



BEDE ACADEMY

Emmanuel Schools Foundation

HLTA – CURRICULUM ADJUSTMENT AND EBSNA (Secondary)

VALUED, CHALLENGED, INSPIRED



WELCOME

Dear Applicant

I am thrilled to see your interest in applying for the role of HLTA Curriculum Adjustment and EBSNA at Bede Academy Secondary.

We believe ours is a truly exceptional school. As an all-through school, we serve students through their Nursery, Primary and Secondary educations. As a Christian-ethos school of character for the whole community, everyone is welcome at Bede Academy whatever their background, or ability, or faith position. We are all united behind a clear moral purpose as summed up in Christ's offer of 'life in all its fullness' John 10:10. As a result, we are a school where staff are fully committed to ensuring that they provide the very best teaching, learning, individual support and enrichment opportunities for our students.

At Bede Academy, we put a great deal of emphasis on ensuring that staff can work in an environment where students want to learn, in both Primary and Secondary phases. As a result, students across our Primary achieve very high standards of attainment – often significantly above regional and national standards. These high standards of academic success, underpinned by high levels of student attendance and behaviour are maintained because of a relentless commitment to high expectations both inside and outside of the classroom by all staff.

We focus on the holistic development of young people. Who a child becomes when they leave Bede matters just as much as their academic achievements. Outstanding teaching goes hand in hand with rich opportunities for character development. By putting character development at the heart of our mission, we seek to show students that our community is enriched by their willingness to use their gifts to serve others. A good work ethic, mutual respect and responsibility are key qualities which are nurtured in Bede Academy students of all ages, as we recognise that all are made in the image of God.

If you are a leader who shares this vision of academic excellence, high pastoral standards, care and development of good character within a Christian context and you are interested in serving our community here in Blyth then please give this opportunity careful consideration.

We truly believe that Bede Academy is a great place to learn as a student, and a great place to work as a member of staff. We are looking for someone to lead our Primary phase who holds the highest expectations of themselves, of their colleagues and of the students we all serve.

If this role, and our Primary school excites you and aligns with your moral purpose, experience and ambitions then do not hesitate to contact us to explore this further.

Shayne Elsworth

Acting Principal, Bede Academy

MISSION

CHARACTER EDUCATION

We build good character. We learn about good character, why it matters and how to develop it.

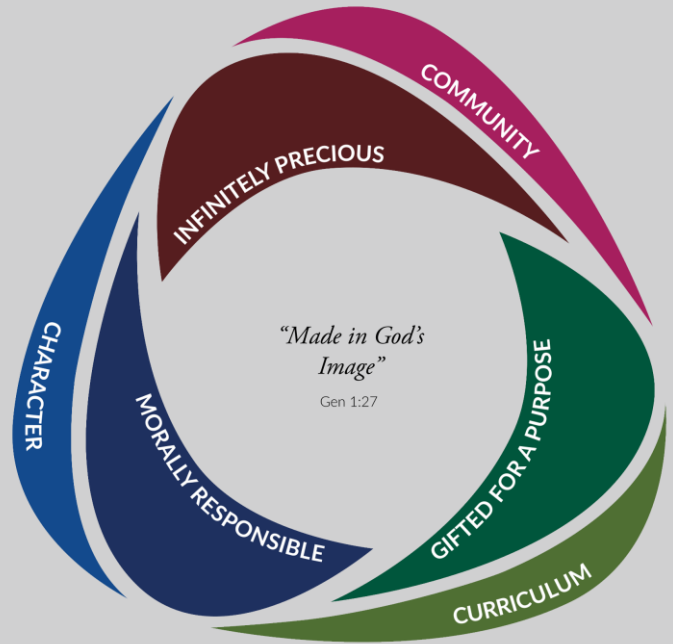
CURRICULUM EXCELLENCE

We are determined to achieve a personal best. We provide a broad ambitious curriculum that ensures excellent student learning, progress and future destinations.

COMMUNITY ENGAGEMENT

We serve with gratitude. We use our gifts to benefit the community and the environment.

OUR CORE VIRTUES





“

ALL PEOPLE ARE INFINITELY
PRECIOUS, MORALLY
RESPONSIBLE AND GIFTED
FOR A PURPOSE”

A young woman with long blonde hair, wearing a green school blazer, white shirt, and striped tie, is sitting at a desk. She is focused on painting a drawing on a piece of paper with a brush. The background shows a bulletin board with various papers and photos pinned to it.

“

SUPPORTING STUDENTS
AND STAFF TO BECOME
THE PERSON THEY HAVE
THE POTENTIAL TO BE”

THE ROLE

We are seeking a compassionate and proactive Higher Level Teaching Assistant to join our team SEND and Alternative Provision team.

You will lead plans to support students with special educational needs and disabilities who are struggling to engage with mainstream education by assessing student needs and then identifying support for these students and parents/carers. You will particularly focus on leading and managing curriculum adjustments for students with Emotional Based School Non-Attendance to support students facing challenges with school engagement. This role involves working closely with subject leads to ensure students still cover a broad curriculum (especially in literacy, English, Maths, Science, Religious Studies and Personal Development) whilst working from our curriculum adjustment base.

You will also ensure that students receiving these curriculum are carefully supported to re-engage with a full mainstream curriculum within the academy, where appropriate. You will also play an important role in supporting students to develop their emotional resilience, while liaising with other staff members to ensure coordinated support.

Key Responsibilities:

Manage EBSNA programme:

- Provide tailored support to students who struggle to attend school, lessons or need time out of class due to emotional or mental health related challenges.
- Ensure a clear structured timetable is in place for all students who need curriculum adjustments ensuring that they follow a graduated progression plan and are supported to eventually access and complete curriculum content for the following areas:
 - Teaching of Literacy and numeracy
 - Daily reflections and acts of worship
 - English and the academy reading programme
 - Maths, Science, Religious Studies and Personal Development
 - Plan for engagement with other curriculum areas to ensure a broad and balanced timetable is in place for each of the students in this provision
- Help students access online learning platforms, ensuring they continue their education during periods of absence from class.
- Liaise with parents, carers and external agencies re: students on EBSNA programme
- Plan a clearly structured graduated re-integration programme for each student to ensure that they successfully move into full mainstream classroom provision.

- Work with their parents/carers to ensure that they fully understand how best to support their child to be prepared for the academy day and uphold academy routines and standards.
- Monitor students progress once they have returned to mainstream classes and intervene quickly if needed to ensure that they remain on track in their lessons.
- Lead interventions aimed at supporting students with social, emotional, and mental health difficulties.
- Design and implement strategies that help students build confidence, manage their emotions, and reduce anxiety.
- Regularly assess the progress of students within interventions and adjust strategies accordingly.
- Provide emotional and practical support to students during times of stress or anxiety.

Record Keeping and Reporting:

- Maintain accurate records of all student support and interventions, ensuring that all data is logged in accordance with school policies.
- Use this data to track progress and identify impact of interventions and provision.
- Contribute to the review process of student progress and collaborate with teaching and pastoral staff to track students' overall wellbeing and academic development.

Team Collaboration:

- Work closely with the SEND, Alternative Provision and pastoral teams, teachers, and other colleagues to ensure a coordinated approach to student support.
- Liaise with Heads of Department to ensure that curriculum provision is well resourced and delivered so that students receiving curriculum adjustments continue to make progress through our planned curriculum, are regularly assessed, progress is reported.
- Attend regular meetings with key stakeholders to share insights and updates on student progress.
- Ensure that highly frequent communication takes place with parents / carers of students receiving curriculum adjustments so that they are best placed to support provision for their children.

SEND Knowledge and Awareness:

- Demonstrate a strong understanding of SEND and how it affects learning and emotional wellbeing.
- Stay updated with best practices in SEND support and mental health provision for young people.
- Willingness to complete HLTA course

Additional Responsibilities:

Undertake any other responsibilities as requested by the Principal.

THE PERSON

Essential Criteria:

Experience & Qualifications:

- Experience working with students, particularly those with SEND, in an educational or similar setting (e.g., youth work, mental health support).
- Knowledge and understanding of SEND and the challenges students with SEND face in terms of learning, emotional wellbeing, and behaviour.
- Experience of delivering or supporting interventions aimed at improving emotional regulation, anxiety management, or engagement with learning.
- Strong understanding of safeguarding practices and maintaining confidentiality.

Skills & Abilities:

- Excellent communication skills, with the ability to relate to students, staff, and parents/carers.
- Ability to manage sensitive situations and de-escalate emotional or challenging behaviours with patience and empathy.
- Strong organisational skills with the ability to keep accurate and detailed records.
- Ability to adapt and respond to the individual needs of students, including those with complex emotional and behavioural challenges.
- Proficient in using online learning platforms and educational technologies to support student learning.

Personal Attributes:

- A compassionate, non-judgmental approach to working with young people.
- A proactive, solutions-focused attitude to problem-solving.
- Resilience and the ability to stay calm under pressure.
- Ability to work both independently and as part of a collaborative team.

Desirable Criteria:

- A relevant qualification in Special Educational Needs, Psychology, Mental Health, or a related field (e.g., Level 3 Teaching Assistant qualification, Youth Work qualification, or similar).
- Training in Mental Health support frameworks, such as Cognitive Behavioural Therapy, Mindfulness, ELSA or Mental Health First Aid.
- A current first aid qualification.
- Experience using student information management systems or online record-keeping tools.





APPLICATION DETAILS

Vacancy Details

Salary: £26,484 – £27,813 (SCP 14 to 17) Pro Rata £30,514 - £32,046

Start date: 1 September 2026

Location: Bede Academy, Sixth Avenue, Blyth, NE24 2SY

Working Terms: 37.5 hours per week Monday to Friday, Term Time only plus 5 days

Deadline

Closing date: **Wednesday 8 July 2026, 9:00am**

Interviews to be held: Wednesday 15 July 2026

How to apply:

For further information, please visit www.bedeacademy.org.uk or call HR on 01670 545111 (option 2) or email recruitment@bedeacademy.org.uk.

A CV may be submitted to supplement your application but will not be accepted in replacement of a completed application form.

[APPLY ONLINE HERE](#)

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff to share this commitment. This post will involve daily contact with children and is subject to an enhanced DBS check. In addition, as part of the shortlisting process, and in accordance with statutory guidance, we may carry out an online search (for publicly available material) to help identify any incidents or issues that have happened which we may want to explore with shortlisted applicants at interview.

Please note that this detail is indicative and can be amended, updated or replaced as felt appropriate at any time and in order to remain in line with any future legal requirements or expectation.



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