



**NICHOLAS CHAMBERLAINE SCHOOL**  
**are looking to appointment an**  
**SEN HLTA**  
**Starting September 2025**



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# An introduction to Nicholas Chamberlaine School



Thank you for your interest in becoming part of our school community.

Nicholas Chamberlaine School is a secondary school with VI Form provision in Bedworth, Warwickshire. We have been serving the community for over 60 years and are proud of the impact we are making on the lives of our young people.

In September 2013, we were delighted to join the Griffin Schools Trust and are now part of a family of schools with a distinctive identity. Our closest partner schools are Race Leys Junior School and Park Lane Primary School, and we benefit from working together as a strong and supportive collegiate.

We have a strong vision. Nicholas Chamberlaine School is committed to providing an excellent and inspiring educational experience for all our students. To support this, Nicholas Chamberlaine School:

- raises aspirations, expectations and achievement for all students
- ensures students acquire the knowledge, skills and qualifications relevant to adult life and employment
- shows students how to think for themselves, to develop enquiring minds and become disciplined learners
- helps students to understand the world in which they live and their own responsibilities as members of our community and society
- broadens our students' horizons through a range of academic, creative, sporting and musical activities within and beyond the classroom.

We are passionate about educating young people through a well-rounded approach, built on rich co-curricular programmes and high-quality pastoral care, as well as an inspiring curriculum, expertly taught.

**Alison Ramsay**  
Executive Head

[www.nicholaschamberlaine-gst.org](http://www.nicholaschamberlaine-gst.org)

# The Benefits

The Griffin Schools Trust is committed to building staff teams of interesting people, who are motivated to advance their own knowledge and skills, as well as their students' achievement.

The Griffin Schools Trust provides regular pedagogical CPD and delivers its own leadership programmes from NQTS, aspiring to Executive Heads. We also offer a funded research-based Master's programme.

## .....Wellbeing.....

- We never use all of 1265
- We have 3 data drops per year for most subjects.
- We employ exam markers to support mock exam marking in some subjects.
- We do not roll over the timetable in the summer term, instead we give staff time to work on core priorities and provide staff with essential CPD.
- We have disaggregated 2 teacher training days so that staff can take part in the Effective Formative Assessment programme twilight sessions.
- Curriculum planning is centralised within departments, allowing teachers to focus on adapting from base lessons, rather than having to create from scratch.
- We offer excellent professional development opportunities including NPQs and Trust funded Masters programmes, providing time in school to support.
- We encourage and support teachers to become exam markers.
- Departments are given at least 3 meeting per half term to share practice and subject knowledge.
- We minimise emails by having one Staff Comms per week and one Middle Leader comms per week.
- All detentions are centralised to allow teachers more time to prep.
- We support staff to balance the needs of family life with part time and flexible contracts and paid/unpaid time off.
- All colleagues have free access to a modern gym on site.
- All colleagues can take advantage of the bike to work scheme.



# What is our Resource

As part of our continued growth, we now have a fantastic opportunity for a SEN HLTA to join our new Resource Provision the NEST.

We are excited to announce the opening of our new Resource Provision NEST (Nurture, Empower, Support and Transform), designed to offer specialised support and education for students with additional learning needs. Our goal is to create an inclusive, supportive environment that empowers every student to reach their full potential. The provision creates an inclusive learning space for 12 students each year, offering a curriculum tailored to each individual's needs. It helps students develop essential social and communication skills in a nurturing environment that promotes their well-being and academic progress. Warwickshire LA authorises all admissions so are responsible for the allocation of places in the provision.

## What is Our Resource Provision?

Our Resource Provision is a dedicated space within the school where students with an EHCP can access tailored support. It is designed for children who may require extra help with communication, social interaction, sensory processing, or other learning challenges including students on the autism spectrum. We offer a personalised learning environment that compliments the mainstream classroom experience.

Our specialist team works closely with families, students, and external professionals to ensure each child receives the individualised care and education they need.

Our Inclusion team is based in the central hub of the school and operates a core base, offering a range of additional interventions for students with a range of difficulties, from specific learning difficulties to moderate learning difficulties, sensory difficulties, as well as challenges which may present as behavioural. In addition to this, the Inclusion Team offer Curriculum support to those students who require short term support, to access the curriculum at a level that meets their bespoke needs at that time.



# Department and Role

We have provided a bridge between primary and secondary school, alongside a bespoke specialist resource provision, the NEST.

As a fully inclusive mainstream provision, all students are integrated into the everyday life and teaching of the school, but may be withdrawn for specialist interventions depending on need.

## **Key Responsibilities**

Supporting SEN pupils who are struggling to access the mainstream curriculum due to SEN needs;

- Providing pupils with a calm environment and supporting pupils to regulate
- Being a trusted adult for pupils who require a secure attachment for pupils to develop their independence in their ability to attend lessons
- Running interventions such as SEAL, Circle of Friends, Zones of Regulation
- Providing a calm environment for pupils to independently work when unable to access a mainstream lesson
- Being a point of contact for families/carers of pupils
- Supporting pupils with re-integration to mainstream from alternative provision settings.
- Working alongside an SEN Teaching Assistant and deploying them within the SEN room effectively to allow for time-out and support interventions to run simultaneously.
- Identify pupils who may require ongoing referrals to external professionals such as Healthy Young Minds, Educational Psychologist, Counsellor, speech and language etc.
- Provide updates or attending multi-agency meetings for Early Help and/or social care.
- Have the skills to help develop the SEMH provision at Nicholas Chamberlaine School.
- Undertake pupil record keeping and updating records, information and data, producing reports as required.

## **Support for the Teachers, Curriculum and the School**

- Assist in the development and implementation of behaviour management strategies.
- Establish constructive relationships with Parents/Carers and report on information from Parents/Carers to the teacher.
- Monitor pupils' responses to learning activities and accurately record achievement/ progress as directed. Support for the Curriculum
- Undertake structured and agreed learning activities/programmes, adjusting activities according to pupil responses and recording achievement and progress and providing feedback to the teacher.
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use. Support for the School
- Be aware of and comply with child protection procedures, health and safety and security, confidentiality and data protection, reporting any concerns to the relevant member of staff.
- Assist in maintaining high standards of health and safety at all times.
- Maintain good relationships with colleagues and work together as a team.
- Assist in the supervision of classroom and outdoor activities.
- Assist with the supervision of small groups of pupils for short periods when the teacher is not present.
- Contribute to the overall ethos/work/aims of the academy.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Attend relevant meetings.
- Participate in training, including relevant learning strategies and other learning activities and performance management where required.

# Person Specification

We are looking for an exceptional full time SEN HLTA, who has the highest expectations of both themselves and the students they teach. If you are enthusiastic about delivering high quality, innovative teaching, we offer a stimulating career advancement opportunity in a DSEN department ready to bloom.

The successful candidate will be expected to contribute positively and effectively to the enrichment of the school. They will have a proven track record of transformational curriculum leadership and departmental growth who will be genuinely enthusiastic about our GST mission and bring to it personal integrity, a strong work ethic and passion for inclusive teaching.

## Essential

### **The successful candidate will:**

- Meet the HLTA standards or equivalent.
- Demonstrable levels of numeracy and literacy.
- Experience of working in a school setting.
- Experience of working with pupils with SEND.
- Experience of teaching individuals, groups and whole classes.
- Effective oral and written communication skills.
- Good organisational and time management skills.
- Strong ICT skills.
- Knowledge of the HLTA standards.
- Knowledge of relevant school policies, including safeguarding.
- Knowledge of the curriculum.
- Able to build successful working relationships.
- Adaptable.
- Able to work independently and in a group.
- Empathetic with those facing barriers to their learning.

## Desirable

### **The successful candidate may also have:**

- First aid training.
- Relevant qualifications to at least degree level or equivalent.
- Evidence of relevant CPD.
- Experience leading and managing other support staff.
- Experience in a specialist area.
- Experience in multi-agency working.
- Knowledge of a specialist area.



GRIFFIN  
SCHOOLS  
TRUST



Bramford  
West Midlands  
Joined June 2013



Lammas  
East London  
Joined December 2018



Chivenor  
West Midlands  
Joined February 2014



Riverley  
East London  
Joined November 2013



Perry Barr  
West Midlands  
Joined December 2012



Willow Brook  
East London  
Joined April 2015



Nicholas Chamberlaine  
North Warwickshire  
Joined September 2013



Kingfisher  
Medway  
Joined September 2013



Park Lane  
North Warwickshire  
Joined November 2013



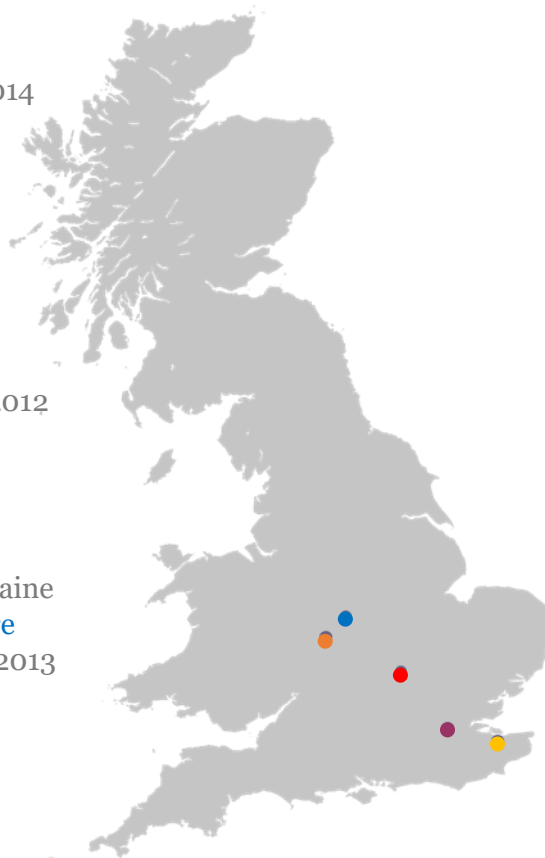
Saxon Way  
Medway  
Joined September 2013



Race Leys  
North Warwickshire  
Joined September 2012



Lordswood  
Medway  
Joined November 2013



# How to Apply



NICHOLAS  
CHAMBERLAINE  
SCHOOL

We would love to show you the heart of Nicholas Chamberlaine School so that you can get a sense of how well matched you may be to our professional community as a school and indeed as a Trust. Please look at our website ([www.nicholaschamberlaine-gst.org](http://www.nicholaschamberlaine-gst.org)) and explore the Trust website as fully as you can ([www.griffinschoolstrust.org](http://www.griffinschoolstrust.org)).

The Trust really is a family of schools which work closely together within and across phases and geographical hubs. So, in joining Nicholas Chamberlaine, you do have good relationships with local authority schools and projects but you also have strong working relationships with your peers in two secondary schools in Milton Keynes and East London as well as day to day involvement with our two GST neighbour primaries, Race Leys and Park Lane, both examples of what a Griffin Great School looks and feels like. It is that journey to Griffin Great that informs our development planning.

Ofsted validates our progress within a defined national framework: it emphatically does not set our agenda.

Please read the attached Griffin Great descriptors very carefully because that is the culture and performance you will be helping us to build should you join us. Your research into Nicholas Chamberlaine School will help you to travel.

Having researched sufficiently to decide to apply, please tell us in no more than two sides of A4 in 11 point font (1) why you want to join Nicholas Chamberlaine School as an SEN HLTA and what you see as our challenges (2) why your personal track record matches or exceeds our requirements.

Please include a full CV with the names and direct contact details of two referees (one being your most recent employer) and the completed Safer Recruitment Form. We will contact your referees before shortlisting and may also have a phone call with you.

Completed applications should be addressed to Alison Ramsay and sent to [recruitment@nicholaschamberlaine.co.uk](mailto:recruitment@nicholaschamberlaine.co.uk)

The deadline for application is Monday 28 April 2025 by 9.00 am, although interviews may take place immediately on receipt of successful applications.

If you would like a confidential exploratory call once you have done initial research into Nicholas Chamberlaine School and the Griffin Schools Trust, please email [t.pettitt@nicholaschamberlaine.co.uk](mailto:t.pettitt@nicholaschamberlaine.co.uk) who will make an appointment.