Success Academy Trust

JOB APPLICATION PACK

Thomas Estley Community College

Station Road
Broughton Astley,
Leicestershire, LE9 6PT

01455 283 263

thomasestley.org.uk

APPLY NOW



Community of Courage & Commitment to Success

Aiming to achieve our best.

Taking full advantage of every **learning opportunity**.

Showing **resilience** through our experiences and challenges.

Seeking out our **talents** and following our dreams.

Reaching out for opportunities to **lead and encourage others.**

Making **a positive difference** and celebrating success.

Including the **whole community**, sharing, caring and giving time as needed.

Treating each other with **kindness, fairness and respect.**

Finding space in our lives for **fun, joy, praise and laughter.**

Additional entitlement for all our Success Academy Trust Staff

Are you **innovative and forward thinking**? Do you want to have a **positive impact** on the young people you are working with? Do you share a **clear vision for improvement**? Do you want to be a driving force to **raise their aspiration and life chances**? Do you work with **passion and enthusiasm in collaboration with like-minded people?**

If you would like to make a difference to young people, building their leadership and character, whilst growing your own leadership skills, we would love to meet you.

In return we can offer **leadership opportunities** across our Success Academy Trust, supported by **career appropriate national SSAT programmes and inhouse leadership training and mentoring, for fast-track leadership development.**

Staff also benefit from a **comprehensive staff wellbeing programme**, including **full Burgundy book pay and conditions**, access to **private medical and wellbeing support**, and **a designated off-site preparation period**, scheduled before or after school, supporting **flexible and focused planning time**



We offer you:

· A fantastic team of staff to work with and be a part of – the 'Thomas Estley family'

· An inclusive, diverse workplace where everyone can thrive.

· A popular school with a strong academic outcomes and a commitment to success

· Free membership of the SAS Wellbeing scheme (including 24 hours access to GP advice, physiotherapy, counselling and a wealth of other wellbeing services) and our inhouse staff wellbeing enhancement offer

· A personalised 'Success AT Career plan' with twice annual review to ensure the right blend of support and challenge

· Commitment to continuing professional development and leadership development

· A generous pension scheme, combined with full teachers pay and conditions

· Induction mentoring, whatever your skills or experience.

Please visit Success Academy Trust to view 'Who we are'

Station Road, Broughton Astley, Leicestershire, LE9 6PT Tel: 01455 283 263
admin@thomasestley.org.uk - www.thomasestley.org.uk

Dear Applicant October 2026

OAKS Intervention Lead (Communication & Interaction)

Thank you for your interest in this post. The Oaks provision is based at Thomas Estley Community College. It provides specialist support for both boys and girls aged 11 to 16 years (years 7 – 11), with significant, complex and high-functioning autism, but of mainstream ability, who require highly specialised individual arrangements which cannot be practicably or reasonably put in place by a mainstream school through normal provision. Students are expected to attend mainstream lessons within school and as part of their timetable, students will remain part of the Oaks provision throughout secondary school.

At Thomas Estley, we Build Leadership and Character Together as part of a community of courage and commitment to success. We are part of a successful multi academy trust which provides excellent quality, comprehensive, non-selective and inclusive education through primary and secondary education in Leicestershire, and the lead school in TELA learning alliance. We collaborate to provide mutual support, share good practice and learn from each other, whilst retaining and developing our own distinctive character. Our ethos is to be a welcoming, inclusive family community college that provides the best for, and expects the best from all students and staff, and we are well known locally for our warm family atmosphere, as well as our commitment to growing leadership at all levels for students and staff.

The College is strongly committed in principle and practice to its role as a Community College, including adult learning, before and after school clubs and an onsite preschool and primary aged out of school club. We are proud to have received many awards for excellent practice, we regularly welcome local and national visitors, and our practice in leading training, from Initial Teacher Training to middle and senior

We have a strong family ethos and are looking for an enthusiastic and committed applicant who wants to work with our warm, welcoming team to further our mission statement of Building Leadership and Character Together.

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Should you decide to apply for this role, please ensure that you use the **Personnel Specification** for guidance when completing your application form**.**

The successful applicant will also have support to attain a HLTA qualification, with a pay increase accordingly upon completion. The postholder will contribute to the planning, delivery and evaluation of whole class learning activities, including delivering lessons to the whole class without a teacher being present and feeding back on pupil engagement, achievement and performance. Training can be provided

The postholder will make an important contribution to the school ethos. Their role will include supporting pupils on a daily basis, supporting small learning groups, working with staff to ensure an inclusive approach and working collaboratively to support the learning needs of pupils on the autistic spectrum.

Applications to the College
If you are interested in an opportunity to work with us through this exciting period of growth and innovation along the lines outlined in the enclosed details, then we look forward to receiving your application. This post is subject to enhanced disclosure from the Criminal Records Bureau.
Your application should include a completed form and a letter of application (no more than three sides of A4 please) with the names and addresses of two current professional referees. Please ensure that your letter matches your philosophy, practice and experience to the items in the job and person specification. Application forms can be found on our website www.thomasestley.org.uk.

We look forward to receiving your application. Please note the closing date for applications is **Monday 9 November at 12PM,** with interviews commencing TBC Applications via email to hr@thomasestley.org.uk.

Yours sincerely

Mandi Collins
PRINCIPAL

Job Title: OAKS Intervention Lead (Communication & Interaction)

Grade: NON Qualified - 6 point 9 currently £26,853.00 FTE (Actual £22,982.66)
With HTLA Qualification – Grade 7 point 11 currently £27,717.00 FTE (Actual £23,722.13)

Hours: 37 hours per week, term time only

Responsible to: The Oaks Lead

Key relationships with: Teachers, Other classroom support staff, Director of Inclusion, Lead teacher of the Oaks, Leadership team, Therapy and Wellbeing Team, other members of the support staff, College members, pupils, parents, local community.

Job purpose:

A contribution to the provision of a comprehensive and seamless support service to the College which improves pupil outcomes and learning.

Key Responsibilities:

- Work under the direction of the Inclusion Department to support pupils with Education, Health, and Care Plans (EHCPs) and pupils on the SEND register
- Be the key liaison for an assigned caseload of EHCP pupils.
- Deliver targeted interventions and provide in-class support tailored to pupil needs.
- Track and evaluate the effectiveness of interventions delivered.
- Supervise and provide particular support for pupils within the Oaks and at times pupils within the mainstream setting.
- Establish constructive relationships with pupils and interact with them according to individual needs.
- Set challenging and demanding expectations and promote self-esteem and independence
- Provide feedback to pupils in relation to progress and achievement.
- Provide feedback to parents in relation to progress and achievement under the guidance of a teacher.
- Plan and deliver of learning activities to small groups.

JOB SPECIFICATION - OAKS Intervention Lead (Communication & Interaction)

THE OAKS - To support and deliver learning with the Oaks unit and across the mainstream site.	• Supervise and provide particular support for pupils within the Oaks and at times pupils within the mainstream setting. • Establish constructive relationships with pupils and interact with them according to individual needs. • Set challenging and demanding expectations and promote self-esteem and independence • Provide feedback to pupils in relation to progress and achievement. • Provide feedback to parents in relation to progress and achievement under the guidance of a teacher. • Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of pupils' work. • Plan and deliver of learning activities to small groups. • Provide detailed and regular feedback to teachers on pupil's achievement, progress, problems etc. • Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour. • Administer routine tests and invigilates exams and undertake routine marking of pupils' work • Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use. • Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtime.

TRAINING TO BE PROVIDED

HLTA - A HLTA will work under the direction and supervision of the lead teacher to contribute to the planning, delivery and evaluation of learning activities for whole classes, groups and individual pupils	• To devise, organise and manage clearly structured learning activities for individuals, groups and whole classes, that interest and motivate pupils and advance their learning, monitoring responses and modifying your approach accordingly. • To organise and manage learning activities in ways which keep learners safe. • To promote and support the development of pupil's self-reliance, self-esteem and emotional resilience in liaison with other college staff. • To monitor and evaluate learner's progress using a range of assessment techniques, to provide focused support and feedback. • to support the physical, intellectual, emotional and social development of pupils, contributing to planning and facilitating children and young people's learning and development. • To promote positive behaviour and relationships, using effective strategies in a timely manner in accordance with school policy. • To develop positive relationships with colleagues, providing consistent and effective support and directing the work, where relevant, of other adults in supporting teaching and learning. • To support pupils to improve their numeracy and literacy skills through focussed learning activities and more generally across the curriculum • To contribute to the selection, preparation and use of resources suitable for engaging children and young people in planned and unplanned learning activities. • Having regard to equality of opportunity, to provide care and encouragement to all pupils, planning for and supporting their participation in structured and unstructured activities (timetabled and during breaks if required) and liaising, if required, with parents / carers / other professionals as appropriate.

HLTA (CONT)	• To provide support for bilingual / multilingual pupils if required • To prepare and utilise ICT resources to support your professional activities and to advance pupils' learning. • To invigilate or provide authorised SEN support for internal and external tests and examinations under formal conditions. • To assist with the maintenance and analysis of pupil record keeping systems, including recording agreed updates to individual records. • To communicate as appropriate with parents and carers about the care and education of their children, as directed by the school. • To escort and supervise pupils on educational visits and out of school activities, ensuring their health, safety and well-being, when required. • To lead an extra-curricular activity under the direction of the school but with limited direct supervision, when required. • To support and motivate volunteers, including briefing them on their responsibilities, giving them feedback on their work, and assisting them to resolve any problems that may arise. • To contribute to assessing and developing plans to meet the personal support needs of children and young people with additional requirements, and assist in the implementation and evaluation of the plans. • To monitor attendance to identify any patterns of absence and lateness and work with colleagues and parents to seek ways of helping the pupil to attend school more regularly.

INTERVENTION LEAD - Deliver targeted interventions and provide in-class support tailored to pupil needs.	• To contribute as appropriate to syllabuses, resources, schemes of work, marking policies and teaching strategies in the Inclusion Departments • To contribute to the inclusion department's development plan and its implementation • To plan and prepare intervention and lessons · To contribute to the whole school's planning activities • To ensure that the curriculum areas provide a range of teaching which complements the school's strategic objectives • To help to implement school quality procedures and to adhere to those • To contribute to the process of monitoring and evaluation of the curriculum area in line with agreed school procedures, including evaluation against quality standards and performance criteria • To seek/implement modification and improvement where required • To review work from time to time, methods of teaching and programmes of intervention • To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school • To teach pupils according to their educational needs, including the setting and marking of work to be carried out in school and elsewhere • To assess, record on attendance, progress, development and attainment of pupils and to keep such records as are required · To provide, or contribute to, oral and written assessments, reports and references relating to individual pupils and groups of pupils • To alert the appropriate staff to problems experienced by pupils and to make recommendations as to how these may be resolved • To review work from time to time, methods of teaching and programmes of intervention

INTERVENTION LEAD (CONT)	• To contribute to curriculum enrichment according to school policy • To apply the Behaviour management systems so that effective learning can take place • To maintain appropriate records and to provide relevant, accurate and up-to-date information for MIS, registers, etc. • To complete the relevant documentation to assist in the tracking of pupils • To track pupil progress and use information to inform teaching and learning • To communicate effectively with the parents of pupils as appropriate • Where appropriate, to communicate and co-operate with persons or bodies outside the school • To follow agreed policies for communications in the school • To liaise with a Team Leader to ensure the implementation of the school's Pastoral system • To register pupils, encourage their full attendance at all lessons and their participation in other aspects of school life • To evaluate and monitor the progress of students and keep-up-to date • To contribute to the preparation of Action Plans and progress files and other reports • To communicate as appropriate, and support members of the department, , with the parents of pupils, with persons or bodies outside the school concerned with the welfare of individual pupils, after consultation with the appropriate staff

Other Specific Duties:	• To ensure a safe working environment in accordance with Health and Safety Regulations • To attend fire drills and staff meetings as required • To attend training events and review meetings as required • To comply with the requirements of equal opportunities, data protection, copyright and other relevant legislation and college policy • To respect the confidential nature of personal information

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers. The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current, but, following consultation with you, may be changed by the Senior Leadership Team to reflect or anticipate changes in the job which are commensurate with the salary and job title.

WHOLE COLLEGE RESPONSIBILITIES:

•Support current policies and recognised good practice within the college
•Be aware of the importance of confidentiality and data protection
•Participate in annual Performance Reviews with your Line Manager, based on agreed objectives.
•Willingness to be flexible in both approach and use of time.
•All tasks should be undertaken with due regard to Health & Safety regulations.
•To undertake such other duties which are within the scope of the job purpose, title of the job and its grade.

THOMAS ESTLEY COMMUNITY COLLEGE - PERSONNEL SPECIFICATION

Job Title: OAKS Intervention Lead (Communication & Interaction)
Scale: 6 / 7

	Essential	Desirable	How assessed
Qualifications			
GCSE or equivalent, English and Maths	✓		Doc/App
Good numeracy/literacy skills	✓		Doc/App
Knowledge/Skills			
Ability to develop excellent relationships with young people	✓		App/Test/ Int
Well-developed interpersonal and communication skills	✓		App/Test/Int
Knowledge of the requirements needed to achieve outstanding student progress and personal development	✓		App/Test/Int
Demonstrable knowledge and understanding of equality issues and legislation	✓		App/Test/ Int
Working knowledge of National Curriculum and other relevant learning programmes		✓	App/test/ Int
Experience of teaching small groups of students		✓	Test/Int
Experience of CPD relating to education and in particular special education needs		✓	App/Int
Empathy with children and young people.	✓		Doc
Ability to effectively manage pupil behaviour in accordance with school policy and procedure.	✓		

THOMAS ESTLEY COMMUNITY COLLEGE - PERSONNEL SPECIFICATION

Job Title: OAKS Intervention Lead (Communication & Interaction)
Scale: 6 / 7

	Essential	Desirable	How assessed
Knowledge/Skills			
Experience of working with children and young people with Autism, social and communication difficulties	✓		App/Test/ Int App/Test/Int
Experience of working with children with Special Educational Needs		✓	App/Test/Int
Experience of meeting with and liaison with parents		✓	App/Test/ Int
A high standard of Numeracy, Literacy and Science skills	✓		App/test/ Int
Highly effective use of ICT and other specialist equipment/resources	✓		Test/Int
Ability to demonstrate personal and emotional resilience when working in a range of challenging situations	✓		App/Int
Personal commitment to extra-curricular activities	✓		
Ability to motivate and inspire students	✓		
Other Right to work in the UK	✓		Doc
An understanding of, and commitment to, Equal Opportunities, and the ability to apply this to strategic work and day-to-day situations	✓		

All **Thomas Estley Community College** employees are expected to promote and safeguard the welfare of students at this school.

The job description sets out the responsibilities of the post at the time it was drawn up. Such responsibilities may vary from time to time without changing the general character and requirements of the post or the level of responsibility entailed.

Variations are a common occurrence and do not necessarily constitute additional responsibilities or warrant a higher grade.

