



Avenue

CENTRE FOR EDUCATION

Honesty – Aspiration – Respect – Kindness

Recruitment Pack

Transforming lives through inclusive education, high expectations and a belief in every learner.



HONESTY



ASPIRATION



RESPECT



KINDNESS



SAFE, SUPPORTED, INSPIRED TO SUCCEED

www.avenuecentre.co.uk



SCHOOL MENTAL HEALTH AWARD

2024-27

About Avenue Centre for Education (ACE)

Avenue Centre for Education (ACE) is a specialist Pupil Referral Unit (PRU) based in Luton, dedicated to transforming the lives of young people through inclusive, high-quality education.

We work with pupils who require additional support beyond mainstream settings, providing a safe, structured and nurturing environment where every learner is supported to succeed academically, socially and emotionally.

At ACE, our approach is built on strong relationships, high expectations and a deep understanding of the complex needs of our pupils. We deliver a broad and balanced curriculum across academic, vocational and therapeutic pathways, ensuring that all pupils are equipped with the skills, confidence and resilience to progress successfully into education, employment or training.

Our work is underpinned by our core values:

Honesty, Aspiration, Respect and Kindness — values that shape our culture, guide our decisions and define our expectations for both staff and pupils.

We are proud to be recognised for:

- A strong and inclusive learning environment
- A commitment to safeguarding and pupil wellbeing
- Effective support for reintegration and positive transitions
- A culture where pupils feel safe, supported and inspired to succeed

Working closely with the Local Authority, schools and external agencies, ACE plays a key role in reducing exclusion and supporting vulnerable learners across Luton.

At ACE, we don't just educate — we re-engage, rebuild confidence and create pathways for the future.

Introduction to the Role

The Higher Level Teaching Assistant (PACE) plays a critical and influential role in leading the PACE provision at Avenue Centre for Education (ACE). PACE is the pre-placement pathway where pupils are assessed prior to transition into ACE or alternative provision. This is a dynamic and highly impactful position within a specialist Pupil Referral Unit (PRU), working with pupils who present with a range of social, emotional and mental health (SEMH) needs.

The postholder will take operational responsibility for the day-to-day running of PACE, establishing a structured, calm and purposeful environment where pupils can be accurately assessed both academically and socially. They will lead teaching and learning for individuals, groups and, where appropriate, whole classes, adapting provision to meet a wide range of needs while maintaining high expectations of engagement, behaviour and progress.

This role goes beyond traditional classroom support. The HLTA (PACE) will play a key role in the assessment of pupil need, risk and readiness, gathering high-quality evidence to inform placement decisions, individual pathways and targeted interventions. This requires strong professional judgement, initiative and the ability to respond flexibly and confidently within a fast-paced and complex environment.

Working closely with the Safeguarding and PACE Manager, and supported by the Assistant Headteacher, SENCo and wider teaching team, the HLTA will contribute directly to decision-making regarding pupil pathways. They will support the academic, social and emotional development of pupils, ensuring that provision is inclusive, responsive and aligned to the school's strategic priorities. The role includes assessing pupil work, providing meaningful feedback and contributing to the ongoing evaluation and refinement of provision.

A key aspect of the role is to model and embed a consistent, calm and structured culture. The HLTA (PACE) will uphold high expectations of behaviour and conduct, supporting pupils to feel safe, respected and ready to engage, while contributing to a positive and purposeful learning environment.

The role also requires effective partnership working with parents, carers and external agencies, ensuring clear communication, strong transitions and improved outcomes for pupils. The postholder may lead targeted interventions, enrichment opportunities and transitional support, contributing to the wider work of the school.

This is an ideal role for an experienced and resilient practitioner who is passionate about inclusion and committed to improving outcomes for vulnerable young people. It offers a unique opportunity to shape early assessment and transition, ensuring that every pupil is accurately understood, appropriately placed and supported to succeed.

At ACE, this role provides the opportunity to make a genuine and lasting impact—leading a key provision that underpins successful pathways, strengthens inclusion and supports pupils to move forward positively.

Job Description

Job Purpose

To lead the day-to-day delivery of PACE (Pre-Avenue Centre for Education), providing a safe, structured assessment environment for pupils prior to placement at ACE or alternative provision. The HLTA (PACE) will deliver high-quality teaching and assessments, establish clear routines and expectations, and gather evidence to inform placement decisions and individual pathways.

The postholder will support the assessment pupils' academic, social and emotional needs, evaluating risk and readiness for transition, while ensuring positive engagement and effective communication with leaders, parents/carers and external agencies. Working closely with the Safeguarding and PACE Manager and leadership team, they will contribute to admissions and pathway decisions, ensuring provision is well matched to pupil need.

The role requires strong professional judgement, resilience and the ability to lead provision independently, maintaining high standards of behaviour, safeguarding and teaching, while upholding the school's values and supporting successful transitions and improved outcomes.

Line Manager
The postholder is responsible to the Assistant Headteacher / Safeguarding and PACE Manager

Line Management Responsibilities
Teaching Assistant (PACE)

Working Hours
33 hours per week, term time plus one week (Inset days), Monday to Friday

Salary Grade
Luton NJC L6, SCP 21 - 25

Principal Responsibilities

The HLTA (PACE) will lead the day-to-day delivery of the PACE provision, ensuring a safe, structured environment for effective pupil assessment prior to placement. They will deliver high-quality teaching to individuals and groups, adapt provision to meet needs, and promote positive behaviour and engagement.

The role includes assessing pupils' academic, social and emotional needs, gathering evidence to inform placement decisions and pathways, and contributing to admissions and transition processes supported by the Assistant Headteacher / Safeguarding and PACE Manager.

The postholder will maintain accurate records, communicate effectively with parents, carers and external agencies, and support continuous improvement, while upholding safeguarding responsibilities and the school's values at all times.

KEY RESPONSIBILITIES

1. Teach whole classes under the supervision of the class teacher for agreed periods when the teacher is not present. Adapt lessons to meet the needs of groups and individuals. Plan sessions under the direction of class teachers, following agreed lesson/Medium Term plans, support the teaching and learning of whole classes, using support strategies appropriate to the needs of pupils, providing feedback and liaising over problems. Facilitate the intellectual and social development of pupils, working with the class teachers to support the achievement of literacy and numeracy targets and in other specific curriculum areas. Prepare, develop, maintain and deploy appropriate learning aids, materials and equipment, including ICT, to assist in teaching. Advise on the suitability of such resources including their appropriateness in the culturally and linguistically diverse classroom.
2. Assess pupil work and provide feedback, in line with school policy. Feedback to teachers to ensure that assessment for learning can take place so that adjustments to subsequent lessons are made. Assist teachers in the evaluation and revision of lessons and work programmes for individuals and groups of pupils.
3. Contribute to the development of a purposeful working atmosphere and implement and monitor the school's behaviour and any related policies and procedures. Support in the administering/supervising of internal and national assessments as directed.
4. Co-ordinate, initiate and develop liaison with parents, carers and outside agencies, ensuring effective communication throughout.
5. As required, lead specific aspects of teaching, learning and personal development, for example projects or activities. Organise and lead events/ school trips, completing risk assessments where necessary. Liaise with external/ professional bodies where necessary.
6. Undertake regular training to keep up to date of teaching methods, school policies and curriculum changes.

These responsibilities may change over time in line with school priorities. Responsibilities will be detailed in a portfolio allocation document.

OTHER RESPONSIBILITIES

Play a full part in the life of the School community, to support its values and ethos, and to encourage staff and students to follow this example;

- Ensure compliance with all statutory requirements, policies, and procedures;
- Comply with the School's Health and Safety Policy and undertake risk assessments as appropriate;
- Follow the School Dress code and act as a role model for students and other members of staff;
- Undertake any other duty/ reasonable request as specified or instructed by your line manager or Headteacher.

The duties of this post may vary from time to time without changing the general character or the level of responsibility entailed.

SAFEGUARDING

The postholder is responsible for safeguarding and promoting the welfare of children and young people and must adhere to all safeguarding policies and procedures.

Working Relationships

The post holder will work closely with:

- Assistant Headteacher
- Safeguarding & PACE Manager
- Teaching Assistant PACE
- SENDCo / Inclusion Lead
- Teaching and support staff

PROFESSIONAL CONDUCT

- Model the highest standards of professionalism, integrity and conduct at all times
- Act as a visible and positive role model for staff and pupils
- Maintain appropriate professional boundaries and confidentiality
- Demonstrate high levels of reliability, including attendance and punctuality
- Engage in ongoing professional development and contribute to the wider leadership of the school

EQUALITY AND DIVERSITY

The postholder will:

- Act in accordance with the Equality Act 2010 and Public Sector Equality Duty.
- Promote inclusive, anti-discriminatory and culturally competent practice.
- Ensure support plans consider protected characteristics, SEND and barriers to engagement.
- Challenge discrimination and model respectful behaviour at all times.
- Actively reduce inequality and improve outcomes for vulnerable and marginalised pupils.
- Recognise and respond appropriately to the disproportionate impact of exclusion, poverty and trauma on vulnerable groups.

TEAM WORKING AND COLLABORATION

- Work collaboratively with colleagues to promote consistent behaviour expectations, share effective practice and contribute to the development of behaviour strategies.
- Participate in relevant meetings and CPD opportunities relating to pupils, curriculum and wider school organisation, including pastoral provision.
- Contribute as an effective team member, identifying opportunities to work with colleagues and support the development of best practice.
- Support colleagues to ensure they are effectively contributing to learning and understand their roles and responsibilities.
- Contribute to the review, development and delivery of teaching, learning and organisational activities across the school.
- Provide cover for absent colleagues within the scope of the role, as required.

WIDER PROFESSIONAL RESPONSIBILITIES

- Work collaboratively with others to develop professional relationships.
- Communicate effectively with parents and other stakeholders using School processes as appropriate.
- Communicate and cooperate with relevant external bodies.
- Make a positive contribution to the wider life and ethos of the School.

- Have professional regard for the ethos, policies and practices of the School and maintain high standards in your own attendance and punctuality
- Perform any other reasonable duties as requested by your Line Manager or the Headteacher.
- Be aware of and comply with all School policies including safeguarding/child protection, health and safety, confidentiality, GDPR and data protection, undertaking training as required.
- To maintain confidentiality at all times in respect of School-related matters and to prevent disclosure of confidential or sensitive information.

ORGANISATION CHART



DIMENSIONS:

Supervisory Management

The postholder will provide day-to-day direction, guidance and support to Teaching Assistants and other staff working within the PACE provision, as directed by the Safeguarding and PACE Manager.

Physical Effort

The role requires an active presence within the provision, including supporting pupils with SEMH needs, responding to behaviour and safeguarding incidents, and undertaking duties such as first aid where required.

Financial/HR Resources

Responsible for the appropriate use of allocated resources and equipment within the provision, ensuring resources are used effectively to support teaching, learning and pupil assessment.

Physical Resources

Responsible for the safe and effective use of ICT systems, classroom resources, assessment materials, health and safety equipment and learning environments to support high-quality provision and safe practice.

Working Environment

School-based within the PACE provision and, where required, across wider ACE settings. The role operates within a dynamic and sometimes high-pressure environment, requiring resilience, adaptability and a strong commitment to safeguarding, inclusion and positive pupil outcomes.

Other

The postholder will undertake additional duties commensurate with the role, as reasonably directed by the Safeguarding and PACE Manager, Assistant Headteacher or Headteacher in response to evolving school priorities.

PROFESSIONAL DEVELOPMENT & PROFESSIONAL STANDARDS

Avenue Centre for Education is committed to continuous professional development and maintaining high standards of professional practice across all roles.

The HLTA (PACE) will:

- Take responsibility for their professional development, engaging in appraisal, supervision, training and continuous learning aligned to school priorities and the needs of the provision.
- Maintain and develop knowledge of teaching, assessment, behaviour, safeguarding, SEMH and trauma-informed practice to ensure practice remains current, effective and pupil-centered.
- Model high standards of professional conduct at all times, demonstrating professionalism, integrity, resilience and accountability in line with school expectations.
- Contribute to whole-school training and professional development activities, sharing effective practice and supporting consistent approaches across the provision.
- Keep up to date with relevant national guidance, statutory responsibilities and school policies, ensuring compliance within all aspects of the role.
- Engage in reflective practice, using feedback, assessment information and professional dialogue to continuously improve practice and pupil outcomes.
- Support and guide colleagues working within the PACE provision, promoting consistency, positive relationships and high expectations.
- Maintain effective professional relationships with pupils, families, colleagues and external agencies, demonstrating clear professional boundaries at all times.
- Promote equality, diversity and inclusion through daily practice, ensuring all pupils are treated with respect, fairness and dignity.
- Contribute positively to the wider life, ethos and values of the school, supporting a culture of professionalism, inclusion and continuous improvement.

PERFORMANCE MANAGEMENT

- To take part in the school's staff development programme by participating in arrangements for further training and professional development.
- To continue personal development in the relevant areas to your role.
- To actively engage in the Performance Management Review process.

PERFORMANCE MEASURES

- **Quality of Teaching, Learning and Assessment**
Delivery of high-quality teaching, learning and assessment within the PACE provision, resulting in positive pupil engagement, progress and readiness for transition.

- **Pupil Assessment and Placement Outcomes**
Effective assessment of pupils' academic, social and emotional needs, with robust evidence used to inform placement decisions, support strategies and individual pathways.
- **Behaviour, Engagement and Culture**
Establishment of a calm, structured and purposeful environment, with high expectations contributing to positive behaviour, improved engagement and consistent routines.
- **Transition and Reintegration**
Successful transition and reintegration outcomes for pupils moving into ACE or alternative provision, supported through effective planning, communication and intervention.
- **Safeguarding and Pupil Welfare**
Consistently strong safeguarding practice, including timely identification, recording and escalation of concerns, ensuring pupils feel safe, supported and included.
- **Communication and Partnership Working**
Positive and professional relationships with parents/carers, colleagues and external agencies, supporting effective collaboration and improved pupil outcomes.
- **Record Keeping and Organisation**
Accurate, timely and well-organised completion of assessment records, reports and documentation to support operational effectiveness, compliance and informed decision-making.
- **Professional Standards and Development**
Consistent demonstration of professionalism, resilience and positive role modelling, alongside active engagement in training, reflective practice and continuous professional development.
- **Contribution to School Priorities**
Effective contribution to the school's values, ethos and strategic priorities, particularly in relation to inclusion, behaviour, safeguarding and improving outcomes for vulnerable pupils.

Performance objectives will be aligned to ACE's annual School Improvement Plan priorities.

CONTEXT:

All teachers are part of a whole School team. They are required to support the values and ethos of the school and school priorities as defined in the School Improvement Plan. This will mean focusing on the needs of colleagues, parents/carers and students and being flexible in a busy pressurised environment.

SAFEGUARDING

ACE is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service (previously CRB).

The Job-holder will ensure that Luton Borough Council's and school's policies are reflected in all aspects of their work, in particular those relating to;

- (i) Safeguarding and Child Protection
- (ii) Equal Opportunities
- (iii) Health and Safety
- (iv) UK GDPR & Data Protection Act (2018)

DISCLOSURE & BARRING SERVICE (DBS) AND DISCLOSURE OF CONVICTIONS:

This post meets the definition of 'Regulated Activity' as defined in the Safeguarding Vulnerable Groups Act 2006.

It is essential in making your application you disclose whether you have any pending charges, convictions, bind-overs or cautions and, if so, for which offences.

This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore candidates invited to interview will be required to declare all unspent cautions and convictions; and also any adult cautions (simple or conditional), and spent convictions that are not protected as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2020).

The information you provide will be treated as strictly confidential and will be considered only in relation to the job for which you are shortlisted.

Questions may be asked of anyone who has ever had a criminal history during the recruitment process.

For posts working with children, young people or vulnerable adults, a Disclosure & Barring Service (DBS) check is requested. This check will be cross referenced against the Adults and Children's Barred Lists.

These lists contain details of people deemed unsuitable to work with children or vulnerable adults.

All jobs requiring these checks will be identified on the job description.

Offers of employment will be subject to the receipt of satisfactory checks which will include a check with the Disclosure & Barring Service (DBS). Note, it is an offence to apply, offer or accept any work with children (paid or unpaid) if disqualified from working with children.

The information provided will be confidential and not passed onto unauthorised persons or organisations. However, we are under a duty to protect public funds, and to this end may use the information you have provided for the prevention and detection of fraud. We may also share this information with other bodies responsible for auditing or administering public funds for these purposes.

ADDITIONAL INFORMATION

The Job Description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed. This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and may be subject to modification or amendment at any time after consultation with the holder of the post. The duties may be varied to meet the changing demands of the school at the reasonable discretion of the Headteacher. This job description does not form part of the contract of employment. It describes the way the post-holder is expected and required to perform and complete the particular duties as set out in the foregoing.

PERSON SPECIFICATION

This acts as selection criteria and gives an outline of the types of person and the characteristics required to do the job. **Please make sure, when completing your application form, you give clear examples of how you meet the essential and desirable criteria.**

Attributes	Essential	How Measured	Desirable	How Measured
Experience	Grade 9-4 in both GCSE Maths & English (or equivalent qualification).	1,2	Experience of supporting learning of pupils with SEN/SEMH in an educational environment.	1,2
	Recent relevant child protection training	1,2	Experience of providing counselling/pastoral care.	1,2
	The post holder will require an enhanced DBS (carried out by the school).	1,2	Experience of working in a school environment is desirable for this post.	1,2
	In-depth experience of teaching, planning, monitoring and assessment of pupils' progress in an education setting.	1,2	Specific SEN Intervention training qualifications (ELSA, ELKLAN, Phonics/Reading etc.).	
	Demonstrable experience of working with pupils with a wide range of needs.	1,2		
	Experience of working in a school environment is essential for this post.	1,2		
Competencies	Able to form appropriate relationships with young people.	1,2	Appropriate attitudes to use of authority and maintaining discipline.	1,2
	Emotional resilience with working with challenging behaviours.	1,2		
	Able to demonstrate appropriate motivation to work with young people.	1,2		
	Appropriate attitudes to use of authority and maintaining discipline.	1,2		

Attributes	Essential	How Measured	Desirable	How Measured
Skills/Abilities	<p>Self-motivated and able to use own initiative in working with parents/carers and related agencies within an agreed policy/procedure framework.</p> <p>Able to devise and implement effective communication systems at a range of levels, e.g. with children, parents, other professionals, etc.</p> <p>Able to establish comprehensive systems of record keeping and use these to inform judgements and decisions.</p> <p>Able to use information technology skills for word processing, databases and spreadsheets.</p> <p>Able to converse with ease with members of the public and provide effective help or advice in accurate and fluent spoken English.</p>	<p>1,2</p> <p>1,2</p> <p>1,2</p> <p>1,2,5</p> <p>1,2,5</p>		
Equality Issues	<p>Able to recognise and act upon common forms of discrimination.</p> <p>Able to understand the complexities for pupils' education in an urban, multi-cultural context and build this into service delivery processes.</p>	<p>1,2</p> <p>1,2</p>		
Specialist Knowledge	<p>In-depth knowledge of how pupils learn. Demonstrable knowledge of curriculum requirements.</p> <p>Some knowledge of policies and procedures in areas such as child protection, behaviour management</p>	<p>1,2</p> <p>1,2,5</p>		

Attributes	Essential	How Measured	Desirable	How Measured
Education and Training	HLTA status and ability to commit to continuous professional development.	1,2,4		
Personal Attributes	<p>Strong work ethic and capacity for hard work.</p> <p>Ability to relate well to colleagues, students and parents / members of the public</p> <p>A professional manner.</p> <p>Ability to work well as part of a team.</p> <p>Flexibility in approach to completion of work.</p> <p>Ability to prioritise work under pressure and remain organised.</p> <p>Ability to work under pressure and meet strict deadlines.</p> <p>Knowledge of and genuine interest in educational issues and how they apply to this school.</p>	<p>1, 2</p> <p>1, 2</p> <p>1, 2</p> <p>1, 2</p> <p>1, 2</p> <p>1, 2</p> <p>1, 2</p>		
Other Requirements	<p>Commitment to raising standards and achieving the highest level of achievement for pupils within the school.</p> <p>Willing to undertake training and development activities.</p> <p>Willingness to adjust working arrangements to suit the changing needs and demands of the Unit/School (occasional).</p> <p>Resilience, a good sense of humour and an excellent attendance record.</p>	<p>1, 2</p> <p>1, 2</p> <p>1, 2</p> <p>1, 2</p>	To have experience of working with children who have additional needs.	1,2

(1 = Application Form 2 = Interview 3 = Test 4 = Proof of Qualification 5 = Practical Exercise)

The Jobholder will ensure that the school's policies are reflected in all aspects of their work, in particular those relating to;

- (i) Equal Opportunities
- (ii) Health and Safety
- (iii) UK GDPR & Data Protection Act (2018)

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people;
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people;
- Emotional resilience in working with challenging behaviours; and, attitudes to use of authority and maintaining discipline.

The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.