



Queen Katharine Academy



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Application Information Pack

**HLTA – SEND Strategy and Access Arrangement
Co-ordination**



Principal's Welcome



Dear Applicant,

Thank you for your interest in joining Queen Katharine Academy (QKA). I am delighted to introduce myself as the new Principal and to welcome you to a school celebrated for its vibrant and diverse community.

At QKA, both students and staff thrive in an inclusive and supportive environment, making our academy a truly exceptional place to work and learn.

Our commitment to academic excellence, character development, and a positive school culture is at the heart of everything we do. Guided by our core values — **Respect, Ambition, and Responsibility** — we aim to foster a collaborative and aspirational workplace where every colleague is valued and empowered to reach their full potential. Whether you are starting your career or bring a wealth of experience, you will find a culture that supports professional growth, innovation, and a shared dedication to continuous improvement.

Queen Katharine Academy is proud to be part of Thomas Deacon Education Trust (TDET), a forward-thinking network of academies dedicated to collaboration and educational excellence. As a member of TDET, our staff benefit from shared expertise, resources, and opportunities for professional development within a supportive and progressive network.

With over 20 years of experience in education, including senior leadership roles across a variety of schools, I know how vital a nurturing and ambitious staff culture is for student and school success. At QKA, I am dedicated to building on our strong foundations and working closely with colleagues to create an environment where staff are valued, supported, and empowered—so that together, we can ensure every student is supported, challenged, and inspired.

We are proud of the progress our academy community continues to make and excited about the opportunities ahead. If you are seeking a rewarding, dynamic, and supportive environment where you can grow your career and make a real difference, I encourage you to apply to join our dedicated team.

Thank you for considering Queen Katharine Academy as the next step in your professional journey.

Yours sincerely,

Mr. M. Taylor | Principal



Job Description

Job Title	HLTA - SEND Strategy and Access Arrangement Coordination
Reports to	Assistant Principal – SENCo
Salary/Grade	Pathway 5
Date Last Evaluated	May 2026
Core Purpose	<p>To support students at Queen Katharine Academy in their learning and development by promoting academic progress, independence, and inclusion, while ensuring their emotional, social, and physical wellbeing.</p> <p><u>Send Strategy</u></p> <ul style="list-style-type: none"> • Promote students’ academic progress and social development through targeted support. • Encourage and develop independence in learning. • Support students’ emotional, social, and physical wellbeing. • Foster inclusion and participation in all aspects of school life. • Work in partnership with families, teachers, and external professionals to meet a wide range of SEND needs. • Work under the direction of the SENDCo and Assistant SENDCo to support annual reviews, family meetings, and external referrals. • Maintain accurate SEND records and contribute to the upkeep of the SEND Register. • Support the implementation of the Graduated Approach. • Contribute to the development and delivery of EHCP outcomes. • Act as a lead practitioner in supporting learners across the curriculum. • Plan, deliver, assess, and monitor targeted interventions. <p><u>Access Arrangements</u></p> <ul style="list-style-type: none"> • Act as the named Access Arrangements Coordinator. • Lead on access arrangements processes in line with JCQ regulations. • Liaise with staff, students, and external professionals to gather and maintain appropriate evidence.

Key Responsibilities

- To assist the SENDCo and Assistant SENDCO in leading the provision for SEN within school
- To coordinate access arrangements in line with exam board regulations
- To work with the Assistant SENDCo and Senior TA’s developing and implementing intervention groups.



- To liaise with relevant outside agencies to ensure that individual pupil SEN are met effectively and that the requirements of statements of SEN are met fully.
- Ensure that accurate and detailed records are kept of meetings and discussions with parents and outside agencies.
- Ensure that staff are kept informed of pupil's SEN and advise on areas to develop and support.
- Work with the SENDCo and other staff to ensure that Pupil Profiles are used to set subject specific targets and match work well to pupils' needs.
- To deliver high quality interventions in line with the needs of the learners and in support of the wider curriculum
- To deliver planned lessons when requested
- To assess progress against agreed benchmarking and progress criteria, including updating evidence, providing feedback and assessing attainment using the Assess, Plan, Do, Review cycle.
- To provide high quality feedback to learners within your interventions
- To monitor and report progress over time using the school's assessment processes
- To contribute to the planning, delivery and running of our extra-curricular enrichment offer; a flexible approach to supporting the school will be required
- To carry out targeted pieces of work including assessments and in class observations to support learning
- To contribute to discussions about the progress of young people with teachers, parents and other professionals
- To take an active role and responsibility when supervising and supporting young people
- To support the smooth running of the school by carrying out duties, as required by the rota
- To work creatively and therapeutically with young people with a wide range of complex SEN, some of whom may present with challenging and/or delayed development
- To develop secure relationships with young people
- To support young people and other staff in promoting the achievement of goals and outcomes identified in young people's Education Health and Care Plans
- To attend and contribute to meetings as required
- To actively gain an understanding of learners' individual special needs and communicate these with all staff
- To attend parents' events as appropriate
- To keep abreast of inclusion issues through continuous professional development.



- To ensure that provision for learners with special educational needs and disabilities is integral to the overall vision for QKA
- To support all colleagues in maintaining/developing the ethos, values and expectations of TDET.
- To understand and apply the requirements of the Data Protection Act (1998).

General Responsibilities

- Comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.
- Create and maintain positive and supportive relationships with staff, parents, business, community and other stakeholders.
- Be aware of the School's duty of care in relation to staff, students and visitors and to comply with all health and safety policies at all times.
- To engage with appropriate training opportunities to promote professional effectiveness in this role.
- Participate in the ongoing development, implementation and monitoring of the Trust and Academy Improvement Plans.
- To treat all information acquired through employment, both formally and informally, in strict confidence.
- To be aware of the school's responsibilities under the General Data Protection regulations (GDPR) for the security, accuracy and relevance of personal data held on such systems and ensure that all processes comply with this.
- Be aware of and comply with policies and procedures relating to child protection, reporting all concerns to the Designated Safeguarding Lead.
- Be aware of and comply with the codes of conduct, regulations and policies of the Trust and Academy and its commitment to equal opportunities.

The duties and responsibilities listed above describe the post as it is at present. It cannot be read as an exhaustive list of duties and may be altered at any time with Academy approval.

Note: Every job description in the organisation will be subject to a review either:

- On an annual basis at the time of the annual appraisal meeting, or
- As a result of a change in strategic direction, or



- As a result of a team/operational requirements.

It is the shared responsibility of the post holder and their manager to ensure that the job description is kept up to date.



Person Specification

Attribute	Essential or Desirable	Assessment
Qualifications		
Level 4 Higher Level Teaching Assistant (HLTA) qualification	E	A
Maths and English Language GCSE (or equivalent)	E	A
Knowledge & Understanding		
Have a good understanding of the safeguarding agenda and show a personal commitment to safeguarding	E	A/I
Understanding of the need for confidentiality, especially in relation to child protection.	E	A/I
Understanding of the principles and characteristics of good or better teaching to learners with all types of SEND	E	A/I
General understanding of national curriculum and other basic learning programmes/techniques, including phonics, precision teaching and handwriting	E	A/I
General knowledge of inclusion within a school setting	E	A/I
Appropriate experience of supervising children in an educational setting, including supporting SEN learners and group work	E	A/R
Experience of working as part of a team	E	A/R
A detailed understanding of the Education and Healthcare Plan (EHCP) documentation	E	A/I
An understanding of inclusive education	E	A/I
To have a thorough and up to date understanding of the SEND Code of practice and its application in practice	E	A/I
Knowledge and experience of leading a range of intervention programmes: e.g. Lexia, IDL, Fresh Start, Lego, SULP	D	A/I
Skills & Abilities		
Ability to safeguard and promote the welfare of children and young people	E	A/I
Excellent communication, interpersonal and presentational skills (written, verbal and visual) and the ability to manage the interface with professional colleagues and learners	E	A/I
Ability to contribute to the positive management of learner behaviour within a team and whole school	E	A/I
Ability to inspire young people from a wide variety of backgrounds	E	A/I
Understanding of effective review and evaluation procedures	E	A/I
Confident ICT user	E	A/I
An ability to contribute to staff CPD	E	A/I



Ability to work to deadlines and be able to use initiative to work unsupervised across the curriculum, in a confident, methodical and organised way.	E	A/I
Adaptability to resolve conflict and to respond effectively to a diverse range of situations and needs calmly and reliably	E	A/I
Ability to form and maintain appropriate relationships with young people	E	A/R
Innovative approaches to working with learners, parents, staff and the local community	D	A/I

Experience

An excellent track record of recent, relevant professional development in SEND	E	A/I
Track record of leading the raising of achievement and attainment	E	A/I/R
Experience of the Graduated Approach and the use of the Assess Plan Do Review cycle	E	A/I
Evidence of consistently excellent skills in written communication with colleagues at all levels, parents and external agencies	E	A/I
Understanding of the principles and characteristics of good or better teaching to learners with all types of SEND	E	A/I
Experience of conducting a range of SEND assessments	D	A
Successful experience of teaching intervention groups, in all four areas of need, to improve outcomes for all children	D	A
Experience of the primary classroom (KS1 and KS2) and curriculum	D	A/I

Personal Commitment

Demonstrate and adhere to TDET and Academy's Core Values.	E	A/I
Commitment to equality and diversity in the workplace.	E	A
Adhere to GDPR guidelines and the Academy's internal procedures.	E	A
Adhere to the Academy's Safeguarding and Prevent policy and procedures.	E	A/I
Adhere to TDET's Health and Safety policy and procedures.	E	A

Assessment methods

A – Application I – Interview T – Task/Activity L – Lesson Observation
R – References



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