



**HIGHAM LANE
NORTH ACADEMY**

Teacher of SEND – Specialist Resource Provision (SRP) Teacher

An SEN allowance of £2,787 (pro-rata'd if appropriate) will be available for a suitably qualified candidate with an SEN qualification.

September 2026
Full-time/Part-time
MPR/UPR



Welcome from the CEO of Central England Academy Trust



Thank you for your interest in joining Central England Academy Trust. Our growing Trust currently consists of a diverse family of five schools in the Nuneaton area: a primary special school, a secondary special school, a primary school and two mainstream secondary schools. We have a sixth school – a new 2 form entry primary school in Nuneaton - opening in September 2026.

Our Trust's core values summarise what is important to us and what we actively promote:



Collaboration:

working together and with others to achieve the very best for the staff, pupils and families that we serve.



Equity:

recognising the individuality and uniqueness of our staff and pupils, and that we do not all start from the same place. We strive to provide all of our staff and pupils with what they need in order to have equal access to opportunities, to thrive and to succeed.



Aspiration:

to be ambitious for all of our staff and pupils and have the highest expectations of them, supporting them to achieve to the very best of their potential.



Trust

ensuring that everyone in our MAT feels safe and supported in all that they do.

I hope this application pack provides you with the information needed to consider applying for this position, and I wish you every success with your application.

Best wishes



Andrew Dickinson
Chief Executive Officer

Employee Benefits of working at Central England Academy Trust

We strive to be an employer of choice, and are committed to ensuring our employees feel valued, appreciated and at the heart of what we do.



We have a number of core benefits which include:

Professional Development

- We support all our schools and services to offer professional development that is rooted in the evidence of what improves teaching and learning
- We listen to what your career aspirations are and how we can support you within your role
- We provide Trust-wide CPD in key areas, including SEND, behaviour and teaching and learning
- We support staff in accessing a wide range of qualifications, including Diplomas, Masters and National Professional Qualifications (NPQs)

Appraisal

- Our staff appraisal focuses on supporting our employees to be the very best they can be. There is no performance-related pay in our Trust, and we put staff at the heart of what we do so they can put children at the heart of what they do

Apprenticeship Levy

- As a large employer we pay into the Apprenticeship Levy Fund and are therefore able to offer a wide range of apprenticeships to both new and existing staff.

Pension Schemes

- A contributory pension scheme relevant to your role: Teachers' Pension Scheme for teaching staff, and the Local Government Pension Scheme for non-teaching staff.

Employee Support Schemes

- Subsidised eye care for extended VDU users
- A Gym Membership Scheme
- A Cycle to Work Scheme
- An Employee Assistance Programme, providing practical and emotional support.
- An Employee Benefits Scheme, offering discounts on everyday essentials
- A Health Cash Plan benefit, providing reimbursements for various health-related expenses, including dental treatments, optical care, physiotherapy and more

Teacher of Art and Design Technology/ Teacher of Design Technology

Main Purpose

To provide high-quality, specialist teaching for students within the Communication and Interaction Specialist Resource Provision (SRP), supporting young people with communication and interaction needs, including Autism Spectrum Condition (ASC) and associated speech, language and communication difficulties.

The postholder will deliver a structured, nurturing and inclusive learning environment that enables students to thrive academically, socially and emotionally, while promoting successful inclusion within mainstream lessons where appropriate.

Key Information

This is a unique position to be the founding specialist teacher for students in our SRP, Orion. Supported by the SENDCO and a team of HLTAs and TAs, you will provide teaching for our SRP students.

- There are currently 5 students in the SRP; in September there will be 9 in total.
- By 2030 there will be a maximum of 20 students based in the SRP
- Students follow a bespoke curriculum, tailored to their individual needs.
- As part of attending the SRP, students are targeted to attend mainstream lessons for up to 50% of their timetable
- The Resource provision is currently situated within the school. By 2027 the SRP will have a permanent base alongside our SEND area, North Bridge
- Within the current SEND team, there is a SENDCO, 2 HLTAs and 2 TAs
- As part of our ethos that HLNA is a school where 'everyone is included and everyone belongs', students are included and provided with the same opportunities as students within the main school. For instance, they will all take part in co-curricular opportunities, are represented within Pupil Parliament and Leadership opportunities, they take part in all school events such as charity events, assemblies, trips and enrichment.

Key Responsibilities

Teaching and Learning

Plan, prepare and deliver highly differentiated lessons tailored to students with communication and interaction needs.

Develop and implement personalised programmes aligned with EHCP outcomes, particularly in the areas of communication, social interaction, emotional regulation and independence.

Use evidence-based approaches to support students with Autism Spectrum Condition (ASC) and speech, language and communication needs (SLCN).

Adapt curriculum content to ensure accessibility, clarity and reduced cognitive overload.

Explicitly teach social communication, emotional literacy and self-regulation skills.

Monitor, assess and track progress against academic and EHCP targets.

Specialist Provision and Intervention

Deliver targeted interventions to develop receptive and expressive language skills, social understanding and executive functioning.

Implement visual supports, structured teaching approaches (e.g., timetables, task boards, scaffolding), and sensory-informed strategies.

Support students in developing independence, resilience and self-advocacy.

Support students with the key skills required in preparation for adulthood through the life skills and nurture programmes

Promote generalisation of communication skills across different contexts.

Inclusion and Mainstream Integration

Support students' access to mainstream lessons through collaboration with subject teachers.

Provide guidance and practical strategies to mainstream staff to ensure effective differentiation.

Facilitate transition support between lessons, key stages and post-16 pathways.

Collaboration and Communication

Work closely with the SENCO, Speech and Language Therapists, Educational Psychologists, pastoral staff and teaching assistants.

Contribute and attend EHCP Annual Reviews and review meetings.

Maintain strong communication with parents/carers to ensure consistency between home and school.

Model inclusive and communication-friendly practice across the school.

Professional Responsibilities

Uphold safeguarding responsibilities in line with statutory guidance.

Engage in continuous professional development relating to communication and interaction needs.

Maintain accurate, confidential and up-to-date student records.

Contribute to the wider ethos and inclusive culture of the school.

We are proud because
we always do what is right

Compassion - Compassion - Confidence

00-014

Reprographics



How to apply

Please complete the Application Form, as well as the Equality Details Form, that you will find on the School's website (www.hlna.co.uk) and email them to jobs@hlna.co.uk, indicating in the message title the post you are applying for. If you would like to have a chat about this post, please contact Robyn Rounce, SENDCO, or Kirstie Robinson, Headteacher, on 02475610910

The closing date for applications is midday, Monday 16th March 2026.

Applications will be considered on a rolling basis. The school reserves the right to close the advert early and therefore early application is encouraged.

Please address the following points when completing the 'Additional Information' section of the application form: -

- why you feel your personal qualities and experience make you an excellent candidate for this position;
- your specific ideas about what you can do as a Teacher of SEND based in the SRP both within the classroom and beyond to ensure pupils at Higham Lane North Academy are safe, happy and make excellent progress.
- Your specific ideas about what you can do as a Teacher of SEND based in the SRP Ty to ensure that pupils make sustained and rapid progress.

About Higham Lane North Academy



‘Everyone will excel through our high expectations and high levels of care and support. Higham Lane North Academy is a school where everyone is included and everyone belongs.’

Kirstie Robinson
Headteacher

Higham Lane North Academy is a vibrant, ambitious and inclusive school committed to providing high-quality education that inspires, challenges and supports every learner. We pride ourselves on our strong community ethos, excellent teaching standards, and a culture that values both academic achievement and personal development for both experienced teachers and ECTs.

Why be a key part of Higham Lane North Academy?

We are seeking an enthusiastic, dynamic and dedicated **Teacher of English** to join our small but highly successful English department. The ideal candidate will be passionate about literature and language, committed to high academic standards, and able to foster a love of learning in all students.

The second year and beyond at Higham Lane North Academy

As we embark upon our second year at HLNA, you will be joining at a unique time where you will support our continuing growth as an exceptional school. Committed to the highest standards for education, as a team of dynamic and committed professionals, we look forward to your ideas and contributions as we seek to embed our very strong practice.

Your Environment

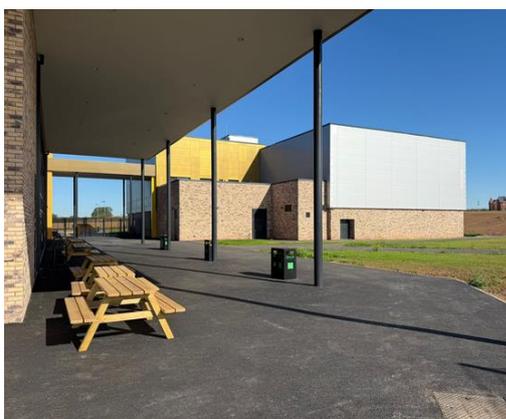


The school building and grounds

Higham Lane North Academy's building and grounds have been planned to create a learning environment that will provide high-quality educational provision, academic excellence, exceptional pastoral care and personal development in a school that will be at the heart of the community. Our convenient location provides easy access from the new Northern Link road that will link new housing developments in the north and east of Nuneaton, from the A5, and by bus. There will also be a dedicated walking/cycling lane along the new access route and a secure compound for bike storage.

The impressive, state of the art facilities include:

- An impressive assembly hall
- A well-stocked library and learning space
- Designated staff work room areas with facilities
- IT-rich classrooms
- Spacious dining hall with outdoor canopy
- Drama studio
- Dance studio
- Curriculum habitat areas
- Outdoor learning spaces
- Indoor sports hall
- Four outdoor tennis/basketball/volleyball/netball courts
- Four outdoor multi-use pitches for sports such as rugby, football and athletics plus a grass running track around the largest of these with capacity for field events
- Outdoor amphitheatre
- Separate optional entrance for children with SEND
- Designated SEND garden
- Meadow grass planting and flowering lawns creating an ecological corridor across the site





HLNA is a school where everyone belongs and everyone is included.



HLNA staff will benefit from:

- 01** A supportive, collaborative working environment that places staff workload and wellbeing at the heart of all working practices.
- 02** A clear behaviour and praise policy that enables all teachers to teach, and all pupils to learn effectively with a highly visible and supportive senior leadership team. This includes a centralized detention system, ensuring that you are fully supported with your practice.
- 03** A commitment to an ambitious, broad and balanced knowledge curriculum that is highly considerate of teacher workload and wellbeing, particularly around planning, assessment and feedback.
- 04** Research-based teaching and learning practice and strategies developed with workload and wellbeing in mind. Alongside this you will work within an environment that has a genuine passion and enthusiasm for teaching and learning that will enable you to thrive and flourish within the classroom.
- 05** Weekly CPD opportunities with a careful balance between whole-school, subject and personal priorities to be even more effective.
- 07** Opportunities to obtain professional qualifications and develop your career over the coming years in a growing school. We will provide bespoke career stage training such as NPQH and ELP (Exemplary Leadership Programme).
- 08** The opportunity to work with a highly experienced, effective, forward-thinking and ambitious senior leadership and Trust team.
- 09** A supportive senior leadership and trust team that will regularly seek your feedback to hear your views on what is going well, and how we can be even more effective, giving you control over your work practice and contributions.
- 10** The opportunity to work collaboratively with other schools within our Trust, particularly with Higham Lane School and Oak Wood Primary and Oak Wood Secondary Schools.

Duties and responsibilities



Strategic direction

- Set high expectations which inspire, motivate and challenge pupils
 - Develop effective teaching and learning strategies
 - Promote and monitor the use of school policies within the subject
 - Contribute to school improvement planning, working closely with the senior leadership team
-

Subject knowledge and curriculum development

- Use extensive, up-to-date subject knowledge to lead the subjects and keep up to date with developments in pedagogy and the curriculum
 - Oversee the planning of curriculum content, ensuring it is well sequenced to promote pupil progress, adapting the HLS model, where appropriate
 - Ensure the planned curriculum is effectively and consistently implemented within Year 7
 - Ensure that pupils developed their skills well in the subject beyond the classroom
-

Monitoring and assessment

- Quality assure data within the subject to ensure it is accurate, reliable and valid
- Analyse internal and external assessment data to track pupil progress and attainment
Identify where pupils have learning gaps or are not making the expected progress, and make sure interventions target these
- Work with the senior leadership team and Higham Lane School to monitor the quality of teaching and learning within Year 7
- Moderate assessments with the senior leadership team to make sure accurate judgements of pupils' progress are made

Managing resources

- Audit, check and manage resources termly, to ensure they are available, up to date, varied and diverse, and match pupil and curriculum needs
- Provide support with classroom displays for the subject area to ensure they are stimulating, of high quality, and inspire curiosity in pupils



“

**Every child at HLNA will
have a champion.**

”

Person Specification

Qualifications and training



- Degree
- Qualified teacher status
- Additional SEND qualification E.g., NASENCo award/ Level 3 Understanding Autism (desirable)
- Training in autism-specific or communication-focused interventions (desirable)

Experience



- Teaching experience/training
- Experience teaching primary/secondary-aged students with communication and interaction needs.
- Experience working within a Communication and Interaction SRP (desirable)
- Experience collaborating with Speech and Language Therapists (desirable)
- Experience teaching pupils with high levels of anxiety (desirable)

Skills and knowledge



- Expert knowledge of the National Curriculum
- Understanding of high-quality teaching and learning strategies in the subject, and the ability to model this for others and support others to improve
- Ability to conduct quality assurance activities and act effectively upon findings
- Awareness of local and national research and practice that can provide support with delivering the subject
- Ability to build effective working relationships with staff and other stakeholders
- Understanding of how to adapt teaching to meet pupils' need
- Knowledge of guidance and requirements around safeguarding children
- Good IT skills
- Effective communication and interpersonal skills, with the ability to communicate a vision and inspire others
- Strong understanding of Autism Spectrum Condition (ASC) and speech, language and communication needs (SLCN)
- Knowledge of the SEND Code of Practice and EHCP processes
- Ability to create structured, predictable and supportive learning environments

Personal qualities



- Ability to uphold and promote the ethos and values of the school
- Commitment to safeguarding and equality
- A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school
- Ability to work under pressure and prioritise effectively
- Maintain confidentiality at all times
- Excellent interpersonal and teamwork skills

Higham Lane North Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. All successful applicants will be subject to an enhanced DBS check and will also be taken through the School's vetting procedure. Higham Lane North Academy is also strongly committed to protecting personal data. Our Privacy Notice, which can be found under the GDPR section on the School website, describes why and how we collect and use personal data and provides information about individuals' rights.





Contact Us

Higham Lane North Academy
Upper Farm Drive, Nuneaton CV11 6YN

hello@hlna.co.uk
www.hlna.co.uk

