



Hazel Wood
High School



HLTA – Emotionally Based School Avoidance (EBSA)

Candidate Pack



Part of the

Oak



Learning Partnership

HLTA - EBSA

Welcome from the Headteacher

Dear Candidate,

I am privileged to be the Headteacher of Hazel Wood High School. This is a truly inclusive and diverse community where we foster a culture of mutual respect, responsibility and aspiration.

I am immensely proud of our most recent Ofsted inspection, which graded Hazel Wood High School as "Good" in all areas. This outstanding achievement is a testament to the dedication, hard work, and commitment of our exceptional staff, students, and parents/carers who collectively contribute to our school's success. The Ofsted report commends our school for its calm and purposeful learning environment, carefully thought-out programme that promotes personal development, good student progress, and positive school ethos. Our talented and passionate teaching staff consistently go above and beyond to provide stimulating and engaging lessons, having high expectations and fostering a love for learning within our students. The report highlights the outstanding support and guidance our staff provide to every student, ensuring they receive the tailored attention they deserve.

The cumulative impact of all our school improvement work has resulted in us being the most improved school in our area. Attainment and progress indicators at Key Stage 4 have dramatically improved and our Progress 8 score is now above average; student numbers are healthy across all year groups, attendance levels have dramatically improved, and exclusions are falling. Our school has a good reputation for being caring and inclusive and is highly regarded by its local community.

We have high expectations of our staff and a great emphasis on pupil care, which includes a particular focus on outstanding quality teaching and learning, with the aim of achieving excellent outcomes for all students. At Hazel Wood, we place emphasis on effective behaviour management and high-quality teaching, and we support staff to actively apply these within the classroom every day. This, in turn, facilitates the students' ability to understand and meet our expectations.



HLTA - EBSA

Welcome from the Headteacher

We believe that all our students deserve the very best education that we can provide, and our teaching staff aspire to raise the standards and quality of teaching and learning. This is encouraged through inspiring, and supporting, colleagues with bespoke CPD; and by ensuring that best practice is shared and embedded. Having the right team in place is essential to this.

We are seeking to appoint a compassionate and skilled HLTA to support students experiencing Emotionally Based School Avoidance (EBSA). Working closely with the SENDCO, class teachers, pastoral staff, families, and external agencies, the successful candidate will play a vital role in helping students re-engage with education. This role involves providing high-quality mentoring and tutoring to support individual needs, enabling young people to confidently attend and thrive at Hazel Wood High School.

As a part of the Oak Learning Partnership, we are proud of what we have achieved so far and excited by the continuous improvements and changes here at Hazel Wood High. This is an exciting opportunity to work in a forward thinking school, to make a contribution towards shaping its future and build on its successes. This appointment will form a key element in the next phase on our journey to outstanding. If you would like to join our excellent team, then we would like to hear more about you.

Visits to the school, prior to application, are both welcomed and encouraged. Please contact the school on **0161 797 6543** or by e-mailing enquiries@hazelwood.oaklp.co.uk to arrange an appointment.

We ask that you do not send CV's, please complete and send your application form and a personal statement to hr@oaklp.co.uk

We encourage you to visit our website to discover more about our values, ethos, and the amazing work we do at Hazel Wood. www.hazelwoodhigh.co.uk

I hope that when you have read the information enclosed, you will be encouraged to apply for this important post. We look forward to receiving your application.

Adele Hulton

Headteacher at Hazel Wood High School



Hazel Wood
High School



"Pupils are happy to attend this school. They wear their uniform with pride. Leaders have high expectations of pupils' behaviour. In the main, this ensures a calm and purposeful learning environment for pupils. Pupils benefit from being part of a diverse and respectful school community".

Ofsted Report,
March 2023.

Inclusion is at the
heart of our trust

Introduction to Our Trust

Dear Candidate,

Thank you for your interest in this post at Hazel Wood High School, part of Oak Learning Partnership.

Our trust is cross phase and consists of primary, special, and secondary schools. We have a vision to transform lives through a highly inclusive approach. 'Inclusion is at the heart of our trust'. Which means we are compassionately rigorous and support all of pupils to reach their full potential, we have unconditional positive regard, leave no one behind and everyone is welcome.

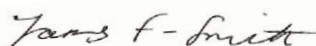
Our schools work closely with one another; they collaborate with purpose, support each other and share collective systems across both educational and business provisions. But it's also important to us that each school has their own identity and individuality. We make sure we focus on impact and ensure clarity and consistency from our leaders, always making sure common sense is at the heart of our decision making.

Our people matter; we understand that we can only achieve our vision by recruiting the right people and providing them with the support, training and time they need in order to allow them to flourish and be the best they can be. Whatever role an individual undertakes within our organisation, they are contributing to our collective aim of transforming lives. We invest heavily in our people ensuring they feel valued, and their well-being is always considered. We understand that if staff feel valued and if the impact they are having is recognised, they can perform at their best.

We are laying strong foundations for growing the Trust and have a clear vision, this role is a key part of our growth strategy and could be an excellent opportunity for the right candidate ready for their next step. We are a values driven organisation, are highly ambitious, passionate about doing things with integrity and have a healthy sense of humour.

If you want to make a difference to young people and join a trust at an exciting part of its journey, we would love to hear from you.

For further information about the trust please visit our website:
www.oaklp.co.uk



James Franklin-Smith
CEO of Oak Learning Partnership

Oak 
Learning Partnership

oaklp.co.uk





"Leaders have identified the important knowledge that they want pupils to know and remember. They have ordered learning carefully to allow pupils to build their knowledge logically over time. Teachers are experts in their subjects, and they use their subject knowledge well to devise appropriate learning activities for pupils. Teachers' consistent application of leaders' behaviour policy means that learning is rarely disrupted by poor behaviour".

Ofsted Report,
March 2023.

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Salary: Grade 9, SCP 18 to 23, actual salary £26,824 to £29,288 per annum
Hours: 37 hours per week, term time only plus 5 additional days.

Job Description

Normal place of work: Hazel Wood High School, although you may be asked to contribute towards trust wide projects.

Normal working hours: 37 hours per week, term time only plus 5 additional days.

PURPOSE OF THE POST

- To work with the SENDCO, class teachers and pastoral staff, and in partnership with parents, carers and families, and other agencies, to support children and young people who are struggling to access education.
- To provide high quality mentoring and tutoring to support children and young people to attend Hazel Wood High School.

DUTIES AND RESPONSIBILITIES

Mentoring

- To provide high quality mentoring support to aid transition back into school
- To work with identified children to help overcome barriers to learning related to anxiety, building confidence and resilience by facilitating access to learning.
- To support the child in their transition back into mainstream learning
- To establish productive empathetic relationships with children, challenge and motivate them, promote and reinforce self-esteem, build resilience, act as a role model, and set high expectations.
- To maintain all records required to enable monitoring of quality, delivery and outcomes.
- To report on progress to the SLT link.

Planning

- To plan, develop and deliver learning activities with a focus on social, emotional and mental health aspects of learning and responding to individual children's needs, once identified by appropriate professionals.
- To manage a caseload of children who require intervention, support and monitoring.
- To write reports which identify appropriate strategies and advice, contribute to the plan-do-review process, and advise on future targets in collaboration with other professionals involved with the children.
- To research and develop appropriate resources.

Tutoring

- Work one-on-one or in small groups with students who are struggling with Emotionally Based School Avoidance (EBSA).
- Deliver tutoring sessions in Numeracy and Literacy
- Create a supportive, patient, and positive learning environment to help build students' confidence and reduce anxiety.

- Provide ongoing support and encouragement, fostering emotional well-being and academic progress.
- Monitor progress and adjust learning plans as required, ensuring the needs of each student are met effectively.

Working with staff, parents/carers, and other professionals

- To work in partnership with parents/carers and families, and other agencies to support children and young people who are struggling to access education due to emotionally based school avoidance.
- To work in collaboration with a range of services when required, to support inclusion and to address the social, emotional and mental health needs of individual children.
- Communicate effectively with other staff members and students
- Communicate your knowledge and understanding of students to other school staff and education, health, and social care professionals, so that informed decision making can take place on intervention and provision
- Contribute to meetings with parents and carers by providing feedback on student progress, attainment, and barriers to learning, as provided by teaching staff
- With the SENDCO, keep other professionals accurately informed of performance and progress, or concerns you may have about the students you work with
- Develop effective professional relationships with colleagues.

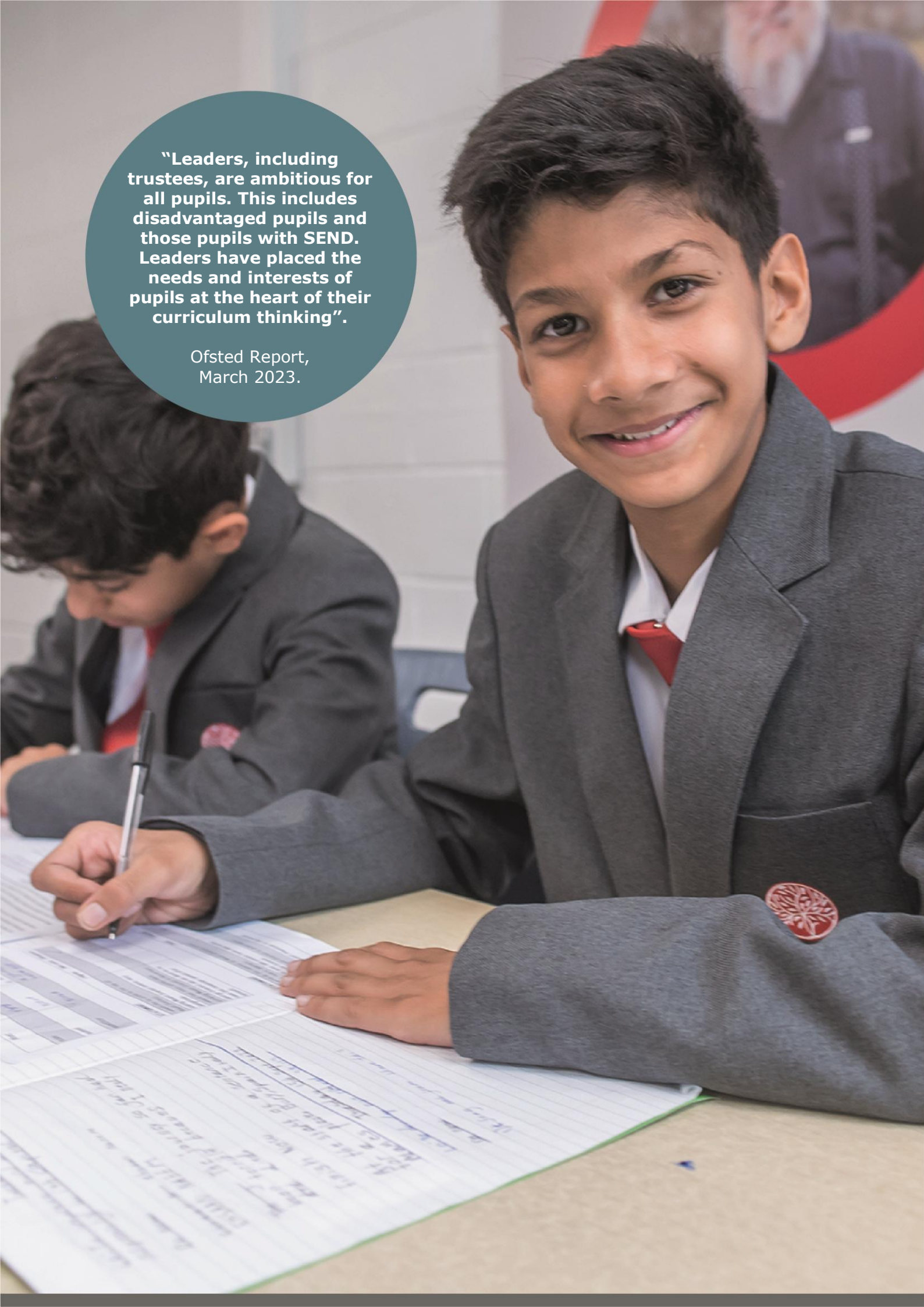
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Person Specification

CRITERIA	Experience, Qualifications and Training: On their application form, candidates will demonstrate that they have the following training, qualifications and school experience:	
ESSENTIAL	DESIRABLE	
<ul style="list-style-type: none"> English and Maths to GCSE standard Meet Higher Level Teaching Assistant standards or equivalent qualification (NVQ Level 4/5) Training in relevant specialist skills Full driving license or access to mobility support Effective use of ICT to maintain records and to support learning Understanding of the impact of social, emotional and mental health (SEMH) needs on learning and development and access to the curriculum Good understanding of the principles of child development, learning processes and barriers to learning Good understanding of the principles of SEN Code of Practice, learning processes and SEND procedures, to support students in accessing the curriculum Working knowledge of national curriculum Good understanding of social, emotional and mental health needs Experience of working within an educational setting Experience of working independently and as part of a team Experience of working with children and young people with social, emotional and mental health needs and/or social and communication difficulties Positive, patient, calm, caring, understanding, with a good sense of humour Work well under pressure and to meet deadlines Able to work constructively as part of a team or independently Excellent communication skills and able to communicate effectively, sensitively and with empathy with students who have SEMH needs 	<ul style="list-style-type: none"> Recognised mental health qualification or similar qualification or experience Willingness to engage in further professional development as well as improving own knowledge and practice, including responding to advice and feedback Ability to adapt learning outcomes to suit individual children and young people Robust knowledge of relevant legislation/codes of practice relating to safeguarding children and young people Experience of working with anxious students Excellent literacy and numeracy skills Working with external agencies Experience of report writing Recognise and respect the contribution parents and carers can make to the development and wellbeing of students To have high expectations and standards of oneself and students Ability to establish fair, respectful, supportive and constructive relationships with students Commitment to promoting equal opportunities and meeting individual needs 	

"Leaders, including trustees, are ambitious for all pupils. This includes disadvantaged pupils and those pupils with SEND. Leaders have placed the needs and interests of pupils at the heart of their curriculum thinking".

Ofsted Report,
March 2023.





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