



# AMERY HILL SCHOOL

## Education for Life

### HLTA-Inclusion and Regulation

<b>Reports To</b>	SENDCo and Deputy SENDCo
<b>Contract Term</b>	Fixed term until 31 August 2027, Part time/Term Time only
<b>Salary</b>	Band D £18,727-£20,604 (£27,780-£30,564 FTE) Pay award pending
<b>Hours</b>	8.55-3.05 Monday to Friday, 29.16 hours per week. These hours include a daily unpaid break of 20 minutes. Term Time Only (39 weeks per year).
<b>Start Date</b>	01 September 2026
<b>Closing Date</b>	Wednesday 08 July 2026



## Welcome from Rob Jeckells, Headteacher



A very warm welcome to Amery Hill School - a thriving and welcoming learning community which is proud to serve the town of Alton and its surrounding villages. Amery Hill School is a very popular, fully inclusive secondary school where excellence and high aspirations permeate every aspect of school life. Every student is valued as an individual and, whatever their goals, staff are there to support, nurture and assist them along their journey to success. Our motto, 'Education for Life', underpins all that we do.

Our vision is to provide a welcoming and supportive learning community where all students are encouraged to become independent, creative, active and resilient learners with the empathy to respond responsibly and morally to the challenges of this ever-changing world. As the Headteacher of Amery Hill School, I am motivated by a sense of the absolute importance of what schools do and a conviction that education should be inspiring and enjoyable. I am delighted you are interested in applying for this position and joining our school community.

### Delivering our Vision, for Every Child, Every Day

We aim for academic excellence and achievement for all of our students. We inspire and develop a genuine love of learning through the dedication of our staff in creating an ambitious educational environment that is exciting and accessible to all. This is supported by a wide range of extra-curricular activities and enrichment opportunities for students to explore and deepen their own interests.

We work hard to identify and enhance each student's strengths, focussing attention on personal development so that their time at Amery Hill is not just about a journey to academic success but also one of self-understanding. Our aim is that on leaving Amery Hill our students can think, learn and cope independently so that they have the confidence to seize life's opportunities and make a real contribution to the communities where they live and work.



### Investing in our Staff

We recognise that our staff are our greatest asset and we are committed to providing a comprehensive CPD programme for all. Inspirational teaching and support for our students is core to delivery of our vision and we actively encourage every member of staff to continue their learning by participating in our Professional Learning Groups (PLGs) through which they will conduct research on pedagogy, trial its usefulness and embed its practices to ensure that we stay at the forefront of educational thinking, innovation and enquiry.



Staff wellbeing is equally important to us and we have a number of wellbeing initiatives to provide a supportive work environment. In doing so, we acknowledge that the needs of staff change over time and are committed to allowing staff to balance their working lives with their personal needs and responsibilities.

We would welcome informal visits ahead of application which can be arranged with our HR Officer, Mrs Percy, at [recruitment@ameryhill.school](mailto:recruitment@ameryhill.school) or on 01420 81307. We look forward to welcoming you to the truly inspiring learning community; come and see how our approach provides every student with an 'Education for Life'.

## Job Profile: HLTA: Inclusion and Regulation

We are looking for an HLTA To oversee and manage the school’s specific SEN Inclusion Area, providing a safe, structured environment that enables students with complex Special Educational Needs (SEN) needs to regulate their emotions and successfully return to lessons within the school day.

Working under the guidance of the SENDCo and Deputy SENDCo, the HLTA will monitor a small, quiet regulation space and follow learning plans aligned with students' EHCPs

If you require any further information please contact Becs Corlett, Deputy SENDCo, on 01420 81367 or email [recruitment@ameryhill.school](mailto:recruitment@ameryhill.school) and we would be delighted to discuss this role in more detail.

<b>Reports To</b>	SENDCo/Deputy SENDCo
<b>Role Purpose</b>	<p>To oversee and manage the school’s specific SEN Inclusion Area, providing a safe, structured environment that enables students with complex Special Educational Needs (SEN) needs to regulate their emotions and successfully return to lessons within the school day.</p> <p>Working under the guidance of the SENDCo and Deputy SENDCo, the HLTA will monitor a small, quiet regulation space and follow learning plans aligned with students' EHCPs.</p>
<b>Role Requirements</b>	<p><b>Managing the Inclusion &amp; Regulation Space</b></p> <ul style="list-style-type: none"> <li>● Oversee the daily operations of the SEN Inclusion Area, ensuring it remains a calm, quiet, safe, supportive, and predictable environment for students requiring short-term regulatory support.</li> <li>● Support personal timetables tailored to each pupil’s immediate needs, incorporating structured learning periods and sensory/regulation breaks.</li> <li>● Facilitate smooth, positive transitions for students moving between the classroom and the inclusion area, ensuring the ultimate goal is always a successful return to mainstream lessons within the day.</li> <li>● Assist pupils with emotional regulation by employing consistent, evidence-based de-escalation and co-regulation strategies.</li> </ul> <p><b>Teaching, Learning &amp; Intervention Delivery</b></p> <ul style="list-style-type: none"> <li>● Deliver high-quality, tailored learning activities for individuals and small groups of students to ensure they do not fall behind academically while utilizing the inclusion space.</li> <li>● Implement specialised strategies to support students with Autism Spectrum Conditions (ASC), SEMH needs, and acute self-regulation difficulties.</li> <li>● Foster independence and resilience, scaffolding support so students develop the tools to manage their own behaviour and learning back in the mainstream classroom.</li> </ul>

### **Assessment, Tracking and Progress**

- Observe, assess, and document pupil progress and behaviour patterns while in the inclusion area.
- Contribute to the development and review of Education, Health, and Care Plans (EHCPs), behaviour plans, and whole-school provision mapping.
- Provide regular, detailed feedback to class teachers, the SENDCo, and parents regarding a student's regulatory progress and readiness for classroom reintegration.

### **Collaboration & Whole-School Support**

- Work in close partnership with the SENDCo/Deputy SENDCo, to identify, prioritise, and plan provisions for students requiring targeted behavioural or emotional support.
- Maintain a collaborative presence within mainstream classrooms when required, modelling effective inclusive practices and regulatory strategies to build whole-school staff confidence.
- Collaborate closely with external professionals (e.g., therapists, educational psychologists) to implement specialist recommendations within the inclusion space.

### **Professional Responsibilities**

- Uphold confidentiality and strictly adhere to safeguarding and child protection procedures at all times.
- Participate in relevant training and professional development opportunities.
- Stay informed about best practices in SEN, with a specific focus on Autism Spectrum Conditions (ASC), Social, Emotional, and Mental Health (SEMH) needs, trauma-informed practice, and crisis-de-escalation strategies.

### **General Duties**

- Be aware of the responsibility for personal health, safety and welfare and that of others who may be affected by your actions or inactions. Co-operate with the employer on all issues to do with health, safety & welfare.
- Support the school's implementation of all other current statutory requirements

### **Continuing Professional Development – Personal**

- Actively pursue own personal development and take full advantage of training provided
- Maintain a professional portfolio of evidence to support the Appraisal process - evaluating and improving own practice.
- Participate in new initiatives and future changes in service delivery improvements to support the objectives of the school.
- Undertake such duties as may be considered appropriate in line with the needs of the school.

<b>Skills and Experience</b>	<ul style="list-style-type: none"> <li>● Ability to work calmly and with patience;</li> <li>● Flexibility and a can do attitude;</li> <li>● Interest in ICT.</li> <li>● Demonstrate a willingness to take responsibility for continued professional development</li> </ul> <p><b>Desirable Criteria</b></p> <ul style="list-style-type: none"> <li>● Relevant work experience in a similar environment</li> </ul>
<b>Qualifications and Training</b>	Hold an HLTA qualification (or significant demonstrable experience working at an HLTA level) alongside GCSE Maths and English Grade C/4 or above (or equivalent).
<b>Hours</b>	8.55-3.05 Monday to Friday, 29.16 hours per week. These hours include a daily unpaid break of 20 minutes. Term Time Only (39 weeks per year).
<b>Salary</b>	Band D £18,727-£20,604 (£27,780-£30,564 FTE) Pay award pending
<b>Contract</b>	Fixed Term until 31 August 2027
<b>Additional Information</b>	This job description is not necessarily a comprehensive definition of the post. It sets out the duties of the post at the time it was drawn up. Such duties may vary from time to time without changing the general character of the duties and the level of responsibility entailed. Such variations are a common occurrence and cannot themselves justify a reconsideration of the grading of the post.

## Further Information

### Safeguarding

This role will involve contact with children. Amery Hill School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. We follow a strict safer recruitment process and carry out a number of pre-employment checks, including enhanced DBS checks. All applicants are required to declare any criminal convictions, cautions or disciplinary proceedings related to young people and must be willing to undergo child protection screening appropriate to the post including checks with past employers and the Disclosure and Barring Services. Full details are given on the application form.

### Application Process

Please click on the 'Apply' button on the vacancy advert on the My New Term portal. A Curriculum Vitae (CV) is not required and will, therefore, not be considered within the short-listing process.

Applications will be considered in the order in which they are received and in instances of high volumes of applications received, we reserve the right to close a vacancy earlier than the advertised date if we receive applications that meet the criteria. Once a vacancy has closed, we are unable to consider further applications, so please submit your application as soon as possible to avoid disappointment.

Amery Hill School is committed to ensuring that the privacy of applicants and employees is protected. The School Privacy Notice sets out how the school uses and protects any personally identifiable information that is collected as part of the recruitment process.

If you have any queries about the recruitment process, please contact our HR Officer, Mrs Percy, at [recruitment@ameryhill.school](mailto:recruitment@ameryhill.school) or on 01420 81307.



## Equal Opportunities

Amery Hill School is an equal opportunities employer and welcomes applications from appropriately qualified persons from all backgrounds. We are dedicated to creating and sustaining an environment that values individuality and difference and celebrates the diversity of both staff and students by fostering perseverance, tolerance and integrity. We believe in equal opportunity for everyone, irrespective of age, disability, gender, gender reassignment, marriage or civil partnership, pregnancy or maternity, race, religion or belief, sexual orientation or socio-economic background. Candidates will be assessed against relevant criteria only (i.e. skills, qualifications, abilities, experience) in selection and recruitment.

## Staff Benefits of Working at Amery Hill School



Amery Hill School enjoys a very positive working environment and staff often dedicate their whole careers to the school. We also pride ourselves, however, on developing individuals and moving them on to promoted posts both within and outside the school through a comprehensive Continuing Professional Development programme. Like all education institutions we demand a great deal from those who are employed here but in return we provide a caring atmosphere within which to work. Amery Hill School is committed to promoting high levels of health and wellbeing and recognises the importance of identifying and reducing workplace stressors.

The benefits include:

- Generous employer contributions to both The Teachers' Pension Plan and to the Hampshire Local Government Pension Plan
- Access to a free and strictly confidential counselling support line and face to face sessions if deemed appropriate for both employees and their immediate family
- Access to free eye tests and to the cost of glasses if, as a result of the examination, it is considered necessary by the optician that glasses be worn for display screen work
- Opportunities for overseas travel during our extensive programme of school visits
- Staff sporting events
- Whole staff social events
- Free tea and coffee available in a large and well-equipped staff room



## AMERY HILL SCHOOL

### Staff Workload and Wellbeing Charter

#### OUR PROMISE

We will endeavour to ensure that the workload and wellbeing of all our staff will remain a priority as we try and support all colleagues to balance the demands of their jobs with those of home. We recognise that in everyone's life there will be good and bad times and therefore it is everyone's responsibility to support each other through both.

#### CULTURE



The culture of trust and professionalism is critical in ensuring we have an enjoyable and rewarding working environment in which all colleagues believe the demands of their job are reasonable and manageable. We ask all leaders to set a good example in how they behave and that they will try and reduce levels of stress and anxiety across the community. External professional support is available to those who need it.

#### DATA COLLECTION AND REPORTING



The school will continue to explore ways in which technology can reduce the workload involved in data collection. Currently the school requires three data captures a year, which range from inputting one to three pieces of data. Only in one data capture is a summative comment required by the teacher and tutor.

#### WORKLOAD



The school supports the principal of 1265 directed hours for teaching staff and contracted hours for support staff. Where a colleague is not required to attend a particular event, for reasons such as not teaching a particular year group, they will not be given directed work to do. All decisions are made considering the impact on staff workload across the school; this is shared openly and with transparency.

#### EMAILS AND COMMUNICATIONS



There is no expectation for staff to read or respond to emails out of normal working hours and our policy states that they should not be sent between the hours of 6pm and 8am. To reduce emails, we have two staff briefings a week which are recorded and a weekly all staff bulletin (Friday). Staff are asked, where possible, not to send whole school emails and not to use the 'reply all' function.

#### LESSON PLANNING



Teaching staff will not be required to submit daily or weekly lesson plans. The use of Google Suite by each department will ensure resources and schemes of work are shared and ease collaboration. Department Professional Working Groups will focus on specific areas of pedagogy and practice to aid staff in supporting student learning.

#### PROFESSIONAL DEVELOPMENT AND APPRAISAL



Investing in our most valuable asset, our staff is essential in creating a thriving school community. A fully planned internal CPD programme focusses on areas of SIP and our DIPs. New Staff, ECT, Aspiring Middle Leaders courses run each year as well as opportunities to follow the NPQ programmes.

#### MARKING AND FEEDBACK



As a school we only require one piece of formal marking and feedback each half term from each department in each class that is taught (Summative). Each subject will decide how weekly marking (Formative) will help inform their teaching and student progression. We mark less in terms of the number of pieces but with greater impact.

#### FLEXIBLE WORKING AND WELLBEING



We fully appreciate that colleagues across the school at times need to make some difficult decisions around home and work. Wherever possible we will try and support colleagues who need to attend immediate family events and personal appointments during the school day as well as considering flexible working for those who request it.

