



JOB DESCRIPTION

POST TITLE:	Foundation Learning Coordinator / Lead HLTA for Transition
RESPONSIBLE TO:	Head of Learning Support/SENDCo
PAY GRADE:	NJC points 19 – 20 pro rata
JOB PURPOSE:	To be the lead practitioner for a bespoke "home-base" (Hub) provision for Key Stage 3 students. You will be responsible for creating a bridge between primary and secondary education, ensuring that students with significant literacy/numeracy gaps or social-emotional needs to develop the "readiness" to succeed in the mainstream curriculum.

Key Responsibilities

Academic & Pastoral

1. Instructional Delivery: Lead the planning and/or delivery of high-impact lessons in Literacy (Decoding/Fluency/Comprehension) and Numeracy (Mastery/Functional Skills).
2. Curriculum Adaptation: Adapt Key Stage 3 materials to a Primary-style delivery model to reduce cognitive load and build student confidence.
3. Social & Emotional Support: Identify emotional gaps and deliver targeted social skills sessions (ELSA-based).
4. The "Soft Start" & "Early Lunch": Manage the daily routines that provide a safe space for students, including morning check-ins and supervised social times.
5. Restorative Practice: Act as the lead mediator for students in the cohort, conducting restorative conversations to resolve conflicts and prevent lesson removals.
6. Support students during "Hub" time with their mainstream homework and executive functioning skills (organising bags, planners, and equipment).
7. Maintain the Hub as a high-quality learning environment (displays, sensory zones, and resource organisation).
8. Provide regular feedback to the SENCo/Assistant Head on student progress and engagement.
9. Work with the SENCo to share information on pupil needs and effective strategies with subject teachers'

Strategic Coordination

1. Primary Liaison: Work with the SENCo/Transition Lead to identify the incoming cohort and lead the "handover" process from Year 6.
2. Tracking & Impact: Maintain a "Learning Plan" for each student, tracking reading ages, attendance, and behavioral improvements.
3. Stakeholder Communication: Serve as the primary point of contact for parents/carers, providing regular updates on "Small Wins" and progress.

Responsibilities

1. Be aware of, and comply with, policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.



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 Keswick School Multi Academy Trust
 a company limited by guarantee
 Registered in England: Company Number: 07664297
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 Email: admin@keswick.cumbria.sch.uk
 Web: <http://www.keswick.cumbria.sch.uk>

2. Be aware of and support difference and ensure equal opportunities for all.
3. Contribute to the overall ethos/work/aims of the school.
4. Appreciate and support the role of other professionals.
5. Attend and participate in relevant meetings as required.
6. Participate in training and other learning activities and performance development as required.

Health & Safety:

The Health & Safety at Work Act 1974 and amendments state it is responsibility of all employees to comply with Health and Safety Law. The post holder will be required to attend all statutory Health & Safety training as directed.

Confidentiality:

Staff and Pupil information is confidential. It is a condition of employment that all employees will not use or disclose any confidential information obtained during the course of their duties to any person or body other than as directed by their Line Manager.

Job descriptions will be reviewed annually and there is the expectation that the post holder will have the capacity for flexibility. The post holder will be expected to comply with all reasonable requests from the Headteacher to undertake work of a similar level that is not specified in their job description.

This post requires an enhanced DBS check



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PERSON SPECIFICATION

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Attribute/Criteria	Essential	Desirable
Professional Qualifications/Training	<p><i>This will include</i></p> <ul style="list-style-type: none"> • GCSE Maths and English at C/4 or above or equivalent • Level 3 Certificate or equivalent in Supporting Teaching and Learning or Primary QTS 	<p><i>This may include</i></p> <ul style="list-style-type: none"> • Additional specialist qualification in education • Evidence of specialist literacy/numeracy training
Knowledge & Experience	<p><i>This will include</i></p> <ul style="list-style-type: none"> • Significant classroom experience as either a TA, including experience leading whole classes without a teacher present, or as a classroom teacher • Proven success in closing attainment gaps for vulnerable learners • Good understanding of national curriculum and child development and learning programmes and strategies • Awareness of practices and procedures within education relating to the welfare, safety and education of children 	<p><i>This may include</i></p> <ul style="list-style-type: none"> • Experience working in a Primary school or a Nurture Group setting • Experience of working with or caring for children/young people of relevant age • Experience of working with children/young people with special needs
Skills & Abilities	<p><i>This will include</i></p> <ul style="list-style-type: none"> • Understanding of the "Social/Emotional" causes behind poor behaviour • Good numeracy and literacy skills 	<p><i>This may include</i></p> <ul style="list-style-type: none"> • ELSA trained



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	<ul style="list-style-type: none"> • Effective use of ICT to support learning • Ability to self-evaluate learning needs and actively seek learning opportunities <p>Ability to operate within agreed legal, ethical and professional boundaries when working with children and young people</p>	
Personal Qualities	<p><i>This will include</i></p> <ul style="list-style-type: none"> • Ability to build and form good relationships with students, staff and others • Ability to remain calm in all situations • Be approachable as an individual • To have high expectations of what all children/young people are capable of achieving • A calm, "unflappable" nature with high levels of patience 	<p><i>This may include</i></p> <ul style="list-style-type: none"> • The ability to lead a small team of TAs with clarity and kindness • Evidence of showing initiative



The Selection Process

Criteria

In most cases the essential criteria identified in the person specification must be fully met. This includes qualifications, experience and any other requirements need to perform the role, particularly in relation to working with children and young people.

To be successful, you will need to demonstrate these skills during the recruitment process.

Assessment of suitability to work with children

During the selection process, your suitability to work with children and young people will be assessed. This will involve specific questioning based on the essential and desirable criteria identified in the person specification as well as safeguarding questions during the interview.

Verification

Keswick School MAT will contact current and previous employers if you are shortlisted as part of the pre-appointment check.

Anomalies

Upon shortlisting, any discrepancies or anomalies in the information provided or issues arising from references will be discussed at interview. This may include unexplained gaps in employment history.

Safeguarding

Keswick School MAT is committed to safeguarding and promoting the welfare of all children and young people. There is an explicit expectation that all employees share this commitment and adhere to all safeguarding policies and procedures.

Sources of assessment

- Application form
- Performance at interview
- Verification of qualification
- Original documents must be presented at interview when identified as essential criteria



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Equal Opportunities

Keswick School MAT is committed to ensuring that no member of its community experiences unfair discrimination based on sex, age, racial origin, physical ability, educational need, sexual orientation, political persuasion or religious creed. This commitment extends to those who are married or in a civil partnership, pregnant or on maternity leave or undergoing, have undergone or are planning to undergo gender reassignment.

Curriculum

All aspects of the curriculum will be developed to avoid excluding particular groups or individuals, except for sound educational reasons.

Behaviour

We expect behaviour to be impeccable at all times. Intimidating or insulting language will not be tolerated.

Staffing

Keswick School MAT is committed to ensuring that its recruitment practices do not discriminate against candidates or potential candidates based on factors unrelated to their ability to perform the duties of the post.

Recognising that young people view staff as role models, every effort will be made to ensure equality of opportunity is evident at all levels in all areas of staffing.

The Academy and the Community

The academy enjoys an excellent relationship with the local community and has a high reputation both locally and beyond.

The academy is well supported by an energetic Local Governing Body.



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