



Education
Partnership
Trust

High Expectations • Commitment • Ambition

Candidate Information Pack

Operational Behaviour – HLTA

Coal Clough Academy



A message from the Headteacher

“Coal Clough Academy gives pupils the support that they need to put the past behind them and to focus on the future. Pupils respond well to the school’s high expectations for their achievement. Pupils thrive and excel as individuals and in their learning. Pupils benefit from the happy family atmosphere in school.” Ofsted 2024

Thank you for expressing an interest in the position of Operational Behaviour - HLTA at Coal Clough Academy.

This is a fantastic opportunity for an outstanding, ambitious and dynamic Operational Behaviour - HLTA to join a Good school at an exciting stage of its journey.

We are a successful Pupil Referral Unit for 11-16 year olds situated in the heart of Burnley, with places for up to 140 Key stage 3 and 4 pupils, and part of the Education Partnership Trust (EPT).

Coal Clough Academy is a thriving, ambitious community that places the best interests of young people at the heart of everything we do. As an established, successful school we have grown in size and popularity, with demand for places resulting in the school being oversubscribed. We have a fantastic student cohort and dedicated staff that thrive on a culture of high expectations.

Within our setting, ‘pupils re-engage with learning and make good progress in developing skills, knowledge and understanding across a range of subjects.’ We pride ourselves on supporting and reviewing all pupils on an individual basis, this is supported by our academic and non academic curriculum.

In January 2024, the school was judged as ‘Good’ in all areas by Ofsted. This result epitomised the hard work and school improvements made since joining the Education Partnership Trust. Inspectors found our school to allow “The school has designed a curriculum that considers the wide range of pupils’ needs. This includes the high number of pupils who join the school throughout the academic year. The school identifies and meets the needs of pupils with special educational needs and/or disabilities (SEND) effectively.” A copy of the report can be downloaded from the school’s website.

At Coal Clough Academy our vision and values are supported by us working hard to achieve happy and healthy pupils who can achieve well based on their individual performance. We are committed to providing the best educational experiences and opportunities for our students. Our vision is to ensure a world class education, addressing social disadvantage where it exists through high expectations and an ambitious curriculum. At the very heart of the school’s work is a commitment to high quality teaching and learning and achievement for all: for our pupils to be safe, happy and successful developing as individuals into caring, responsible citizens who participate fully in school life and are proud of their achievements.

We aim high at Coal Clough Academy and expect high standards of behaviour and academic effort. Every student at Coal Clough Academy is encouraged to have ambitious goals and is responsible for creating a culture of high expectations and academic excellence. We support our students to become conscientious, high-achieving individuals, who are able to discover their talents and passions through the opportunities we provide. Our ethos revolves around ensuring that we provide the very best educational experiences and opportunities, both in and out of the classroom environment.

We are proud of our achievements at Coal Clough Academy, our aspirational and exciting curriculum, our examination success, our ambitious opportunities for pupils' personal development, our charity work and our community involvement. We are committed to the pursuit of outstanding teaching and learning alongside the highest possible academic, personal and moral standards. This commitment is built upon a shared belief in hard work, self-reflection and a culture of respect and support for others.

Over the past eight years, Coal Clough Academy has achieved the following:

- Judged as Good across all four areas: Leadership and management, quality of teaching, outcomes and personal development and welfare.
- External outcomes for the school include success in GCSE English, Maths and Science for all pupils.
- Established as the 'school of choice' for alternative provision in the local area.
- The school has successfully achieved the SENDIA Award for additional support and guidance we provide our pupils with to reach their full potential.
- Parental support is welcomed by the school and we have been recognised for transforming lives of pupils who once disengaged with education.

To apply for this post, please follow the instructions on the 'Vacancies' page on our website. For visits to the school or any other information, please contact scarter@coalclough.org



H. Clarke, Headteacher



**Education
Partnership
Trust**



I am delighted that you are considering a role within the EPT. The EPT was established in 2012 as a high performing multi academy trust and approved academy sponsor, that delivers the very best educational experience for our pupils within an ethos of collaboration and excellence.

The reduction of workload and the wellbeing of our colleagues are key priorities with Wellbeing Champions in each school and a designated trust lead.

Wishing you all the best with your application.



Sharon Roscoe
Chief Executive

Our Vision

Creating outstanding schools which transform learning, lives and communities

Our Values

High Expectations

of ourselves, our pupils and our school community

Commitment

we are dedicated to raising standards and improving opportunities

Ambition

we constantly strive to improve by setting ourselves challenging goals

Job Advertisement

Operational Behaviour – HLTA

Hours:	37 Hours a week (Mon – Thurs 8.00am – 16.00pm Fri 8.00am – 15.30pm)
Weeks Worked:	Term Time only (39 weeks)
Start Date:	ASAP
Salary:	SCP 19 – 25 (Actual Salary £27,323 to £30,989 pa)

Coal Clough Academy wishes to appoint a hardworking, enthusiastic and committed Operational Behaviour – HLTA. If you are experienced, enthusiastic, open to new ideas and have a flexible ‘can do’ approach, we would welcome an application from you.

What does this job do?

- To deal with behavioural, pastoral and welfare concerns
- To lead on rewards across the school and to ensure the 6Rs are consistently promoted in and out of the classroom
- Lead on pastoral/meetings in the absence of AHT
- Attend District Panel/Fair Access meetings in the absence of AHT
- Attend LA behavioural support Networks
- Positive regard/Positive handling/Trauma informed experience or willing to learn
- Leading on and liaising with pupils and families to maximise learning for individual pupils
- To contribute to the development of a whole school approach to overcome obstacles to learning and improve pupil participation in learning and whole school life
- To complement the professional work of teachers by ensuring that the behaviour related policies of the school are carried out and provision for children with behaviour needs is of a good quality
- To implement agreed work programmes with individuals or groups, in and out of the classroom
- To support teachers and support staff in addressing the needs of all pupils but especially those pupils who need particular help to overcome barriers to learning.

What are the job requirements?

- 5+ GCSEs A*-C or equivalent
- Evidence of Continuous Professional Development.
- Hold relevant qualifications at a level equivalent to at least NVQ level 3.
- Meet HLTA standards or equivalent qualification or experience.
- Experience of leading and managing a team, and of performance management.
- Experience of child protection/safeguarding with up to date training or willingness to undertake training.
- Experience of working with pupils with SEN and behaviour needs.

- To be committed to safeguarding and promoting the welfare of children and young people and follow the safeguarding policy.

Amongst the many benefits of working within the Trust you will receive:

- Healthcare cash back plan provided free by the Trust includes optical, dental, physio, diagnostics, health assessment, NHS prescription charges, hospital cover, discounted gym memberships plus lots more.
- 6 sessions of free counselling including CBT, wellbeing and bereavement.
- Cycle to work scheme.
- Electric Car Scheme (Salary Sacrifice)
- Access to government pension schemes.
- Free parking
- Training and development opportunities
- Personal development and promotion opportunities across the Trust
- Trust wide focus on staff wellbeing
- Trust wide Intranet to share knowledge and resources

Closing date: 6th December 2024 – 9:00am

Interview date: 10th December 2024

Safeguarding

The Education Partnership Trust is committed to ensuring the highest levels of safeguarding and promoting the welfare of children and young people, and we expect all our staff and volunteers to share this commitment.

The post you are applying for is covered by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013). All offers of employment are subject to an enhanced Disclosure and Barring Service (DBS) check, references, an online search, and where applicable, a prohibition from teaching check will be completed.

Education Partnership Trust is also committed to promoting equality, challenging discrimination and developing community cohesion. We welcome applications from all sections of the community.

Incomplete application forms will not be shortlisted, if you need to discuss a reason for being unable to complete a section, please contact the recruitment team HR@ept-uk.com.

Applications for this exciting post are to be made through <https://ept.face-ed.co.uk/vacancies>

Job Description

Operational Behaviour – HLTA

Reports to: Assistant Headteacher

Salary: SCP 19 – 25

JOB PURPOSE:

- To deal with behavioural, pastoral and welfare concerns
- To lead on rewards across the school and to ensure the 6Rs are consistently promoted in and out of the classroom
- Lead on pastoral/meetings in the absence of AHT
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- Attend LA behavioural support Networks
- Positive regard/Positive handling/Trauma informed experience or willing to learn
- Leading on and liaising with pupils and families to maximise learning for individual pupils
- To contribute to the development of a whole school approach to overcome obstacles to learning and improve pupil participation in learning and whole school life
- To complement the professional work of teachers by ensuring that the behaviour related policies of the school are carried out and provision for children with behaviour needs is of a good quality
- To implement agreed work programmes with individuals or groups, in and out of the classroom
- To support teachers and support staff in addressing the needs of all pupils but especially those pupils who need particular help to overcome barriers to learning.
- Establishing and maintaining productive working relationships with pupils, acting as a role model and mentor. All the duties outlined are carried out under the general direction of the Inclusion Leader
- Designated safeguarding lead

KEY RESPONSIBILITIES AND ACCOUNTABILITIES:

- Leading on the provision for behaviour management throughout the school
- To assess the needs of pupils on and use detailed knowledge and specialist skills to support pupils' learning and positive behaviour development and make recommendations relating to this.
- Lead and implement intervention work in relation to behaviour in conjunction with senior leaders.
- Work closely with the Assistant Headteacher, MLT, SEND and Teachers to ensure continuity of behaviour provision throughout the school.
- Overview of case studies to show impact around behaviour, attendance and wellbeing

- To ensure that all interventions across school are monitored, tracked and showing impact
- Support and lead on QFT in and out of the classroom to help remove barriers to learning for our pupils
- Undertake support for Teaching Assistants working with individual pupil support
- Provide levels of individual pastoral support to pupils including those with special needs
- Receive and supervise pupils excluded from, or otherwise not working to a normal timetable (PIPs)
- Attend pupils' personal needs and provide advice to assist in their social care, health and hygiene development
- Delivering and undertaking a comprehensive assessment of pupils to determine those in need of particular help
- Develop and implement individual Education/ Behavioural/ Support/ Mentoring plans and behaviour management strategies
- Lead one to one mentoring arrangements with pupils and provide support for distressed pupils
- Promote the speedy and effective transfer of pupils across phases and the integration of those who have been absent
- Provide information and advice to enable pupils to make choices about their own learning/ behaviour/ attendance
- Work closely with teachers and support staff offering support, advice and strategies to classroom behaviour
- Challenge and motivate pupils, promoting and reinforcing self-esteem
- Provide feedback to pupils in relation to progress, achievement, behaviour and attendance
- Liaise with schools and other relevant bodies to gather pupil information and compile necessary reports
- Develop the plan to support pupils' access to learning using appropriate strategies and resources
- Liaise with other staff in planning, evaluating and adjusting learning activities as appropriate
- Monitor and evaluate pupil's responses and progress against action plans through observation and planned recording
- Provide objective and accurate feedback and reports to other staff on pupil's achievement, progress and other matters as requested
- Responsible for keeping and updating records as agreed, contributing to review systems/records as requested
- Establish constructive relationships with parents and carers including the exchanging of information and facilitating their support for their child's attendance
- Manage appropriate clerical/administration support e.g. phones calls; dealing with correspondence and the compilation of data/information on attendance and exclusions
- Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs
- Take a role in assessing a range of activities, courses, organisations and individuals available to provide support for pupils to broaden and enrich their learning

- Supervise pupils on visits, trips and out of school activities as required
- Implement supervision of pupils out of school hours as required
- Lead constructive relationships and communicate with other agencies/professionals, in liaison with the classroom teacher, to support achievement and progress of pupils
- Ensure consistent compliance of policies and procedures relating to child protection, health, safety, confidentiality and data protection throughout the setting, reporting all concerns to the appropriate person.
- Be aware and support differences and ensure all pupils have equal access to opportunities to learn and develop
- Direct line management responsibility of employees once coached to do so, but available for day-to-day operational management support
- Being aware of and updating statutory policy to meet the needs of the school
- Responsible for advising and guiding staff members to ensure statutory compliance
- Directing employees' daily activities to ensure safeguarding is a priority
- Lead on restorative practice
- Delivers CPD training for staff
- Organises and delivers interventions to promote positive behaviour
- Responsible for parent meetings for post exclusion and conduct discussions/Repeat suspension mentor
- Positive handling. Training to be provided
- Responsible for the care and control logs / internal exclusions / trackers etc
- CPOMS
- Health & safety accident reporting and subsequent investigations
- Responsible for data managements including, behaviour incidents, exclusions, detentions, internal exclusions, interventions, H&S incidents, medical, attendance

Attendance:

To work closely with the attendance lead and ensure the following is supported:

- Ensuring that all registers are maintained with complete accuracy daily
- Ensure that the school complies with legislation regarding attendance
- Maintain a link with families through first day calls and ensure all records are kept
- Encourage all staff to adopt consistently the school attendance and punctuality policies
- Produce spreadsheets and data for meetings, record interventions with students and issue certificates
- Collaboratively plan home visits with the attendance lead
- Communicate effectively with staff, students, parents and outside organisations on attendance and punctuality matters, e.g. leaflets and websites

Other:

- Attend middle leader meetings when required
- Any other reasonable duties as instructed by the Assistant Headteacher for Behaviour and Attitudes

- To promote the safeguarding of children
- To carry out the duties of the post, in accordance with the school's' Health and Safety policy and other relevant Health and Safety Guidance and Legislation

Note:

This Job Description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only and may be changed at management's discretion in the future. As a general term of employment, the Trust may affect any necessary change in job content or may require the post holder to undertake other duties, at any location in the Trust's service, provided that such changes are appropriate to the employee's remuneration and status.

As a term of your contract of employment, the Trust reserves the right to vary your hours of work and require you to work outside the range of your "typical working arrangements" specified in your Statement of Particulars.

The Trust reserves the right at its discretion to affect this condition of your employment. Should this be necessary you will be given reasonable notice of any proposed changes.

Person Specification

Operational Behaviour – HLTA

Reports to: Assistant Headteacher

Salary: SCP 19 – 25

No	CATEGORIES	Essential/ Desirable	Assessed by:	
			App Form	Interview /Task
QUALIFICATIONS & EXPERIENCE				
1.	GCSE or Equivalent qualification in English and Mathematics at level 9 – 5.	E	X	
2.	Child Care/NVQ/ HLTA or other relevant qualification (related to education is desirable i.e.: a degree) at level 4.	E	X	X
3.	Experience of support work with children in an educational setting.	E	X	X
4.	Experience of planning, preparing and delivering agreed work, and supporting programmes for individuals or groups of pupils.	E	X	X
5.	Experience of advancing pupils' learning in a range of classroom settings, including working with whole classes where the assigned teacher is not present	E	X	X
6.	Experience of being responsible for the management and development of other Tas	D	X	X
7.	Experience of assessing the needs of pupils and using detailed knowledge and specialist skills to support pupils' learning	D	X	X
8.	Experience of monitoring and evaluating pupil responses to learning activities through a range of assessment and monitoring strategies	D	X	X
KNOWLEDGE & UNDERSTANDING				
9.	Knowledge of The National Curriculum and Schemes of Work in Literacy and Numeracy.	E	X	X

10	Knowledge of the principles of child development and processing of learning.	E	X	X
11	Knowledge of how to remove barriers to learning for pupils with a range of SEN (cognitive learning difficulties, ASD, C Knowledge of Communication and Language needs, Attachment needs, Social and Emotional development needs) and promote inclusion.	E	X	X
12	Knowledge of how to support the development of social communication and literacy skills, promoting high standards of literacy, articulation and numeracy.	E	X	X
13	Knowledge of how to support the development of independence.	E	X	X
14	Knowledge of how to support phonics and reading development including use of cued articulation.	E	X	X
15	Knowledge of how to support pupils with ASD barriers to learning.	E	X	X
SKILLS				
	Is able to work as a member of a class team to deliver and assess planned lessons.	E	X	X
16	Excellent written communication skills and a high level of ICT literacy.	E	X	X
17	Is able to build and maintain successful and positive relationships with pupils, treating them equitably with respect and consideration.	E	X	X
18	Can break down given planned tasks into small steps of learning and can give focused feedback on progress made and next steps.	E	X	X
19	Can use ICT effectively to support learning and general administrative tasks.	E	X	X
20	Can self-evaluate effectively to improve own practice.	E	X	X
21	Hold a UK driving license and, after training is provided, be willing to drive minibus (desirable).	D	X	X
PUPILS & STAFF				
22	Show evidence of raising standards that have impacted positively on pupil attainment and teaching and learning.	D	X	X

23	A clear understanding of what makes good and outstanding lessons and an ability to develop a culture where striving for outstanding progress and learning is central to the school's work.	E	X	X
24	A belief in the role of independent learning in education with the ability to put this into practice with the pupils.	E	X	X
25	An understanding of excellent strategies for management of SEMH needs and challenging behaviour.	D	X	X
26	A commitment to valuing, supporting and encouraging the professional development of all members of the school community.	E	X	X
STRENGTHENING COMMUNITY				
27	Show evidence of building and nurturing a strong positive and collaborative team culture that enables all staff to carry out their respective roles to the highest standard and for all staff to work effectively together to deliver school improvement.	E	X	X
28	A commitment to building and maintaining effective and positive relationships with parents/carers, governors, the wider community and other schools.	E	X	X
29	Can inspire and influence others, within and beyond the school, to believe in the fundamental importance and value of education in young people's lives.	E	X	X
PERSONAL QUALITIES				
30	Proven ability to listen to, understand and work effectively with all children, staff, governors and parents/carers.	E	X	X
31	Ability to work under pressure and to meet deadlines.	E	X	X
32	The ability to foster an open, transparent and equitable culture, deal effectively with difficult conversations and conflict at every level, and to value and praise good and outstanding practice	E	X	X
PROFESSIONAL VALUES AND PRACTICE				
33	Be positive and respond to situations in a calm, professional manner at all times.	E	X	X
34	Be self-motivated, creative, robust and resilient.	E	X	X

35	Carry out responsibilities while being flexible and adaptable.	E	X	X
36	At all times model good relationships, attitudes and behaviour	E	X	X
37	Understand and respect social, cultural, linguistic, religious and ethnic backgrounds	E	X	X
38	Work collaboratively within a team using own initiative	E	X	X
39	A high level of commitment to safeguarding, inclusion and equality in all aspects of school life.	E	X	X
40	Demonstrate a willingness and ability to improve own practices and to act on feedback.	E	X	X
41	Support the Head Teacher and Deputy Head Teacher in their duty to ensure that the school meets its educational aims to deliver the best possible educational outcomes for pupils.	E	X	X



Contact

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