



HLTA

Applicant Information Pack



www.chelvestonroadschool.org

Chelveston Road School is part of Better Together Learning Trust, a charitable company limited by guarantee and registered in England and Wales with company number 08722556. The registered office is Friars Close, Wellingborough, Northamptonshire. NN8 2LA

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Friars Close, Wellingborough
Northamptonshire, NN8 2LA
Tel: 01933 304950

www.bettertogetherlearningtrust.org

April 2025

Dear Applicant

Thank you for your interest in the position of HLTA at Chelveston Road School. The enclosed Applicant Information Pack contains full details of the position and useful information to inform you about our Trust, School and the post itself.

Chelveston Road School is a school for students with special educational needs and disabilities. The school is part of the Better Together Learning Trust and caters for students with a range of learning and cognition needs as well as autism. Ofsted have judged us as a GOOD school.

In September 2025, we will be welcoming our final cohort of students and increasing our staff numbers to approximately 65.

Chelveston Road School's leadership team welcomes applications from dynamic individuals who will make a positive difference to the lives of young people with SEND, all under the umbrella of Better Together Learning Trust's core value of 'Every Child, Every Chance, Every Day'.

This is a wonderful opportunity for a forward thinking, energetic and dynamic person to be part of a committed team.

When completing your application please ensure all the essential qualities listed in the person specification.

We look forward to receiving your application for this post.

Yours faithfully

A handwritten signature in black ink that reads 'Mark Adams'.

MARK ADAMS
Head of School



Introduction to Chelveston Road School

Chelveston Road School is part of Better Together Learning Trust, a charitable company limited by guarantee and registered in England and Wales.

Chelveston Road is a special school for students aged 11-18, who have an Educational Health & Care Plan identifying them as having learning difficulties and autism. There is a small post-16 unit for those students who would find transition to college at 16 a challenge.

The school occupies an attractive site close to local amenities on the edge of Rushden. A team of experienced and dedicated staff will work hard to provide a secure, caring and safe environment where everyone is: valued, encouraged to feel confident, appropriately challenged and prepared for the next step in life. The school aims to be a happy place to work and learn where we can be proud of our students' achievements.

Students are admitted following assessment of their needs by the Local Authority in consultation with parents/carers and in accordance with the school's admission statement.

School Aims

The school (staff and governors) aims to provide a high-quality education for students with special educational needs, in partnership with parents/carers and the wider community.

We believe that: -

- at the heart of our School is the belief of "Every child, every chance, every day".
- the management of behaviour and the development of self-discipline is an essential first step to creating a successful teaching, learning and working environment.
- students and staff function more effectively in a safe, positive, supportive environment.
- students have a right of access to a broad curriculum.
- opportunities will be given to students which will enable them to fulfil their potential and prepare them for their future in becoming good citizens in our society.
- the school will make a valuable contribution to the local community of which it is a part.
- there is commitment to equal opportunities for all.

These aims are supported in different ways by all associated with Better Together Learning Trust: governors, staff, parents/carers and students.

Admissions

The school will meet the needs of students who: -

- have attainments well below the expected range of their peers with additional difficulties that may include physical difficulties, speech and language delay, low self-esteem and sensory impairment.
- have learning difficulties.
- have a diagnosis of Autistic Spectrum Disorder that requires structured teaching and may require discrete provision. Students will usually be working above the P scale levels.
- The Academy does not meet the needs of students with SEMH, profound and multiple learning difficulties (PMLD) with additional complex needs or those who require complex medical intervention.

Provision for Students with Autism at Chelveston Road School

The TEACCH approach is regarded as one way of working with students with autism and as many opportunities as possible are created to help young people integrate and function in a world that is not TEACCH organised, giving greater independence in their life out of school.

Provision for Students with Learning Difficulties

The school is well-resourced for meeting the very wide range of needs associated with students who have learning difficulties. Students will be based in key stage classes and will have access to the excellent facilities that exist in the school. These include specialised areas concerned with Food Technology, Design Technology, Science, Computing, and Physical Education.

The main aims of this provision are as follows:

- to build on, consolidate and generalise previous learning gained at primary school level.
- to enable everyone to gain the greatest possible degree of personal independence.
- to develop interpersonal skills associated with personal and social development.
- to enable everyone to access their entitlement to a curriculum which is broad, balanced and appropriate to their needs, delivered by methods which are intended to both motivate and challenge.
- to ensure that students' achievements are nationally recognised.

The School Site and Buildings

Chelveston Road School is a purpose built secondary special school located on Chelveston Road, Rushden.

The school and its grounds are well maintained and a pleasant place to attend and work. All stakeholders are expected to take a pride in the school and to look after the environment.

The school has a very active eco-friendly approach to all aspects of the management of the site.

The school is well equipped to deliver the full range of subjects and offers an exciting range of practical opportunities and activities. Each classroom is equipped with ICT facilities including interactive boards and computers. There are the following fully equipped specialist rooms: Art, Resistant Material Technology, Food Technology, Computing, Expressive Arts (for drama, dance & music), Science and a Fitness Suite. There is a hall (large enough to accommodate

the whole school) which is used for PE, assemblies, formal performances and presentations and a learning resource with ICT facilities, medical facilities, hygiene room and specialist toilet facilities. There are also newly developed outdoor learning areas, together with dedicated specialised rooms to provide further pupil support.

Our post-16 provision opened in September 2022.

The school enjoys an on-site catering facility. Food is freshly cooked daily to provide a hot meal service for students and staff at the school.

Community Links and Support Services

Chelveston Road School will aim to create many links with the local and wider community through work and community experience schemes, fundraising for charities, support from local charities and close liaison with local schools, in addition to several industrial and business links.

The school enjoys strong links with our primary feeder schools, especially our colleagues at Rowan Gate Special School.

Chelveston Road School will build on the MAT's relationships with many local agencies including educational psychologists, speech therapists, physiotherapists, occupational therapists, and audiologists.

The Academy's Family Support Worker and the first aiders can liaise with the school nurse and other professionals who regularly visit the school. The school nurse is available to see parents at the school premises by arrangement.



Introduction to Better Together Learning Trust

Better Together Learning Trust was formerly known as Friars Academy Trust. The Trust currently consists of two schools, Friars Academy and Chelveston Road School.

Both schools provide high-quality education for students with special educational needs, in partnership with parents/carers, the local community and the Local Authority.



Friars Academy
Friars Close
Wellingborough
Northants
NN8 2LA

Head of School
Mr J Budd

www.friarsacademy.org
Tel: 01933 304950



Chelveston Road School
Chelveston Road
Rushden
Northants
NN10 8HN

Head of School
Mr M Adams

www.chelvestonroadschool.org
Tel: 01933 834490



Better Together Learning Trust
c/o Friars Academy

Chief Executive Officer
Mrs S Ijewsky

www.bettertogetherlearningtrust.org



Job Description – HLTA

Stage of Career:	Grade G – Points 8-12
Accountable to:	Head of School
Performance Reviewer:	Deputy / Assistant Headteacher
Day to Day Line Management:	Deputy / Assistant Headteacher

ACTUAL HOURS

Monday, Tuesday, Thursday and Friday - 8.30am - 3.30pm

Wednesday - 8.30am - 4.30pm

Term Time plus 5 days

Key Role/Functions:

To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision involving planning, preparation and delivering learning activities for individuals/groups or short term, whole classes. To monitor, assess, record and report on students' achievement, progress and development under supervision of the qualified teacher.

To provide support for students, the teacher and the school to raise standards of achievement for all students, by utilising advanced levels of knowledge and skills when assisting with planning, monitoring, assessing and managing classes, and to encourage students to become independent learners, to provide support for their welfare, and to support the inclusion of students in all aspects of school life.

Specific Duties and Responsibilities:

Working in the Environment

Providing Personal and Welfare Care

- Take a lead role in managing and delivering pastoral care and developing and implementing behaviour management strategies promoting independence and self-control and assist in the supervision of students to ensure that the school's standards of health, safety and behaviour control are maintained.
- Liaise with professionals within the school or other agencies, as directed to enhance the care and support of a pupil to assist them in their individual personal programme.
- Take a lead role in managing and delivering pastoral care and behavioural support where appropriate. Assist in the development and implementation of pupil education/behaviour plans and personal care programmes including toileting, hygiene and feeding/mealtimes, to help with development of social skills and the supervision of students to ensure that the school's health, safety and behaviour policies are maintained.
- Deal with conflict using a range of communication techniques and specialist skills to encourage all students to take responsibility for their own behaviour and promote independence.
- Employ a broad range of communication strategies and specialist skills to deal with conflict, encourage pupil development and recognise and reward achievement of self-reliance to meet the needs of individual students.

- In accordance with the school's practices and policies and NHS protocols and following suitable training you may be required to provide medical assistance to a sick or injured pupil. This could include administering medication or carrying out routine medical procedures.

Supporting Students and Teaching Staff in the Learning Environment

- Under supervision plan, prepare and deliver learning objectives and activities, adjusting when appropriate to meet the requirements of students and the curriculum.
- A specialist role may conduct comprehensive pupil needs assessments, produce and disseminate individual education, behaviour, support and/or mentoring plans, lesson plans and learning activities to less specialist colleagues to deliver specific parts of the curriculum or provide guidance on a specialist area.
- Use specialist skills to support students consistently in the learning environment to promote independence and self-reliance, inclusion, acceptance and equality of access to learning opportunities for all students.
- Deliver and evaluate pre-defined and sometimes specialist work programmes and learning activities to students individually in small groups or in classes, to meet the requirements of students and the curriculum.
- Assist with the supervision of students and plan activities out of lesson times (for example at lunchtimes, before and after school) to enhance service delivery and encourage structured and positive play.
- Following suitable training you may be required to assist students with mobility equipment such as using wheelchairs and/or hoists to support students in their learning environment.
- Provide administrative and other support to meet service delivery requirements.
- Take responsibility for the provision of out of school learning activities within guidelines established by the school to meet service delivery requirements.
- Contribute to the identification and implementation of appropriate out of school learning activities which consolidate and extend pre-defined learning activities to meet requirements of students and the curriculum.
- Administer, assess and mark routine tests and invigilate exams to meet requirements of students and the curriculum.
- Support students during tests and exams.
- Working with the teacher or independently, as appropriate, select, plan, prepare, organise and evaluate the effectiveness of learning resources and environment to lead learning activities to meet the needs of students and the curriculum.
- Advise on appropriate deployment and use of specialist aid, resources and equipment to meet the needs of students and the curriculum.

Working with People

Developing the Team

- Lead, advise and contribute to team development activities and supervise, coach and mentor less experienced and specialised colleagues to support the achievement of individual and team performance and development objectives.

Building Professional Relationships

- Build and maintain positive and constructive working relationships with students, parents, carers, colleagues and professionals, to communicate internally and sometimes externally on pupil progress and maximise pupil development and maintain the overall ethos of the school.

- Work with other agencies to ensure consistency in communication with students.

Dealing with Behaviour Issues

- Observe/use awareness of behaviour, knowledge of a broad range of different behaviour management and communication strategies. Develop new behaviour management and communication strategies or adapt existing strategies/methods as necessary and use specialist skills and complex communication strategies to actively diffuse/deal with disruption by students in class.
- Where required and suitably trained, use appropriate physical restraint techniques in accordance with relevant policies and procedures.

Working with Resources

Monitoring levels and Ordering of Resources

- Ensure the resource ordering process particularly in a specialist area to ensure the timely availability of resources to meet the requirements of the curriculum.
- Maintain an awareness of the importance of the appropriate use of resources to minimise waste and maximise the effectiveness of financial resources.

Working With Information

Reviewing Students Performance

- Monitor, observe, record and feedback on pupil achievement providing objective reports with appropriate evidence and assist in the gathering of information and completion of pupil profiles and records of attainment to maximise pupil development.
- May implement specific progress and review systems related to a specialist area to ensure monitoring and review of pupil progress to maximise pupil development and meet national requirements.

Working Environment

- Job holders may frequently attend to personal hygiene and medical care needs throughout the normal working pattern and therefore be exposed to unpleasant substances.

Location

- Your principal place of work will be Chelveston Road School, but you may be required to work on occasions at other academies/schools within Better Together Learning Trust.

General

- Participate in break and lunchtime supervision duties.
- Responsibility for safeguarding and promoting the welfare of students at the trust academy/school.
- The Trust has a commitment to be inclusive in terms of ethnicity, gender, disability, social background and academic ability and expects all staff to share this responsibility.
- Share and actively promote the Trust's commitment to promoting equal opportunities and tackling discrimination.
- In the interest of effective working, the major tasks may be reviewed from time-to-time to reflect changing needs and circumstances.
- Demonstrate a commitment to personal and professional development by attending related courses, workshops or seminars.

- Ensure that reasonable care is always taken for the health, safety and welfare of yourself and other persons, and comply with policies and procedures relating to health and safety within the trust/academy/school.
- To carry out other relevant duties as may be reasonably requested by the Executive Headteacher/ Headteacher/Head of School commensurate with the pay and grade of the post.



Person Specification – HLTA

Professional Qualifications/Training/Experience		Essential/ Desirable	Application/ Interview
	Hold a HLTA qualification or have extensive experience of working with students to support their learning.	E	A/I
	GCSE English and Maths Grade C or above	E	A
	Has worked with young people	D	A
	Has experience of working with SEN students	D	A
	Has worked in a school	D	A
	Has supported learning/behavioural difficulties of students	D	A
	Experience in using positive handling skills or relevant qualification	D	A/I

Demonstrating knowledge of post			
	Has knowledge/understanding of the HLTA role	D	A/I
	Is willing to undertake professional development	D	I
	Is willing to run small group work outside of curriculum time	D	I

Interpersonal Skills			
	Can demonstrate commitment	E	I
	Has good interpersonal skills	E	I
	Is sensitive to others/caring	E	I
	Is an effective listener	E	I
	Is able to professionally challenge adults and students where necessary	E	I
	Shows initiative, adaptability/flexibility	E	I
	Is self-disciplined	E	I
	Can motivate self and others	E	I
	Can problem solve	E	I
	Is able to forward plan – be proactive	E	I
	Responds to change positively	E	I
	Respects confidentiality	E	I
	Can effectively deal with conflict in a non-confrontational manner	E	I
	Is enthusiastic	E	I
	Is able to take responsibility/ownership	E	I
	Has an awareness of strengths/self-development needs	E	I

We are an Equal Opportunities employer and welcome applications from appropriately qualified persons regardless of gender, race, religion, disability or age. Better Together Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will be required to complete an enhanced Disclosure Barring Service check and any offer of employment will be subject to satisfactory references.

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