

JOB DESCRIPTION

JOB TITLE	HLTA – Future Growth Lead Practitioner
EMPLOYER	University of Brighton Academies Trust
LOCATION	The St Leonards Academy
GRADE	Single Status Grade 8
RESPONSIBLE TO	Behaviour and Inclusion Manager
MAIN PURPOSE OF THE JOB	<ol style="list-style-type: none"> 1. The Future Growth Lead is responsible for designing, delivering, and developing an innovative hands-on learning programme focused on gardening, planning, culinary arts, creativity, and well-being 2. This role facilitates student engagement in practical activities, maintains and improves both indoor and outdoor learning environments, and ensures the sustainability of the gardening site. The role also requires planning, resource management, and fundraising to support the programme's long-term success
MAIN TASKS / KEY RESPONSIBILITIES	
1	Introduce students to new gardening, planning, culinary, creative, or well-being activities
2	Facilitate hands-on learning experiences, enabling students to practice and develop skills
3	Foster a supportive, trauma-informed environment that enhances creativity, engagement, and emotional well-being
4	Prepare necessary resources and materials to ensure seamless learning sessions
5	Adapt sessions for indoor and outdoor settings based on weather conditions
6	Plan and prepare both indoor and outdoor lesson options for each session
7	Develop resources and curriculum.
8	Track student progress and collect feedback throughout the term.
9	Communicate with parents to secure permissions and provide programme updates
10	Conduct risk assessments and liaise with the site team on safety and logistical needs
11	Maintain a well-organised and tidy learning space
12	Continuously assess and optimise workspace layout to best support student needs
13	Undertake essential site maintenance tasks, including planting, pruning, and tool storage.
14	Execute large-scale building and maintenance projects (e.g., shed repairs, water capture systems, composting structures).
15	Construct workbenches, desks, and other necessary infrastructure from repurposed materials

16	Strategically plan and develop the food forest and allotment, considering plant compatibility, life cycles, soil conditions, and biodiversity.
17	Manage seasonal planting schedules, seed germination, and spatial planning to maximise student food production
18	Source and manage organic waste materials (e.g., woodchip, mushroom sawdust, coffee grounds) for site sustainability.
19	Coordinate logistics for large-scale material deliveries, ensuring efficient resource distribution
20	Conduct community outreach and fundraising for site sustainability and project expansion
21	Source, order, and nurture plants funded through grants and community contributions
<p>This Job Description is correct at the time of print and gives the main responsibilities and tasks of the role. These may however be changed or added to as appropriate.</p> <p>There may also be the need for staff to undertake additional duties from time to time, appropriate to the level of the post. Should these additional tasks become a frequent part of the role, the job description will be revised through consultation with the post holder.</p>	
Date: April 2024	
<ul style="list-style-type: none"> • All support staff posts within the Trust are subject to a six-month probationary period • This post is subject to an Enhanced DBS Check • This post is exempt from the Rehabilitation of Offenders Act (1974) – applicants must be prepared to disclose all criminal convictions and cautions including those that would otherwise be spent under the Act. 	
<p>The University of Brighton Academies Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.</p>	

PERSON SPECIFICATION

The criteria below indicate the qualities that are needed to do the job well. Candidates for the post will be selected according to the extent to which they satisfy them, and their evidence of potential for developing the rest further. Most of the criteria must normally be met in order to qualify for selection.

	ESSENTIAL	DESIRABLE	Assessment Method
Education & Qualifications	<ul style="list-style-type: none"> • A good practical standard knowledge of English and Mathematics • Achievement of or working towards professional standards for Higher Level Teaching Assistants 	<ul style="list-style-type: none"> • Strong background in gardening, sustainability, or environmental education • Ability to secure funding and manage resources effectively 	Application & Interview
Knowledge and Experience	<ul style="list-style-type: none"> • Experience of delivering small group interventions • Experience of formative and summative assessment • Knowledge of the legal and organisational requirements for maintaining the health, safety and security of yourself and others in the learning environment • Knowledge of strategies to recognise and reward efforts and achievements towards self-reliance that are appropriate to the age and development stage of the pupils • Experience of supporting children in a classroom environment, including those with special educational needs • 	<ul style="list-style-type: none"> • Knowledge of Trust policies on Child Protection, Behaviour for Learning and Equal Opportunities. • Experience of teaching all year groups across the secondary age range 	Application & Interview
Skills & Competencies	<ul style="list-style-type: none"> • Understanding of permaculture and sustainable food production • Ability to deal with challenging behaviour • Ability to use language and other communication skills that pupils can understand and relate to • Ability to establish positive relationships with pupils and empathise with their needs • Ability to consistently and effectively implement 	<ul style="list-style-type: none"> • Support the wider academy community activities and events • Experience in carpentry, construction, or practical site maintenance • Knowledge of trauma-informed educational practices. • 	Interview

	<p>agreed behaviour management strategies</p> <ul style="list-style-type: none"> • Ability to monitor the students' response to the learning activities and, where appropriate, modify or adapt the activities as to achieve the intended learning outcomes • To be committed to supporting disadvantaged learners to develop the resilience they need to access the wide curriculum. • Excellent organisational and time management skills to meet deadlines / business needs • Competent using Microsoft office 		
Personal Attributes	<ul style="list-style-type: none"> • Good communication skills • Calm, patient and good sense of humour • Flexible approach • To work well as part of a team • To be able to use initiative • To be professional and confidential with sensitive information 		Interview