# **SEND HLTA – Curriculum Adjustment and Engagement (Secondary)**

We are seeking a compassionate and proactive SEND Higher Level Teaching Assistant to join our team.

You will lead plans to support students with special educational needs and disabilities who are struggling to engage with mainstream education by assessing student needs and then identifying support for these students and parents/carers. You will particularly focus on leading and managing curriculum adjustments to support students facing challenges with lesson attendance and engagement in lessons. This role involves working closely with subject leads to ensure students still cover a broad curriculum (especially in literacy, English, Maths, Science, Religious Studies and Personal Development) whilst working from our curriculum adjustment base.

You will also ensure that students receiving these curriculum adjustments also access therapeutic provision and then are carefully supported to re-engage with a full mainstream curriculum within the academy. You will also play an important role in supporting students to develop their emotional resilience, while liaising with other staff members to ensure coordinated support.

**Key Responsibilities:**

* **Lead and manage the curriculum adjustment base:**
  + Provide tailored support to students who struggle to attend lessons or need time out of class due to emotional or anxiety-related challenges.
  + Ensure a clear structured timetable is in place for all students who need curriculum adjustments ensuring that they are supported to access and complete curriculum content for the following areas:
    - Daily reflections and acts of worship
    - Literacy and numeracy assessment and support
    - English and the academy reading programme
    - Maths, Science, Religious Studies and Personal Development
    - Plan for engagement with other curriculum areas to ensure a broad and balanced timetable is in place for each of the students in this provision
    - Ensure a clear behaviour curriculum is in place so that students are supported to become mainstream ready and are enabled to manage daily routines and expectations
  + Help students access online learning platforms, ensuring they continue their education during periods of absence from class.
* **Transition into mainstream:**
  + Plan a clearly structured graduated re-integration programme for each student to ensure that they successfully move into full mainstream classroom provision.
  + Work with their parents/carers to ensure that they fully understand how best to support their child to be prepared for the academy day and uphold academy routines and standards.
  + Monitor students progress once they have returned to mainstream classes and intervene quickly if needed to ensure that they remain on track in their lessons.
* **Intervention Delivery:**
  + Lead interventions aimed at supporting students with social, emotional, and mental health difficulties.
  + Design and implement strategies that help students build confidence, manage their emotions, and reduce anxiety.
  + Regularly assess the progress of students within interventions and adjust strategies accordingly.
  + Provide emotional and practical support to students during times of stress or anxiety.
* **Record Keeping and Reporting:**
  + Maintain accurate records of all student support and interventions, ensuring that all data is logged in accordance with school policies.
  + Use this data to track progress and identify impact of interventions and provision.
  + Contribute to the review process of student progress and collaborate with teaching and pastoral staff to track students’ overall wellbeing and academic development.
* **Team Collaboration:**
  + Work closely with the SEND team, pastoral staff, teachers, and other colleagues to ensure a coordinated approach to student support.
  + Liaise with Heads of Department to ensure that curriculum provision is well resourced and delivered so that students receiving curriculum adjustments continue to make progress through our planned curriculum, are regularly assessed, progress is reported.
  + Attend regular meetings with key stakeholders to share insights and updates on student progress.
  + Ensure that highly frequent communication takes place with parents / carers of students receiving curriculum adjustments so that they are best placed to support provision for their children.
* **SEND Knowledge and Awareness:**
  + Demonstrate a strong understanding of SEND and how it affects learning and emotional wellbeing.
  + Stay updated with best practices in SEND support and mental health provision for young people.
* **Additional Responsibilities:**
* Undertake any other responsibilities as requested by the Principal.

**Person Specification**

**Essential Criteria:**

* **Experience & Qualifications:**
  + Experience working with students, particularly those with SEND, in an educational or similar setting (e.g., youth work, mental health support).
  + Knowledge and understanding of SEND and the challenges students with SEND face in terms of learning, emotional wellbeing, and behaviour.
  + Experience of delivering or supporting interventions aimed at improving emotional regulation, anxiety management, or engagement with learning.
  + Strong understanding of safeguarding practices and maintaining confidentiality.
* **Skills & Abilities:**
  + Excellent communication skills, with the ability to relate to students, staff, and parents/carers.
  + Ability to manage sensitive situations and de-escalate emotional or challenging behaviours with patience and empathy.
  + Strong organisational skills with the ability to keep accurate and detailed records.
  + Ability to adapt and respond to the individual needs of students, including those with complex emotional and behavioural challenges.
  + Proficient in using online learning platforms and educational technologies to support student learning.
* **Personal Attributes:**
  + A compassionate, non-judgmental approach to working with young people.
  + A proactive, solutions-focused attitude to problem-solving.
  + Resilience and the ability to stay calm under pressure.
  + Ability to work both independently and as part of a collaborative team.

**Desirable Criteria:**

* A relevant qualification in Special Educational Needs, Psychology, Mental Health, or a related field (e.g., Level 3 Teaching Assistant qualification, Youth Work qualification, or similar).
* Training in Mental Health support frameworks, such as Cognitive Behavioural Therapy, Mindfulness, ELSA or Mental Health First Aid.
* A current first aid qualification.
* Experience using student information management systems or online record-keeping tools.