



# Higher Level Teaching Assistant (HLTA) – SEND Work Room Lead

Full-time, term time & INSETs, Permanent contract

NJC11-17; £28,142 – £31,022 (pro-rata)

Actual salary: £24,390 – £27,127

# Welcome



Thank you for your interest in BFS and taking the time to read the details of this exciting opportunity to join us as an HLTA and lead our SEND room from September.

BFS is a thriving oversubscribed school which has a successful Sixth Form of over 240 students. The school was founded in 2011 by a local group of parents who wanted a high performing school to serve the community of North-West Bristol. The school values of Community, Ambition and Opportunity are very important and we demonstrate them through our day to day work with young people. We are looking for staff to support us with these values and make a positive contribution to the life of the school.



You will join a strong and supportive team and a school that engages in regular and timely CPD.



Please spend some time reading our school website and newsletters to get a flavour of the vibrancy of BFS.

I look forward to hearing from you.

Mrs Susan King  
Headteacher



## Community

Every child is known, valued and supported. The school works closely with families and partners to secure strong outcomes.



## Ambition

High expectations for all students and staff, with a focus on academic excellence and personal growth.



## Opportunity

A rich curriculum and extensive enrichment programme ensuring that every student can explore their interests and develop new skills.

# Why work with *US* at BFS?

We will grow your career in an educational setting where you can make a difference.

## About Bristol Free School:

Bristol Free School is a successful and oversubscribed secondary school with Sixth Form situated in Westbury on Trym. We are a caring school with a highly qualified and exceptionally committed staff, who recognise the importance of creative and challenging teaching and high professional standards. All staff and students are greatly valued and emphasis on student and staff wellbeing is central to our culture.

At Bristol Free School, we are committed to the young people in our care. Our commitment encourages and inspires every child to fulfil their potential, we provide our students with the necessary skills to achieve academic and personal growth so they truly thrive, both socially and emotionally.

BFS has a very special ethos and culture which, at its core, is about being an active part of a happy hardworking community. Relationships at BFS are warm, positive and nurturing. We set very high expectations in terms of discipline and work ethic because we care about all our young people. We expect all BFS students to achieve and be the best they can be.

At BFS, individuality is encouraged and differences celebrated. We are genuinely excited about the prospect of our community spanning students and staff who come from varied backgrounds and experiences. This will ensure BFS is a vibrant, diverse and happy place where different views, new ideas, characters and ambitions flourish.

Ofsted



Read our report 



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Reports to: SENDCo/Assistant SENDCo

## Purpose of the job:

The HLTA will take a lead role in managing the SEND Work Room, providing a calm, structured and purposeful environment for students with additional needs. The postholder will deliver small-group interventions, supervise catch-up sessions, and work closely with teaching staff to ensure students receive targeted support that enables them to make strong academic and personal progress. They will contribute to the wider SEND provision, supporting the SENDCO in promoting inclusion and removing barriers to learning.

## Key responsibilities:

### Management of the SEND Work Room

- Oversee the daily running of the SEND Work Room, ensuring it is a safe, organised and welcoming space.
- Maintain routines, expectations and behaviour standards that support positive learning.
- Coordinate timetables for interventions, catch-up sessions and supervised study.
- Ensure appropriate resources, equipment and materials are available and well maintained.
- Monitor attendance and engagement of students using the room, reporting concerns to the SENDCO.

### Delivery of Interventions and Support

- Plan and deliver small-group or 1:1 interventions in areas such as literacy, numeracy, social skills, study skills or emotional regulation.
- Support students in completing classwork, homework or catch-up tasks set by subject teachers.
- Adapt materials to meet individual needs, ensuring accessibility for students with SEND.
- Use a range of strategies to promote independence, resilience and confidence.

### Collaboration and Communication

- Work closely with the SENDCO, Assistant SENDCO and teaching staff to identify students requiring additional support.
- Provide feedback to teachers on student progress, engagement and any emerging needs.
- Liaise with pastoral teams to ensure a joined-up approach to supporting vulnerable learners.
- Contribute to meetings, reviews and planning discussions as required.

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## Monitoring, Assessment and Record Keeping

- Track progress of students attending interventions or catch-up sessions.
- Maintain accurate records of attendance, behaviour, progress and outcomes.
- Support the SENDCO in gathering evidence for EHCP reviews, provision mapping and statutory processes.

## Supporting Inclusive Practice Across the School

- Model inclusive strategies and promote high expectations for students with SEND.
- Support teachers in implementing reasonable adjustments and differentiation.
- Contribute to staff training where appropriate, sharing expertise and good practice.
- Assist with transition arrangements for students moving between key stages or joining the school mid-year.

## General Responsibilities (all staff):

- To perform duties and attend meetings/training as reasonably required.
- To participate in the school's performance management scheme.
- To contribute to the school's pastoral system.
- To observe and implement current School policies and good practice.
- To carry out such duties as the Headteacher may reasonably direct from time to time.



# Person Specification:

## HLTA – SEND Work Room Lead

### Experience

- Experience supporting students with SEND in a secondary setting.
- Experience managing a learning space or leading small groups.
- Experience of planning and delivering structured interventions.

### Professional knowledge

- GCSE or equivalent (NVQ level 2) passes in English and mathematics (literacy and numeracy).
- Relevant first aid knowledge desirable but not essential.
- Knowledge of specific SEND needs (e.g., ASC, ADHD, dyslexia).

### Skills and Attributes

- Strong behaviour management and relationship-building skills.
- Excellent organisational and communication skills.
- Commitment to safeguarding and promoting the welfare of young people.
- Ability to manage own time effectively.
- Good ICT skills.
- Patient, flexible and adaptable.

The post holder's responsibility for promoting and safeguarding the welfare of children and young persons for whom they are responsible, or with whom they come into contact will be to adhere to and ensure compliance with the School's Child Protection Policy Statement at all times. If, in the course of carrying out the duties of the post the post holder becomes aware of any actual or potential risks to the safety or welfare of children in the school they must report any concerns to their Line Manager or the School's Child Protection Officer.



# How to Apply:

Please submit your application online My New Term. Paper copies of the application form are available on request.

If you have any queries regarding the post, please email us at [vacancies@bristolfreeschool.org.uk](mailto:vacancies@bristolfreeschool.org.uk).

Closing date: Monday 29 June at 9am

**BFS celebrates and supports diversity and is committed to ensuring equal opportunities for both employees and applicants.**



*Our*

## Benefits



**Flexible and Family Friendly Policies**



**Free Flu Jab**



**Discounted Gym Membership**



**Employee Assistance Programme**



**Local Government Pension Scheme**



**Career Development/CPD**

# Introduction to Russell Education Trust

## Background to the Trust

Russell Education Trust is a multi-academy trust comprising five secondary schools and one primary school spread across the south of England.

The Trust is a family of faith and community schools with distinctive individual identities. Underpinned by a shared commitment to respect, responsibility fairness and equality, Russell Education Trust schools work together to achieve their vision of providing all students with an outstanding education.

The Trust is driven by the strong moral purpose of knowing, valuing and developing every student and member of staff to ensure that their potential is realised, and their ambitions achieved.



### Vision & Values

- Valuing People
- Pursuing Achievement
- Serving Communities

## Our *schools*

- Celebrate difference and diversity in an inclusive, socially responsible culture
- Deliver a broad, balanced, and ambitious curriculum: centred on the core subjects of English, mathematics and science supported by technology and computing complemented by humanities, languages, arts and vocational subjects
- Provide a rich education that develops students' minds, beliefs, characters, skills and interests
- Equip students with the knowledge and skills for success in the modern world through examination success and personal development
- Uphold high standards of behaviour, learning and equality of opportunity for all students
- Nurture and develop their staff, through day-to-day support, high quality continuing professional development, cross-Trust collaboration and networking, and opportunities for career progression
- Are rooted within their local communities and seek to serve their particular needs.



# Russell Education Trust's Schools



## **Bristol Free School (established Sept 2011)**

'Ofsted describes BFS as "a highly ambitious and inclusive school" where "pupils thrive". Inspectors noted that pupils feel "safe, known and valued", that they are proud of their school, and that relationships between pupils and staff are strong and trusting. Inspectors recognised the consistently strong academic outcomes our pupils achieve, noting that "many pupils achieve very well, making excellent progress from their starting points" and that results at both key stage 4 and key stage 5 have been "positive and sustained over a number of years".  
Ofsted 2026

## **Elmlea Infant & Junior Schools**

'Pupils flourish at Elmlea Infant School. They achieve extremely well. Staff have high expectations for pupils' behaviour and conduct. Pupils feel safe and value the positive relationships they have with staff. Leaders are ambitious for what pupils with SEND can achieve.'

Ofsted 2023



## **Becket Keys Church of England School (established Sept 2012)**

'The headteacher's inspired leadership has quickly established a vibrant, orderly community which enables students to thrive. He ensures that a family atmosphere is fostered across the school in which all students feel cared for, and valued.'

Ofsted 2014

## **St Andrew the Apostle Greek Orthodox School (established 2015)**

'Students are making strong progress in a range of subjects. They value the leadership opportunities open to them. Students also appreciate the support and care they receive.'

Ofsted 2018



## **Kings School Hove (established Sept 2013)**

'Leaders have created a culture that extends far beyond the academic. Staff value each pupil and know them well. The provision for personal development is first class. It is promoted consistently across the school.'

Ofsted 2022

## **Turing House School (established Sept 2015)**

'The school has many strengths. Leaders have established an open culture at the school where there is a clear sense of teamwork and community across staff and pupils alike. Everyone takes pride in the school. It is a welcoming and vibrant place.'

Ofsted 2018

