

Candidate Briefing Pack  
**Senior Educational Support Assistant (HLTA)**  
**Nuneaton Academy**



Dear applicant,

***Who can know the limits of any child's potential?***

All of us at Nuneaton Academy firmly believe that every child is a special individual, capable of extraordinary things and deserving of an excellent education. Nuneaton Academy will become a beacon of educational excellence, unwavering in its commitment to nurturing young minds and bringing out 'the best in everyone.' Working with us means **being part of one of the most transformational school improvement journeys in the country**. We foster a respectful culture, where kindness and courtesy are the cornerstone of every interaction. We are resolute, looking for people who exhibit unwavering dedication to the growth and success of our students; showing determination through hard work.

***"Never doubt that a small group of thoughtful, committed, citizens can change the world. Indeed, it is the only thing that ever has." - Margaret Mead***

United Learning is an exciting organisation to work for; there is a real focus on developing people and empowering innovation where staff are appreciated and celebrated. A key benefit of being part of United Learning is to have the support of colleagues across the wider group and ample opportunities to network; we recognise the powerful impact that collaboration and partnership have on colleagues. Our central, regional and cluster teams ensure that technology, finance, HR, and data support is provided more effectively and efficiently than would otherwise be possible, so that school leaders can focus on educational leadership. United Learning is an inclusive employer and is committed to creating and sustaining a more ethnically diverse workforce. Therefore, we would very much welcome applications from professionals of all backgrounds who share our commitment but especially those of minority ethnic origin.

If you are looking for an exciting, challenging and highly rewarding role that offers a strong commitment to professional development and well-being we encourage you to apply. We welcome the opportunity for prospective applicants to visit us and we invite you to get in touch with any questions you may have ahead of submitting your application.

Thank you so much for considering a post with us.

We look forward to hearing from you.

**Mark Dalton**  
**Principal**  
**Nuneaton Academy**

## The School

We firmly believe that every child deserves an exceptional education that prepares them for a fulfilling future. Together, we will create an inclusive, supportive, and stimulating learning environment that empowers our pupils to achieve excellence. Our Nuneaton Norms serve as the foundational principles of student culture and guide our transformative journey at Nuneaton Academy.

### **We are RESPECTFUL, showing kindness and courtesy at all times.**

At Nuneaton academy, we believe that a respectful and kind environment is essential for fostering positive relationships and creating a supportive atmosphere. We encourage our students to embody kindness and courtesy in all interactions. Treating one another with respect not only nurtures strong bonds within our school family but also prepares our students to thrive in a diverse and interconnected world.

### **We are RESPONSIVE, following instructions right away, without question.**

We instil in our students the importance of embracing challenges head-on and following instructions promptly. This willingness to be accountable not only empowers them to excel academically but also nurtures the essential life skill of adaptability. By embracing instruction with enthusiasm, our students are better equipped to navigate the complexities of their educational journey and beyond.

### **We are RESOLUTE, showing determination through hard work.**

Determination is the driving force behind achievement. We encourage our students to approach their studies and extracurricular activities with unwavering resolve. Through hard work, dedication, and a commitment to continuous improvement, our students learn the value of perseverance. This resolute attitude not only shapes their academic outcomes but also paves the way for lifelong success.

## About United Learning

### [More Pay – More Time – More support](#)

United Learning is a group of schools which aims to provide excellent education to children and young people across the country. We uniquely comprise schools in both the state and the independent sectors and currently educate over 60,000 students and employ over 9,000 members of staff.

The growing range of outstanding group-wide activities that we can provide will mean that more young people will have truly exceptional and inspiring experiences. We believe that our Group contains the most developed relationships and practical interactions between independent and state schools in the country; creating benefits for all the schools involved whilst respecting both traditions and learning from each other.

United Learning comprises both United Church Schools Trust, which operates our fee-paying independent schools, and United Learning Trust, which operates our state-funded academies. To find out more about United Learning, please visit the website: [www.unitedlearning.org.uk](http://www.unitedlearning.org.uk)

### **Our Ethos**

Our approach to education is underpinned by a sense of moral purpose and commitment to doing what is right for children and young people. We believe in supporting our colleagues to achieve excellence and in acting with integrity in all our dealings within and beyond the Group. We believe the safety and welfare of all children and young people is paramount. We summarise this ethos as ‘the best in everyone’ underpinned by our core values:

**AMBITION** – to achieve the best for ourselves and others.

**CONFIDENCE** – to have the courage of our convictions and to take risks in the right cause.

**CREATIVITY** – to imagine possibilities and make them real.

**RESPECT** – for ourselves and others in all that we do.

**ENTHUSIASM** – to seek opportunity, find what is good and pursue talents and interests.

**DETERMINATION** – to overcome obstacles and achieve success.

### **Our Framework for Excellence**

To achieve our mission, our schools prioritise five key principles:

- **THE BEST FROM EVERYONE**
- **POWERFUL KNOWLEDGE**
- **EDUCATION WITH CHARACTER**
- **LEADERSHIP IN EVERY ROLE**
- **CONTINUOUS IMPROVEMENT**

### **Continuing Professional Development**

Our staff are one of our most important assets, we are passionate about supporting our staff, bringing out ‘the best from everyone’. You will work closely with your Executive Business Manager to set personal and meaningful development objectives and you will receive all support possible to achieve and surpass these objectives. You will also have the benefit of accessing a range of internal and external staff networks and fantastic CPD opportunities.

## More Pay – More Time – More support



### More pay

- We pay an average of 5% above national scales – the best rates of pay in the sector.
- We offer starting salaries of £39,500 in Inner London, and £32,850 nationally.
- We offer a health cash plan giving you money towards essential medical treatment.
- Our staff discount scheme saves you money on supermarket shopping, gym memberships, holidays and more.



### More time

- All our academies start every term with an additional INSET day set aside for your own planning (in addition to the usual five INSET days - giving you eight in total).
- At least one guaranteed paid personal day each year, to use as you want.
- We offer opportunities for flexible working.



### More support

- We provide high quality training and development for every stage in your career.
- Every teacher benefits from a bespoke development plan to support your progression and aspirations.
- We give you access to a high-quality curriculum with excellent resources.
- Benefit from support from expert subject advice.
- Access to a comprehensive wellbeing programme, providing support with issues from legal and financial to family and housing; access to free counselling; and other wellbeing support.

## Benefits

- Perkbox - access to resources such as a discounted shopping platform and wellness hub including discounted gym membership
- Access to a dedicated employee assistance counselling and advice line
- Westfield Health cash plan – claim the cost back on health services such as physio, dental treatments and optical services (eligible after 6 months service)
- Cycle to work scheme
- Car lease scheme
- LGPS Pension

**Job Title: Senior Educational Support Assistant (HLTA)**

**Nuneaton Academy**

**Salary: £32,000-36,000**

**Job Type: Full-time, Permanent**

**Start date: ASAP**

This role is essential in expanding and developing our current Special Educational Needs and Disabilities (SEND) provision in line with the rate at which the needs within our school continue to grow. We currently have an above average proportion of learners with additional needs and are therefore looking to fill a range of different roles with our fully inclusive mainstream academy.

An ideal Senior Educational Support Assistant is expected to fulfil certain important duties and responsibilities these may include:

- Planning and delivering learning and enrichment activities, either with Teachers or independently
- Working with small groups of students or individuals needing special attention
- Developing specialist curricula in areas of interest
- Assessing students' progress and discussing development with Teachers, parents and Carers and/or SEND leads
- Consoling students who are unwell, injured or upset
- Supervising student groups on excursions and at sporting events
- Managing student behaviour
- Providing a healthy and safe learning environment for children
- Supporting young people with movement breaks (in or outside of the classroom)
- Considering appropriate interventions, based on evidence, to support young people
- Assisting Teachers in preparing the lesson materials and school equipment
- Adapting or differentiating resources to aid pupil access to learning materials
- Recording and reporting a pupil's progress to the Teacher
- Tracking pupil progress and recording/reporting this as part of a more formalised review
- Communicating with parents/guardians
- Line-management responsibilities within the SEND faculty
- Redistribution / redirection of colleagues where appropriate
- Prompting student focus

A Senior Educational Support Assistant (HLTA) assists teachers inside and outside the classroom. Their primary duties include preparing lesson plans for interventions, teaching small groups or 1:1 instruction, reporting on student progress, adapting resources, quality assuring the provision for specific learners and the line-management of some Teaching Assistants. The duties of a HLTA will vary depending on special areas of interest and expertise and the changing needs within the educational setting.

Ideal candidates will either have experience working as a teaching assistant, a higher level teaching assistant or a cover supervisor. Transferrable skills from a similar role, such as sports coach or nursery nurse, for example, are also good prior experience.

This role would suit someone who has an interest in gaining the relevant education-based experience to progress within education and/or as a 'stepping stone' for further opportunities, which may include a pathway into teaching.

Successful candidates will be required to have a DBS check on the update service or be willing to obtain one and will be required to provide references.

For more information on this role or to have a tour of the school, please contact [Natalie.blair@nuneatonacademy.org.uk](mailto:Natalie.blair@nuneatonacademy.org.uk)

## **PERSON SPECIFICATION**

### **Senior Educational Support Assistant (HLTA)**

<b>CRITERIA</b>	<b>E/D</b>	<b>A/I</b>
<b>Knowledge and Experience</b>		
Minimum 2 years of experience in working with students within an educational setting	E	A/I
Meet HLTA standards or equivalent qualification or experience	E	A/I
Awareness of the barriers to learning experienced by students	E	A/I
Knowledge of how to support learners in accessing the curriculum	E	A/I
Knowledge and awareness of the SEND code of practice	E	A/I
Evidence of inclusive practice supporting students with a range of SEND	E	A/I
Experience of leading others	E	A/I
Experience of planning / delivering SEND interventions	E	A/I
Experience of supporting students with Access Arrangements for assessments	D	A
Familiarity with Education, Health and Care Plans and the provision outlined in section F	D	A/I
Evidence of specialism in specific curriculum areas or areas of particular learning difficulty	D	A
Understanding of behaviour management strategies	D	A/I
Experience of SEND and SENDAR in Warwickshire	D	A
<b>Qualifications and Training</b>		
Demonstrable levels of numeracy & literacy equivalent to GCSE (A-C)	E	A
Hold relevant qualifications at a level equivalent to at least NQF Level 3	E	A
Evidence of further professional development	E	A
Good ICT skills to support learning	E	A
Training in relevant learning strategies e.g. literacy, numeracy, precision teaching	D	A/I
<b>Skills and Abilities</b>		
Excellent time management and organisational skills	E	A/I
Ability to build and maintain effective working relationships with all colleagues and pupils	E	A/I



Knowledge and understanding of the principles with regard to the safeguarding of children and Child Protection	E	A/I
Commitment to safeguarding students' wellbeing and equality	E	A/I
Ability to promote a positive ethos and role model positive attitudes	E	A/I
Ability to work effectively under pressure	E	A/I
Effective oral and written communication skills	E	A/I
Ability to reach and justify difficult decisions	E	I
Ability to influence and negotiate	E	I
Planning own workload to meet deadlines	E	A/I
Ability to work effectively in a team environment, understanding roles and responsibilities	E	A/I
Ability to work with children at all levels regardless of specific individual need and identify learning styles	E	A/I
Ability to work using own initiative	E	A/I
Data analysis skills and the ability to use data for target setting and to inform provision planning	D	A
<b>Commitment to Equal Opportunities</b>		
Ability to understand and demonstrate commitment to equality and diversity	E	A/I