



## **ARB/SEND Base Higher Level Teaching Assistant (HLTA)**

### **Recruitment Pack**

G1 £21,549.26 - G6 £26,111.23  
Annual (actual)

Exceptional Educational Experience



Dan Morrow  
Trust Leader



Rich Baker  
Deputy Trust Lead

# Welcome

At Cornwall Education Learning Trust (CELT), our mission is clear: to provide every learner with an **exceptional educational experience**. One that enables them to thrive, achieve and succeed in life. We believe in a **100%** mindset, that every learner, in every classroom, in every school, deserves the very best we can offer. For us, 100% means no compromise: no learner left behind, no community overlooked, and no opportunity wasted.

Our strategic goals reflect this ambition. We are committed to empowering and growing our people, building an ambitious all-through entitlement, forging exceptional relationships with our communities, transforming provision through meaningful partnerships, and leading an ethical, effective and innovative organisation. These are not just aspirations; they are promises that shape the way we work and the culture we are building together.

Joining CELT means becoming part of a values-driven trust where collaboration, innovation, and care for people are at the heart of all we do. If you share our 100% mindset, are passionate about education, and want to make a tangible difference to learners and communities across Cornwall, we would be delighted to welcome you to CELT.

A handwritten signature in blue ink that reads "Dan Morrow". The signature is fluid and cursive, written in a professional style.

Dan Morrow  
Trust Leader

EXCEPTIONAL  
EDUCATIONAL  
EXPERIENCE

100%





## Welcome from our Chair of Trustees

Our values are at the heart of everything we do. We believe in the power of **Collaboration**, building strong relationships and working together as one team to achieve our collective goals. We are committed to **Empowerment**, creating a culture where initiative, innovation and trust flourish, and where every individual feels valued, respected and motivated.

As a Trust, we are grounded in promoting **Leadership**, sharing a moral and ethical purpose to improve the lives of others and make a lasting difference for our learners and communities. And we embrace **Transformation**, approaching change positively so that we can all become our best selves and do our best work.

These values guide every decision we make and every action we take. They are the foundation of our Trust and the reason we can offer such exceptional opportunities for our learners and staff. If you choose to join CELT, you will be part of a values-driven organisation where people are supported to grow, contribute, and thrive.

A handwritten signature in blue ink that reads "Sally Foard". The signature is fluid and cursive, written in a professional yet approachable style.

Sally Foard  
**Chair of Trustees**



Sally Foard  
Chair of Trustees





# Cornwall Education Learning Trust

Our Family of Schools

Our family of schools have the privilege of educating 9000 learners across mid-Cornwall. We are passionate about collaborating and ensuring 100% of our learners have an exceptional educational experience.



**9000**  
LEARNERS



**1200**  
CELT STAFF



**16**  
SCHOOLS



## ARB/SEND BASE HIGHER LEVEL TEACHING ASSISTANT

### **Purpose of the Role**

The ARB and SEND Higher Level Teaching Assistant will play a specialist role in supporting the delivery, development and evaluation of high-quality provision for learners within the school's ARB or SEND Base and for learners with complex SEND. Working under the direction of the Assistant Headteacher, Base Teacher, SENDCo and senior leaders, the postholder will help create a structured, nurturing and ambitious learning environment where learners with additional needs are supported to access their curriculum, develop independence, build communication and regulation skills, and experience a strong sense of belonging. The primary focus is the implementation of targeted or specialist provision for learners with complex additional needs and EHC plans. The postholder will support the translation of EHCP outcomes, Student Success Plans, professional advice and specialist strategies into daily practice, ensuring that support is precise, consistent and responsive to individual needs.

### **Specialist ARB/SEND Base Provision**

The postholder will support the day-to-day operation of the ARB or SEND Base as a specialist learning environment. They will help prepare, adapt and organise learning spaces, resources, routines and visual supports so that learners experience a calm, predictable and accessible environment. They will work with the Base Teacher and SENDCo to ensure that provision reflects learners' identified needs and enables them to engage successfully with learning, relationships and wider school life.

They will deliver carefully planned learning activities for individuals and small groups within the ARB/SEND Base, following agreed plans and specialist guidance. This may include supporting communication and interaction, cognition and learning, sensory regulation, independence, life skills, emotional literacy and preparation for life. The postholder will use structured routines, visual supports, scaffolds and personalised approaches to help learners understand expectations, manage transitions and build confidence over time. They may be required to provide cover for teaching episodes.

### **EHCP, Student Success Plan and SEND Provision**

The postholder will support the implementation of EHCP outcomes, Student Success Plans and agreed SEND provision. They will help translate targets into practical, day-to-day strategies and will contribute to the Assess-Plan-Do-Review cycle by observing learner responses, recording progress and sharing evidence with the Base Teacher, SENDCo and relevant staff.

They will maintain accurate records of support, progress, barriers and next steps, using agreed school systems. This will include contributing to provision mapping, review documentation, learner profiles and evidence for annual reviews or other SEND meetings where required. The postholder will help ensure that support is not only delivered, but evaluated for impact.

They will remain informed about relevant SEND practice and participate in appropriate training. They will apply this learning to their work and support the ARB/SEND Base team to maintain a reflective, evidence informed and learner-centred approach.



### **Communication, Interaction and Regulation**

The postholder will support learners to develop communication, interaction and self-regulation skills. They will use agreed approaches and interventions. will recognise early signs of dysregulation and respond calmly and consistently in line with individual plans and school policy. They will model relational and inclusive practice, helping learners to feel safe, understood and able to re-engage with learning. Where learners experience heightened anxiety, communication difficulties or sensory overload, the postholder will support proactive strategies that reduce barriers and strengthen independence. Support learners with challenging emotional and behavioural difficulties so as to prevent harm and disruption to the pupil or others.

### **Inclusive Access to the Wider School**

The postholder will support carefully planned access to mainstream/universal lessons, social times, enrichment activities and wider school routines where appropriate. They will help learners prepare for transitions between the ARB/SEND Base and other parts of the school, supporting them to develop the confidence, routines and skills needed to access wider opportunities successfully. Working closely with class teachers they will share practical strategies that help learners access learning in mainstream/universal settings. This may include preparing adapted resources, supporting environmental adjustments, modelling inclusive approaches and helping staff understand individual learner needs.

### **Collaboration with Staff, Families and External Professionals**

The postholder will work closely with the Base Teacher, SENDCo, teaching staff, pastoral staff, families and external professionals. They will contribute to professional discussions about learners' needs, progress and provision, ensuring that information is shared appropriately and that agreed strategies are implemented consistently. They may support liaison with families by contributing to updates, review information and evidence of progress, under the direction of the Base Teacher or SENDCo. They will also help implement advice from professionals.

### **Safeguarding, Intimate Care, First Aid and Wellbeing**

The postholder will promote the safety, dignity and wellbeing of all learners, following school and Trust safeguarding policies at all times. They will be alert to changes in behaviour, presentation, communication or engagement that may indicate a safeguarding or wellbeing concern and will report concerns through the agreed procedures. Where required, and following appropriate training, the postholder may support learners with intimate care, personal care, medical or physical access needs in line with individual plans, risk assessments and school procedures. All support must preserve dignity, promote independence wherever possible and follow agreed guidance. The post holder may also administer minor first aid where training has been undertaken, including administering prescribed medications in line with our working procedures and policies.

### **General Responsibilities**

The postholder will contribute to the wider life and ethos of the school and CELT, promoting inclusion, belonging, independence and high expectations for learners with SEND. They will attend relevant meetings, training and briefings, contribute to review processes and undertake administrative tasks linked to the role. The postholder may be required to undertake other duties appropriate to the grade and nature of the role, as directed by the Headteacher, SENDCo, Base Teacher or line manager.

*This job description is illustrative of the general nature and level of responsibility of the work to be undertaken commensurate with the grade. It is not a comprehensive list of all the responsibilities, duties and tasks relating to the post. The postholder may be required to undertake such work as may be determined by their line manager from time to time, up to or at a level consistent with the main responsibilities of the job. This job description may be amended at any time in consultation with the postholder.*



### Qualifications, Education and Training

Essential	Desirable
Level 2 qualification in English/literacy and mathematics/numeracy, or the ability to demonstrate equivalent competency.	HLTA status or equivalent relevant experience in a specialist SEND setting.
Evidence of continued professional development relevant to supporting learners with additional needs.	
Training in approaches such as ELSA, TIS, Makaton, PECS, Lego Therapy, social stories, Zones of Regulation, restorative practice or relational approaches.	
Understanding of the importance of maintaining confidentiality, professional boundaries and accurate records.	First aid, medical support, moving and handling or intimate care training.

### Specialist Knowledge and Skills

Essential	Desirable
Understanding of the barriers that learners with SEND may experience and a commitment to reducing those barriers through thoughtful, inclusive practice.	Knowledge of the SEND Code of Practice, EHCP processes and the graduated approach.
Ability to support learners using calm, consistent and relational approaches.	Knowledge of trauma-informed, attachment-aware or therapeutic approaches.
Ability to recognise signs of anxiety, dysregulation, sensory overload or communication difficulty and respond appropriately.	Knowledge of sensory regulation strategies and how to adapt environments to support learners' readiness for learning.
Ability to deliver structured individual and small-group learning activities under the direction of the Base Teacher, SENDCo or class teacher.	Ability to support the development of communication systems, visual supports, now-and-next boards, social stories or personalised learning scaffolds.
Ability to record observations, progress and concerns accurately using agreed school systems.	Experience of using Provision Map, CPOMS, Tapestry, Evidence for Learnings or similar systems.
Ability to support learners to build independence, confidence, resilience and positive relationships.	Understanding of specialist assessment information and how it can inform day-to-day provision.
Ability to maintain high expectations while adapting support to individual need.	Ability to coach or model inclusive strategies for other support staff or colleagues.
Ability to cover small group teaching episodes or lessons to support learners.	Previous experience in administering medical procedures/delivering therapy
Ability to undertake additional training to administer medical procedures or first aid where required.	

## Experience

Essential	Desirable
Experience of supporting children or young people with SEND, additional needs or wider vulnerabilities.	Experience of working within an Area Resource Base, specialist provision, alternative provision or highly inclusive mainstream setting.
Experience of using personalised strategies to support learners' communication, independence, emotional regulation and access to learning.	Experience of supporting learners with autism, speech and language needs, cognition and learning needs, sensory needs, SEMH needs or complex profiles.
Experience of supporting learners with EHCPs and contributing to annual review evidence or provision review processes.	
Experience of adapting resources, routines or environments to reduce barriers and support engagement.	Experience of supporting transitions between specialist and mainstream settings, phases, lessons or social contexts.
Experience of working collaboratively with teachers, SENDCos, families or other professionals to support learner progress and wellbeing.	

## Personal Qualities

Essential	Desirable
Patient, calm and emotionally resilient when supporting learners with complex needs or distressed behaviours.	Ability to reflect on practice and adapt approaches in response to learner need, professional feedback and evidence of impact.
Warm, approachable and able to build trusting relationships with learners, families and colleagues.	Confidence in contributing to multi-agency discussions or professional review meetings.
Highly organised, reliable and able to follow agreed plans, routines and risk assessments consistently.	Ability to support the development of systems, resources or routines within specialist provision.
Able to use initiative while knowing when to seek advice, guidance or support.	Interest in developing specialist knowledge of ARB practice and SEND provision.
Committed to learner dignity, independence, inclusion and belonging.	Commitment to contributing to wider inclusive practice across the school.
Able to work flexibly as part of a team in a busy and responsive specialist provision environment.	Experience of supporting colleagues through modelling, guidance or informal coaching.



## Applying to CELT

We welcome applications via My New Term in the CELT Careers section of our website: [www.celtrust.org](http://www.celtrust.org).

If you would like to arrange a visit or discuss the role further, please contact Recruitment Team at [recruitment@celtrust.org](mailto:recruitment@celtrust.org)

We want every candidate to know exactly what to expect from our recruitment process. All CELT application packs clearly set out key information : salary, interview dates, and application deadlines. All line managers involved in recruitment are trained to recognise and reduce bias, ensuring a fair and consistent experience for every applicant.

More information about our approach can be found in our Recruitment and Selection Policy via the trust website.



## Safeguarding

Safeguarding is the golden thread through CELT - safeguarding is everyone's responsibility. We promote an open culture of learning and development where good practice is celebrated and mistakes are used to learn and improve practice and therefore outcomes for our learners.

A whole-school approach to safeguarding means listening to the voices of everyone in the school community. This includes learners as well as parents, carers and school staff.



Amy Daniels  
Director of Inclusion

All offers of employment are conditional and subject to satisfactory pre-employment checks including receipt of original qualification documents, references, medical screening, proof of eligibility to work in the UK, Childcare Disqualification check and an Enhanced Disclosure and Barring Service (DBS) check.



Our vision is to build and nurture a talented, diverse team who are proud to deliver exceptional education across our Trust.

We believe in working together, treating everyone fairly, and always learning and growing. We are committed to creating a safe, inclusive, and supportive workplace where every colleague feels valued and inspired to do their best.

By investing in and caring for our people, we unlock their potential – enabling them to make a real difference to our schools, our learners and the communities we serve.

CELT is committed to developing and empowering staff by ensuring that every colleague has the opportunity to thrive in their current role while being prepared for future opportunities.

Lea Randall  
**People Services Lead**



Lea Randall  
People Services Lead

**Empowering  
our people to  
support, teach  
and lead**



*Claire White*  
**Headteacher**

I feel privileged to have been part of SW100's cohort 2. I finished the year a different leader to the one I was 12 months before and I've never been more committed to change in our system. It reinforced my belief that teaching truly is the best job in the world.



*Andrew Gasiorowski*  
**IS Manager**

I joined Brannel School as an apprentice and now manage the information services team at Poltair School. Working at CELT has enabled me to progress professionally and has provided opportunities for me to work on strategic projects across the Trust.



*Rebecca Blizzard*  
**Assistant Headteacher**

From gaining valuable leadership experience as Head of Science I felt ready and supported to become an Assistant Headteacher. I value the range leadership opportunities at CELT and the strong collaboration amongst colleagues and our family of schools.

# Staff Entitlement

As a Trust we understand that we have a responsibility to create a future-focused team that is ready for change and able to support our development. Part of this future planning involves succession planning and dynamic talent management.

Talent management is crucial at both a strategic and an individual level. It is about the value that every individual brings to Cornwall Education Learning Trust. By understanding people's strengths and unique contributions, we can ensure that they receive the development they need to have the maximum impact in their current and future roles.



## Personal Growth & Inspiration:

- Exceptional development opportunities through training, mentoring, and networking.
- Complimentary access to Inspiring the South West conferences to fuel your ambition.



## Health & Wellbeing:

- Free annual flu jabs, health screenings, and eye tests to keep you feeling your best.
- Discounted gym and leisure centre memberships to support your fitness goals.
- Wisdom app access for mental health support, mindfulness, and resilience.
- Confidential helpline and counselling through Health Assured, available 24/7.



## Family & Flexibility:

- Up to 5 days paid emergency leave for dependants when life throws a curveball.
- Family-friendly policies and flexible working arrangements to help you balance work and home.



## Perks & Extras:

- Cycle to Work scheme to promote greener commuting and save on bike purchases.
- Generous public sector pension scheme to invest in your future.



CELT CENTRE OF  
EXCELLENCE

At CELT, we believe inspiration should flow through our staff as much as our students. Great teaching comes from colleagues who are curious, ambitious and continually developing their practice. Professional learning isn't an add-on – it's part of who we are.

The CELT Centre of Excellence at Penrice Academy brings this vision to life. It offers a place to reflect, learn and plan next steps, supporting colleagues at every stage of their career. Through programmes such as Future Leaders, New and Aspiring Leaders, and the upcoming Flourishing Programme, the Centre provides clarity, connection and opportunity for all roles across CELT.

Our aim is simple: to help every colleague grow, feel valued and thrive. By investing in ourselves, we strengthen our culture and keep inspiration at the heart of our classrooms.

**CLICK HERE**



"CELT is where teaching talent takes flight, and connection becomes the fuel that propels us forward. With comprehensive support, collaborative communities, mentoring, research-informed practice, and an unwavering focus on equity, CELT creates an environment where both teachers and learners thrive."



*Hayley Bissenden*

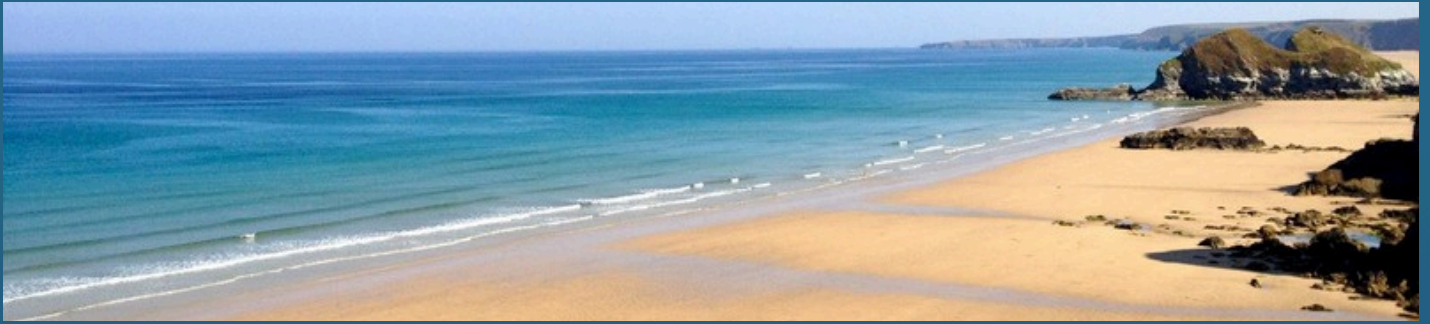
**Hayley Bissenden**  
Director of the  
Centre of Excellence





## Living and Working in Cornwall

A Life That Feels Different—in the Best Way



Cornwall offers a rare blend of meaningful work, breathtaking surroundings and an exceptional quality of life. Our schools sit at the heart of proud, supportive communities where relationships matter and staff quickly feel part of something bigger.

### Community

Cornwall's towns and villages are close-knit, welcoming and full of character. Families are deeply invested in their local schools, and the strong partnership between home and school is a defining feature of life here. When you join us, you're joining a place where people genuinely look out for one another.

### Lifestyle

From beaches and rugged coastline to moorland and open countryside, Cornwall's natural beauty is always within easy reach. Shorter commutes and access to the outdoors help create a healthy balance between work and life—and the space to truly recharge.



### Infrastructure

Cornwall is ambitious about its future. From major road improvements such as the upgraded A30 to enhanced digital connectivity and the convenience of Cornwall Airport Newquay, the region continues to invest to keep people connected and moving.

### Families

Safe communities, excellent schools, and a huge range of activities make Cornwall an exceptional place to raise children. Whether it's beach days, outdoor adventures or creative arts, there's always something to inspire young minds.