



Higher Level Teaching Assistant

Grade 09 (Point 16-19)

ACTUAL SALARY: £25,817 to £28,105 (Pending NJC Pay Award 2024-25)

Contract: 37 hours per week, 39 weeks per year

Start Date: ASAP

CANDIDATE INFORMATION PACK



What's included within this pack?

Within this pack you will find both information and advice on applying for a role with Esteem Multi-Academy Trust including:

- Welcome from the CEO
- About Esteem Multi-Academy Trust
- Welcome from the Headteacher
- About the School
- Job advertisement
- Job description and person specification
- Safeguarding and checks
- Application process and timeline

Welcome from Esteem Multi-Academy Trust



Dear applicant,

Thank you for your interest in Esteem Multi-Academy Trust (MAT). The Higher Level Teaching Assistant position presents a fantastic opportunity for somebody who shares our values and beliefs to join our team at a very exciting time.

We are eager to appoint an outstanding Higher Level Teaching Assistant with a positive approach to supporting behaviour that challenges, bringing enthusiasm and commitment to impact positively on student wellbeing and progress.

Holbrook School for Autism is a successful school and is proud to meet the educational and social needs of students aged 4 – 19 with ASD, SLD and who have challenging behaviour as a result of their communication difficulties and their lack of social understanding. We also have a primary provision for students with autism and average ability

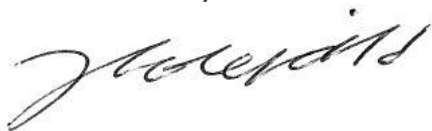
If you think you have got what we are looking for, we look forward to receiving your application for consideration.

For further information, please contact Lucy Hunt, Deputy Headteacher Holbrook School for Autism, on 01332 880208, or via email to info@holbrookschoolforautism.co.uk or visit our website at www.esteemmat.co.uk/vacancies. Visits to the school are welcomed and encouraged.

Please use the relevant application form on the MAT website; CVs alone will not be accepted.

I wish you well in your application.

Yours faithfully



Julian Scholefield
Chief Executive Officer

About Esteem Multi-Academy Trust

Esteem MAT was formed in 2018 and now consists of 14 academies from the East and West Midlands. Many of our pupils have special educational needs and/or disabilities or are disadvantaged. Therefore, inclusion is our watchword, and our vision is for Esteem to be a learning community of excellence for SEND and alternative provision in the Midlands. However, we want mainstream schools to join us too as they have many pupils with SEND or who are disadvantaged. We want all our pupils to achieve their full potential whatever type of school they attend.

Our vision is to be a Trust that:

- Leads and supports our academies to provide the highest standards of education and development for all our pupils
- Enables academies with a shared sense of purpose to benefit from alignment whilst maintaining individuality
- Provides a strong, collective voice for our academies at a local and national level
- Delivers support and SEND expertise to our academies and to other schools and local authorities

Our vision will be delivered via our three core strategic aims. Everything we do should be ultimately focused on doing these three things well:

- We will provide an ambitious, inspirational, bespoke education, setting the foundation for the future and ensuring our young people are ready for the world.
- We will deliver high standards and value for money from our support services, resources, estate and technology.
- We will invest in and support our people, exploiting opportunities for collaborative, continual professional development, sharing of expertise and best practice

Our people are our most valuable resource. We invest in them by providing high quality specialist training, opportunities to collaborate and develop their careers within Esteem.

We greatly value each school's unique identity, which reflect the diverse needs of the pupils. It is also important to us that our pupils feel they belong to their school community. This is why we believe that our schools need strong leaders and governors who understand their local context. Being part of a family of schools in a trust brings the added benefits of support and collaboration. We know that sharing ideas and working together are the best ways for our schools to continue to improve for the benefit of all our pupils.

Welcome from the Headteacher



Dear applicant,

Thank you for your interest in the post of Higher Level Teaching Assistant at Holbrook School for Autism. I am very pleased that you are considering applying to work in a successful, fun and innovative special school.

Every autistic child and young person at Holbrook has individual needs and abilities. As a staff team, we are passionate about working with students with autism, enabling our students to overcome challenges and make the most of life's opportunities by preparing and supporting each one of them to be active citizens in the wider community.

As Headteacher, I am committed to promoting emotional wellbeing and positive mental health, we embed a culture which values the happiness and emotional welfare of all our students, staff, parents, and stakeholders. We were awarded the Wellbeing Award for Schools which recognised the fantastic work we do as a school.

We are seeking an outstanding HLTA, to work with 4-19-year-olds with autism and learning disabilities. Reporting to the Class Teacher, the ideal candidate will have a level 3 qualification or equivalent, positive approach to behaviour support and experience of working with young people with complex needs, including ADHD, SLD, SEMH.

As well as making a positive contribution to the lives of our students, we can offer you:

- A supportive, collaborative, and friendly staff environment in a rural school setting where you will have the chance to make a real and positive impact on the lives of Holbrook School for Autism's students.
- Professional and continuous training programmes and a supportive career progression.
- Generous pension schemes (Teachers'/ LGPS Pension Scheme)
- A range of health and wellbeing services through Westfield Health
- Free, on-site car parking
- School social events
- A commitment to staff well-being.

We welcome applications from candidates who, having read the application pack, feel they have the necessary skills and experience to fulfil the role. The closing date for applications is 23:59 on Sunday 13 October 2024. Interviews for this post will be held week commencing Monday 14 October 2024.

I wish you well in your application.

Yours faithfully,



Sam Bayliss
Executive Headteacher
Holbrook School for Autism

About Holbrook School for Autism

Holbrook School for Autism provides specialist education and care for students with a diagnosis of autism aged 4-19, split over two sites in Holbrook and Belper; there are currently 157 students on roll. We also have a residential facility based at the Holbrook site that provides accommodation for up to 28 students a week, 7 per night, Monday to Thursday term time only.

The main cohort of our students have autism with profound learning difficulties and can present extremely challenging behaviour. The academy practices 'Team Teach', a holistic approach to behaviour support and interventions.

In addition to the main school, we also have a provision known as 'Waterfall', which supports primary aged students with autism who can be working at age-related expectations. These students are currently unable to access mainstream school due to complex needs and behaviours and may have additional mental health needs.

Based in a rural area, Holbrook site has expansive grounds housing specialist climbing equipment for the younger students, trampolines and outdoor gym equipment. It also has access to a wooded area enabling us to provide Forest Schools. The Belper site accommodates six classes of students aged 14-19. The town location allows for community cohesion, work experience opportunities and has good access links enabling students to participate in travel training.

We provide a personalised curriculum, designed to address the holistic needs of our students. Students have identified differentiation as part of their 'My Plan' and individual timetables as appropriate, as well as working on the key skills of literacy, numeracy, and all the national curriculum subjects.

Situated in Derbyshire, most of our students live within the county including a significant number from Derby City. We also accept a small number from Staffordshire, Leicestershire and Nottinghamshire.

Further information about our academy can be found on the website www.holbrookschoolforautism.co.uk

The advertisement

Job Title: Higher Level Teaching Assistant

Location: Holbrook School for Autism, Portway Holbrook DE56 0TE, & John O'Gaunts Way, Belper, DE56 0DB

Grade/Scale: Grade 09 (Point 16-19) Actual Salary £25,817 to £28,105 (Pending NJC Pay Award 2024-25)

Start date: ASAP

Contract: 37 hours per week, 39 weeks per year (TTO)

The Holbrook School for Autism is a specialist school for children & young people aged 4-19 with autism and associated difficulties. Our students, may at times, display challenging behaviour related to their communication, social interaction and/or sensory processing difficulties.

Within a safe, structured and predictable environment, we deliver a person-centred curriculum that supports students in developing independence, confidence, academic and life skills. We strive to enable our students to participate fully in opportunities and experiences both in school and the wider community, so that students can make informed life choices.

We are seeking an outstanding HLTA, to work with 4-19-year-olds with autism and learning disabilities. Reporting directly to the Class Teacher, the ideal candidate will have a level 3 qualification or equivalent, positive approach to behaviour support and experience of working with young people with complex needs, including ADHD, SLD, SEMH.

Benefits include: LGPS, Westfield Health membership and free parking.

For further information or visits to the school, please contact Lucy Hunt, Deputy Headteacher at Holbrook School for Autism, on 01332 880208, via email to info@holbrookschoolforautism.co.uk or visit our website at <https://www.esteemmat.co.uk/vacancies>. Please use the relevant application form on the MAT website; CVs alone will not be accepted.

Closing date for applications: Sunday 13 October 2024 (23:59)

Interview date: week commencing 14 October 2024

Esteem Multi-Academy Trust is committed to safeguarding and promoting the welfare of all its students. We expect all staff, volunteers and agency staff to share this commitment. The successful candidate will be required to undertake a Disclosure and Barring Service (DBS) check. The possession of a criminal record will not necessarily prevent an applicant from obtaining this post, as all cases are judged individually according to the nature of the role and information provided.

Job Description and Person Specification

Job Description: Higher Level Teaching Assistant (HLTA) Holbrook School for Autism, Esteem Multi-Academy Trust

This job description may be amended at any time following discussion between the Headteacher and member of staff, and will be reviewed annually.

Purpose of the post

The post holder will work collaboratively with the classroom teachers and class teams to facilitate the active participation of children through the use of OT and communication techniques.

Members of staff should at all times work within the framework provided by the school's policy statements to fulfil the general aims and objectives of the school's improvement plan.

To work under the guidance of teaching/senior staff and within an agreed system of supervision, to implement agreed work/intervention programmes with individuals/groups, in or out of the classroom, including assisting with the general care, mobility and personal hygiene needs of students. This could include those requiring detailed and specialist knowledge in particular areas and will involve assisting the teacher in the whole planning and recording cycle, and the management/preparation of resources.

The HLTA will take responsibility for planning for regular groups/sessions, agreed between the HLTA and teacher, and authorised by the Headteacher. The HLTA may also supervise and lead whole classes during the short-term absence of teachers, managing behaviour and assisting students to undertake set activities. The primary focus will be to ensure continued high quality learning and student achievement. HLTAs will cover teacher PPA and other teacher time spent out of class, including sickness cover. The HLTA may be expected to support and line manage grade 7 & 8 teaching assistants (TAs) and will support induction of new teaching assistants to site. The HLTA will engage fully in CPD activities (including coaching) as directed by the Headteacher.

AREAS OF RESPONSIBILITY AND KEY TASKS

Main responsibilities

The postholder will demonstrate essential professional skills and characteristics, and in particular will:

- To take responsibility for planning for regular groups/sessions, agreed between the HLTA, teacher and Headteacher.
- To create and implement programmes for individual students and support the class team in delivering them.
- To complete and maintain a robust recording and assessment systems to track student progress.
- To develop observation proformas to support the next steps for students.
- To support staff in capturing evidence of student progress using seesaw and individual assessments.

- To liaise with outside agencies as required
- To feedback to class teachers to support students EHCP's and Annual Reviews.
- To have knowledge and ability to deliver key intervention programmes to individual or small groups of children. Including Tacpac, Intensive interaction, Forest School, Attention Autism, Sensology and Sensory Regulation techniques.
- Involvement in delivery, assessment and review of SALT/OT programmes
- To provide advice and support when delivering programmes and liaising with appropriate professionals.
- To work in collaboration with SALT and OT to develop and implement support plans in line with EHCP outcomes.
- Work with external agencies, parents and care givers and ensure confidentiality

Teaching Assistant Agreed Framework Requirements

In all cases, indicative tasks at the competency level specified within the Teaching Assistant agreed Framework, will be the reference point for indicative tests within the competencies listed below.

Support Teaching and Learning

Work under the direction of the class teacher to:

- Deliver planned programmes to support students learning
- Work in partnership with the class teacher to plan and deliver activities for identified students/groups of students
- Support students in attaining learning objectives
- Write quality annotation to support the assessment of student attaining learning objectives
- Report on observed progress of students
- Develop an understanding of different learning styles
- Adapt learning activities appropriately
- In the absence of the teacher lead taught sessions from the teachers planning
- Report on the impact curriculum and intervention strategies has on individual students
- Attend meetings and keep parents informed about their child's progress
- Have a clear and precise understanding of how children with special needs, autism and complex behaviour learn

Student Progress

- Establish constructive relationships and use a variety of methods to communicate with parents and other relevant professionals, in liaison with teacher, to support students' learning and progress
- Promote the inclusion and acceptance of all students within the classroom, school and wider community
- Encourage students to interact and work co-operatively in learning activities
- Promote independence and employ strategies to recognise and reward its achievement
- Contribute to planning and lead relevant interventions to accelerate student progress
- Provide relevant and timely feedback to the class teacher on student progress

- Lead on and contribute to updating displays regularly (every half term) in both the classroom and wider school environment
- Complete formal assessments and maintain student records
- Write/monitoring student plans based on assessment
- Evaluate and adjust lesson plans where appropriate
- Provide constructive feedback on students' achievement and record progress
- Undertake student assessment to produce comprehensive reports
- Monitor progress specifically around your assigned area of responsibility/specialism
- Have an up-to-date knowledge of the annual review process, contributing to reports and where necessary attending meeting
- Work in collaboration with school therapists to assess progress and impact of interventions.

PROFESSIONAL PRACTICE

- Maintain, develop and apply professional knowledge to enable effective teaching and learning support
- Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners or organisation of the school including pastoral arrangements and assemblies
- Share such knowledge with colleagues to improve whole school effectiveness
- Promote positive values, attitudes and good student behaviour, dealing promptly with conflict and incidents in line with established policy and encourage students to take responsibility for their own behaviour
- Provide a proactive consistent approach to challenging behaviour, implementing and contributing to behaviour support plans and using physical intervention if necessary
- Respond quickly and appropriately to demands made by individual students to meet general care, mobility, and personal hygiene needs
- Understand and apply the principles of good classroom management
- Understand and apply a range of appropriate support strategies
- Contribute to the writing and updating of personal risk assessments/behaviour plans and targets for students within the class

WHOLE SCHOOL ETHOS

- Where appropriate contribute to the formulation of school policies
- Execute school policies
- Use the performance management process to drive school improvement through the raising of standards of teaching and learning
- Promote the wider aspirations of the school

SAFEGUARDING

- Demonstrate a commitment to safeguarding and promoting the welfare of students and young people
- The work within the safeguarding and child protection policies of the school and act within the best interests of students at all times
- To undertake relevant training as set by the safeguarding team

- The post is subject to satisfactory references and enhanced DBS clearance

Other Duties and Responsibilities

Other duties that the Headteacher may ask the post-holder to perform including but not limited to:

- Medicine administration
- Involvement in delivery, assessment and review of SALT/OT programmes
- Use positive intervention to support behaviour where appropriate
- Support with personal care/toileting

Person Specification

Higher Level Teaching and Learning Assistant (HLTA)

	Essential	Desirable
Qualifications and training	<ul style="list-style-type: none"> Grade C or above GCSE English (or equivalent). Grade C or above GCSE Maths (or equivalent). Care/Teaching Assistant related qualification/NVQ level 3 or equivalent (or able to pass this qualification within timescale). Experience of working with a range of students with SEN 	<ul style="list-style-type: none"> Full UK Driving Licence Behaviour Management training Level 3 First Aid at Work Level 3 Paediatric First Aid Team Teach trained (or equivalent)
Experience	<ul style="list-style-type: none"> Successful experience of working with young people with behavioural needs. Experience of supporting young people with Autism, behaviour and /or learning difficulties Knowledge and experience of delivering key interventions and personalised programmes. Experience of de-escalation strategies to support behaviour for learning. 	<ul style="list-style-type: none"> Qualified HLTA. Experience of Line Managing Staff (Training will be provided if required) Experience of managing challenging behaviour, including leading on and implementing appropriate interventions to support students with a range of needs
Knowledge and understanding	<ul style="list-style-type: none"> Knowledge of strategies to support students with SEN Knowledge of child protection and appropriate health and safety regulations Knowledge of behaviour support strategies Willingness to engage in any professional development activities which will aid the effective completion of tasks required by the post Ability to support and line manage grade 7 and 8 teaching assistants Ability to work collaboratively as part of a team under the direction of a variety of teaching staff Ability to contribute to planning, teaching and assessment under the guidance of a teacher Ability to prepare and run core subjects, learning activities, monitor, modify and record as appropriate Proficiency in the use of ICT to support teaching and learning Ability to support students to make progress in their learning in order to work alongside the teacher in evaluating and recording student progress and setting appropriate learning targets 	<ul style="list-style-type: none"> Trained in aspects of SEN specific provision, e.g. PECS, Makaton, TEACCH, behaviour management and knowledge of sensory processing needs Knowledge and understanding of government legislation in safeguarding and child protection Ability to lead an agreed area of the school's activity Ability to lead interventions in identified areas to ensure progress of students as expected
Skills	<ul style="list-style-type: none"> Understanding of strategies for teaching and learning Knowledge of how ICT is used to support pupils' learning and ability to use ICT effectively in a classroom setting Good communication and interpersonal skills Organisational and time management skills that are highly effective for managing a classroom environment. Ability to work collaboratively with teachers and others 	

	<ul style="list-style-type: none"> • Ability to supervise and line manage others effectively, as required • Ability to take responsibility and work with autonomy within set boundaries 	
Personal qualities	<ul style="list-style-type: none"> • Energy, optimism, initiative, flexibility and commitment • Hard working • Reliable • Approachable • Enjoy working with others • Personality and sense of humour 	
Equal Opportunities	<ul style="list-style-type: none"> • Knowledge and awareness of equal opportunities policy and commitment to its implementation 	
Other	<ul style="list-style-type: none"> • Suitable to work with children • Committed to safeguarding and promoting the welfare of children and young people on a daily basis. • Commitment to raising standards of academic and personal achievement • Patient, tactful and approachable • Flexible approach to tasks and workload • Able to undertake a range of tasks as appropriate for the role 	

Safeguarding and checks

Esteem Multi-Academy Trust is committed to safeguarding and promoting the welfare of all its students. We expect all staff, volunteers and agency staff to share this commitment. The successful candidate will be required to undertake a Disclosure and Barring Service (DBS) check. The possession of a criminal record will not necessarily prevent an applicant from obtaining this post, as all cases are judged individually according to the nature of the role and information provided.

Esteem Multi-Academy Trust's Safeguarding Policy applies to all adults, including volunteers and agency staff, working in or on behalf of the MAT. Esteem Multi-Academy Trust's Safeguarding Policy applies to all adults, including volunteers and agency staff, working in or on behalf of the MAT. Our Safeguarding and Child Protection Policy can be found on the Esteem MAT website: <https://www.esteemmat.co.uk/policy-documents/>

Each student's welfare is of paramount importance. We recognise that some children may be especially vulnerable to abuse e.g. those with special educational needs and disabilities, those living in adverse circumstances. We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world positively. We recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all students within our academies.

The MAT pays full regard to the DfE 'Keeping Children Safe in Education September 2024' guidance. We ensure that all appropriate measures are applied in relation to everyone who works for the MAT who is likely to be perceived by the students as a safe and trustworthy adult including volunteers and agency staff. As part of our safer recruiting practises, we scrutinise applicants; verify their identity, academic or vocational qualifications, obtain professional and personal references, check full employment history and ensure the applicant's health and physical capacity is suitable to undertake the role. Interviews and DBS checks are also undertaken.

This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore all convictions, cautions and bind-overs, including those regarded as "spent" must be declared.

If you are currently working with children, either paid or voluntary, your current employer will be asked about disciplinary offences, including those related to children or young people (whether disciplinary sanction is current or time-expired), and whether you have been the subject of any child protection allegations or concerns and, if so, the outcome of any investigation or disciplinary proceedings.

If you are not currently working with children, but have done in the past, that previous employer will be asked about these issues.

Where neither your current or previous employment has involved working with children or young people, your current employer will be asked about your suitability to work with children and young people, although it may be answered "not applicable", where appropriate, if your work has not brought you in to contact with children or young people.

Application process and timeline

Application forms are available on our website at <https://www.esteemmat.co.uk/vacancies>.

After the closing date, shortlisting will be conducted by a panel who will match your skills and experience against the criteria in the Person Specification. You will be selected for interview purely on your application form, so please ensure that you read the Job Description and Person Specification carefully before you complete your application form.

All candidates invited to the interview and assessment day must bring the following documents; original documents only, copies will not be accepted:

- Documentary evidence for your right to work in the UK
- Documentary evidence of identity which meets the DBS requirements i.e. current photocard driving licence including a photograph and/or a passport and/or a full birth certificate
- Documentary proof of current name and address i.e. utility bill, financial statement etc.
- Where appropriate, documentation evidencing a name change
- Educational or professional qualifications that are necessary or relevant for the post

Further information relating to DBS check documentation requirements can be found on the Government website at <https://www.gov.uk/guidance/documents-the-applicant-must-provide>.

If you are not the successful candidate, all your personal information will be destroyed, in a secure way, in line with General Data Protection Regulations (GDPR May 2018) guidelines.

References will be sought for shortlisted candidates for any central office-based positions and we may approach previous employers for information to verify experience or qualifications prior to interview. Any relevant issues arising from references will be discussed at interview.

Your completed application form and supporting letter should address and evidence the essential and desired criteria in the Person Specification.

Closing date for applications: Sunday 13 October 2024 (23:59)

Interview date: week commencing Monday 14 October 2024

For further information, please contact Lucy Hunt, Holbrook School for Autism, on 01332 973224 or visit our website at <https://www.esteemmat.co.uk/vacancies>. Please use the relevant application form on the MAT website; CVs alone will not be accepted.