child safeguarding issues   | ✓         |           |
| Good level of proficiency in Microsoft Word, Excel and Outlook  | ✓         |           |
| Ability to remain calm under pressure   | ✓         |           |
| Excellent communicator with strong interpersonal skills   | ✓         |           |
| Well organised, pro-active and able to thrive under the pressure  | ✓         |           |
| <b>Personal Attributes</b>  |           |           |
| Self-driven, results-orientated with a positive outlook   | ✓         |           |
| A natural forward planner who critically assesses their own performance   | ✓         |           |



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|---|---|--|
| Mature, credible with excellent interpersonal skills                            | ✓ |  |
| Reliable, tolerant and determined   | ✓ |  |
| Empathetic - able to see things from another person's point of view             | ✓ |  |
| Able to motivate and persuade, negotiate and influence others                   | ✓ |  |
| Well-presented and professional   | ✓ |  |
| Keen for new experiences, responsibility and accountability                     | ✓ |  |
| Able to get on with others and be a team player                                 | ✓ |  |
| Ability to evaluate own learning needs and actively seek learning opportunities | ✓ |  |
| Integrity and exercises confidentiality   | ✓ |  |
| A commitment to inclusive education   | ✓ |  |
| Integrity and exercises confidentiality   | ✓ |  |
| Ability to think pragmatically and be solutions focused                         | ✓ |  |



## HOW TO APPLY

# Say yes to new adventures.

Could we be a good fit for each other? If you'd like a chat about the role or have any questions ahead of making a formal application, we would be delighted to hear from you. Please contact our Claire Washington, our Personal Assistant to the Leadership Team via [c.washington@brooksbank.tlt.school](mailto:c.washington@brooksbank.tlt.school)

If you're ready to apply, please complete our online application fully by clicking [here](#) before the deadline.

## SAFER RECRUITMENT

We are committed to safeguarding children, young people and vulnerable adults. All staff and volunteers are expected to behave in a way that supports this commitment and are subject to an enhanced DBS check. Please be aware that it is an offence to apply for the role if you are barred from engaging in regulated activity relevant to children. If you are shortlisted for interview, we will undertake an online public search in line with guidance from the Department for Education and Keeping Children Safe in Education 2024.