



Lord Lawson of Beamish Academy Higher Level Teaching Assistant – SEND

Application Pack





Lord Lawson of Beamish Academy

Lord Lawson of Beamish Academy
Birtley Lane, Birtley, Chester le Street, DH3 2LP

T: 0191 433 40 26
W: lordlawson.academy
E: lordlawson@lordlawson.academy

Principal: Dr Andrew Fowler BA, MA, MSc, PhD, PGCE, FRSA

Dear Applicant,

Thank you for your interest in the post of Teaching Assistant – SEND at Lord Lawson of Beamish Academy. I hope that the information in this pack is valuable to you when deciding whether to apply for the role and in your preparation for applying.

Lord Lawson of Beamish Academy is a successful 11-18 mainstream co-educational academy which has improved rapidly over recent years. All our improvements are underpinned by our values of trust, respect, courage and ambition. We achieved a 'Good' Ofsted rating in every area in our November 2022 inspection. The improvement in Progress 8 scores from 2019 to 2022 indicated we were the most improved school in Gateshead and among the top 10% of schools for improvement in the North-East of England. Whole school progress remained at similar levels into 2023, dropping slightly in 2024. We are committed to embedding the improvements we have made, so that future cohorts achieve well. Predictions based on recent assessments indicate that the 2025 will make above average progress.

We have high expectations of our staff. We also recognise that our staff are our greatest asset, and we treat them with respect and care for their wellbeing. We are currently aiming to implement our Vision for Staff, which we co-developed last year. As part of this we provide one flexi-period a fortnight where teaching staff can start late or leave early; this trial has proved popular. Staff are happy here; Lord Lawson of Beamish Academy is a good place to work. 82% of staff respondents to the SSAT annual survey agreed or strongly agreed with the statement 'I would recommend this as a good place to work'. The national average for secondary schools in the survey was 74%.

We value the development of all our staff, and you will develop further as a teacher during your time here. We provide an exceptional programme of CPD for staff. 82% of respondents to the SSAT annual survey agreed or strongly agreed that they have opportunities to participate in high quality professional learning and development (national average for secondary schools: 68%). Staff develop rapidly here; and consequently, we have very low levels of staff turnover.

Our next steps are to build on our recent achievements, and to further improve the attainment and progress of our disadvantaged students, including those with SEND. We also want to engage more effectively with our community and continue to expand our already thriving extra-curricular offer for our students. Alongside these aims, we will expand our sixth form further, by attracting applications from other local schools, as well as ensuring more of our students complete key stage 4 with the qualifications and aspirations required for further academic study.

I welcome your interest in this position, and I look forward to receiving your application.

With best wishes,

Dr Andrew Fowler
Principal

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Dear Applicant,

Thank you for your interest in the position of Higher Level Teaching Assistant within our SEND Department. This letter will provide you with more information about the team and department you would be joining if you are successful in the recruitment process.

Our SEND Department at Lord Lawson is a professional, forward-thinking, and dynamic team, committed to transforming the life chances of our students, particularly those with SEND and disadvantaged backgrounds. We believe in raising the achievement of all students and supporting their unique needs through bespoke intervention strategies. Our department consists of an Assistant Principal SENDCo, two Assistant SENDCos, and HLTAs/TAs, each responsible for an area of SEND. We are a flexible and collaborative team, dedicated to ensuring students have the support they need both in and out of the classroom.

As an HLTA in our department, you will play a key role in supporting students with SEND in the classroom. You will help them access teaching and learning, and ensure they make meaningful progress. You will adopt strategies tailored to individual needs, enabling students to thrive academically and personally. We value staff development and encourage a collaborative approach to sharing best practices across the school. You will be supported through professional learning opportunities both within the SEND department and the wider school community.

To be considered for this post you must have a good education background to GCSE equivalent or above and be willing to engage in further professional development. We are looking for someone passionate about making a transformative difference in the lives of our students, someone who is eager to continue learning and developing through collaboration with colleagues, and someone who will help us raise the achievement of students with SEND.

If you are interested in this opportunity and would like to find out more about our school and the SEND department, I would be delighted to hear from you. Please feel free to contact me directly at hpotter@lordlawson.academy, and I would be happy to arrange a conversation or a visit.

We look forward to hearing from you.

Mrs H Potter
Assistant Principal (SENDCo)



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Job Description

Job Title: Higher Level Teaching Assistant - SEND
Grade G SCP 19 – SCP 23, £27,045 - £29,574.41 + SSA £1,297.97 - £1,321.57 (pay award pending)

Line Manager: Assistant Principal - SENDCo

Purpose of the role

- To work with the SENDCo, Deputy SENDCo's, class teachers and pastoral staff to raise the learning and attainment of students'
- To promote students' independence, self-esteem and social inclusion
- To support students, individually or in groups, so they can access the curriculum, take part in learning, and experience a sense of achievement

Key Responsibilities

Teaching and Learning

Demonstrate an informed and efficient approach to teaching, and learning by adapting relevant strategies to support the work of the teacher and increase achievement of students with SEND

- Promote, support, and facilitate inclusion by encouraging participation of all students in learning and extracurricular activities
- Support the teaching of a broad and balanced curriculum aimed at students achieving their full potential in all areas of learning
- Use effective behaviour management strategies consistently in line with the school's policy and procedures
- Support class teachers with maintain good order and discipline among students, managing behaviour effectively to ensure a good and safe learning environment
- Organise and manage the SEN area, classrooms, and resources to help maintain a stimulating and safe learning environment
- Lead small group sessions to address specific areas of need
- Observe student performance and pass observations on to the class teacher and, where appropriate, the SENDCo
- Use ICT Skills to advance students' learning
- To cover and lead class teaching as and when appropriate

Planning

- Contribute to effective assessment and planning by supporting the monitoring, recording, and reporting of student performance and progress in interventions offered
- Read and understand lesson plans shared prior to lessons
- Use your area(s) of expertise to contribute to the planning and preparations of interventions
- Use Allocated time to devise clearly structured activities that interests and motivate learners and advance their learning
- Plan how you will support the inclusion of students in the learning activities
- Track and record the interventions and the impact

Working with staff, parents/carers, and relevant professionals

- Communicate effectively with other staff members and students
- Update passports regularly with key information to support Quality First Teaching
- Undertake the role of Key Worker and communicate regularly with parents and carers
- Communicate your knowledge and understanding of students to other staff and education, health, and social care professionals so that informed decision making can take place in relation to intervention and provision

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- Contribute to meetings with parents and carers by providing feedback on student progress, attainment and barriers to learning, as provided by teaching staff
- With the SENDCO, keep other professionals accurately informed of performance and progress, or concerns you may have about the students you work with
- Understand your role to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers
- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Develop effective professional relationships with colleagues

Health and Safety

- Promote the safety and wellbeing of students and help to safeguard students' wellbeing by following the requirements of Keeping Children Safe in Education (KCSIE) and our child protection policy.
- Ensure that appropriate reasonable adjustments are made where necessary for students

Professional Development

- Help keep your own knowledge and understand relevant and up to date by reflecting on your own practice, liaising with school leaders, identifying relevant questions, and/or experience needed for the role, with support from the school
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the academy.
- Take an active part in department training
- Take part in the staff appraisal procedures

General

- Equal Opportunities: the academy has a strong commitment to achieving equality of opportunity and expects all employees to implement and promote this in their own work.
- Health and Safety: the academy is committed to a healthy and safe working environment and expects all its employees to implement and promote its policy in all aspects of their work.
- Confidentiality: the academy is committed to maintaining the privacy of all its staff and pupils. It expects all staff to handle all individuals' personal information in a sensitive and professional manner. All staff are under an obligation not to gain access or attempt to gain access to information they are not authorised to have.
- All staff are required to follow school policies and the staff code of conduct.
- This job description is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of tasks, and the postholder may be required to carry out other duties appropriate to the role.
- This job description may be amended at any time in discussion between the Principal or Line manager and the employee and will be reviewed annually before the commencement of the next appraisal cycle.

Safeguarding

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies
- Promote the safeguarding of all students in the school.



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Person Specification – Higher Level Teaching Assistant – SEND

Grade G – SCP 19 – SCP 23

Attribute	Essential/ Desirable	Assessment
Qualifications and Education		
1. HLTA qualification or equivalent	E	A, I
2. Meet Teaching Assistant standards or equivalent qualification or experience	E	A, I
3. Excellent numeracy/literacy skills – GCSE standard in English and Maths essential	D	A, I
4. Training in relevant learning strategies e.g. literacy	D	A, I
5. Specialist skills/training in curriculum or learning areas e.g. bi-lingual, sign language, ICT, EAL	D	A, I
6. Willingness to engage in further professional development	D	A, I
Experience		
7. Experience working with children and families of relevant age i.e. 11 – 16 in a learning environment	E	A/I/E
8. Supervising small groups of children	E	A/I/E
9. Good understanding of child development and learning processes	E	A/I/E
10. Can use ICT effectively to support learning	E	A/I/E
11. Working knowledge and experience of implementing national/	E	A/I/E
Personal Qualities		
12. Have excellent communication skills and the ability to communicate effectively and sensitively with students who have SEN	E	A/I
13. Ability to establish fair, respectful, supportive and constructive relationships with students	E	A/I
14. Ability to work constructively as part of a team, understand classroom roles and responsibilities and your own position within these	E	A/I
15. Constantly improve own practice/knowledge through self-evaluation and learning from others	E	A/I

Assessment and evidence: A = Application; I = Interview process; E = Exercise

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