Recruitment Pack

HLTA - Inclusion Base Assistant Leader

To start in January 2027, Full time, 36.25 hours per week, Term Time Only (Fixed-term contract until 31st August 2027, extension of contract possible)

Scale: Band 8, SCP 17-22, pro rata, (Actual salary £26,310.19-£28,580.30)

Closing date: 9am, Monday 23rd November 2026, 9.00am
Interviews: Week commencing Monday 30th November 2026

We strongly encourage prospective applicants to visit our school. To book a visit, please contact **Sameena Hussain (HR Manager)** on **01274 732068** or email **office@bankfoot.bradford.sch.uk**.

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At Bankfoot Primary School, we believe every child deserves to feel valued, supported and successful. We are seeking an outstanding and compassionate Inclusion Base Assistant Leader ('The Hive') to play a key role in ensuring our children with additional needs can flourish academically, socially and emotionally.

Working under the direction of our SENCO, you will support and lead the day-to-day operation of The Hive, providing high-quality support for pupils with SEND and additional needs. You will also work closely with SEND Teaching Assistants, leading their interactions with pupils where appropriate, helping to ensure consistent, effective provision across the school and taking a leading operational role when the SENCO is not available.

This is an exciting opportunity for an experienced SEN Teaching Assistant or HLTA who is passionate about inclusion, believes in the potential of every child and wants to make a genuine difference to the lives of children and families.

We are looking for someone who:

- Has significant experience supporting children with SEND and additional needs.
- Builds positive, trusting relationships with children, families and colleagues.
- Is committed to helping every child feel they belong and can succeed.
- Can lead, support and coordinate the work of other Teaching Assistants.
- Demonstrates high expectations alongside warmth, patience and understanding.
- Has excellent communication, organisational and problem-solving skills.
- Is resilient, reflective and committed to continuous improvement.
- Shares Bankfoot's Community Values.

In this role you will:

- Lead the day-to-day operation of the Inclusion Hub in the absence of the SENCO.
- Deliver, coordinate and model high-quality interventions and personalised support.
- Work closely with the SENCO to develop and implement effective provision.
- Support Teaching Assistants to meet the needs of pupils.
- Monitor pupil progress and contribute to reviews and SEND documentation.
- Build strong partnerships with families and external professionals.
- Promote inclusion and remove barriers so that every child can thrive.
- Work as the SENCO's Assistant in the smooth running of The Hive.

We can offer:

- A warm, inclusive school with happy, motivated learners
- A school with a strong emphasis on living out our Community Values
- A committed leadership team that prioritises staff development and wellbeing
- A collaborative staff culture where ideas are welcomed and celebrated
- Opportunities to contribute to an exciting, enriching curriculum
- A community that places children at the heart of everything we do
- The chance to play a significant role in shaping inclusive practice across the school.

Join Us!

If you are passionate about inclusion and want to help create a school where every child feels they belong, we would love to hear from you.

At Bankfoot Primary School, we are committed to safeguarding and promoting the welfare of children and expect all staff and volunteers to share this commitment. An enhanced DBS check and satisfactory references will be required for the successful candidate.

Purpose of the Role

The Inclusion Hub Assistant Leader will assist the SENCO in providing strategic and operational leadership for the Inclusion Hub ('The Hive'), ensuring that pupils receive effective, personalised support that enables them to access learning, participate fully in school life and achieve their potential.

The role requires a practitioner who combines strong SEND expertise with a belief in inclusion, belonging and high aspirations. They will work collaboratively with pupils, families, colleagues and external professionals to ensure that children receive the right support at the right time, while helping to develop inclusive practice across the whole school.

Key Responsibilities

Leadership and Provision

- Support our SENCO in leading and managing the day-to-day operation of The Hive.
- Establish a safe, nurturing and aspirational environment where children feel valued, understood and successful.
- Develop and maintain systems for identifying, planning, delivering and evaluating support for pupils accessing the The Hive.
- Work closely with the SENCO and Senior Leadership Team to ensure provision aligns with school improvement priorities.

Teaching and Learning

- Deliver high-quality interventions and targeted support for pupils with a range of additional needs.
- Plan personalised learning programmes that maintain ambitious expectations and meaningful links to classroom learning.
- Adapt learning approaches to ensure pupils can access, engage with and succeed in learning.
- Use assessment effectively to identify barriers, monitor progress and inform next steps.
- Support pupils to develop independence, resilience, confidence and positive learning behaviours.
- Promote successful participation within mainstream classrooms wherever appropriate.

Inclusion and Belonging

- Champion a culture where every child feels they belong and can contribute positively to school life.
- Work proactively to remove barriers to learning, participation and achievement.

- Support pupils' social, emotional, communication and personal development alongside academic progress.
- Promote positive relationships, emotional wellbeing and self-esteem.
- Advocate for pupils and ensure their voices are heard when planning provision and support.

Working with Staff

- Work collaboratively with colleagues, in particular SEN Teaching Assistants, to identify and implement strategies and interventions that support pupils' learning in The Hive.
- Coach, model and support effective inclusive practice across the school.
- Share expertise and contribute to staff development and training.
- Support colleagues in understanding and meeting a wide range of SEND needs.

Working with Families and Professionals

- Build strong, positive relationships with parents and carers based on trust, partnership and shared aspirations.
- Liaise effectively with external agencies and professionals to secure the best outcomes for pupils.
- Contribute to meetings, reviews and multi-agency planning processes.

Safeguarding and Wellbeing

- Promote and safeguard the welfare of all children.
- Follow safeguarding, SEND and inclusion policies and procedures.
- Maintain accurate records and documentation relating to pupils and provision.
- Uphold the school's commitment to equality, diversity and inclusion.

Personnel Specification

We Are Looking For Someone Who:

- Believes every child can achieve and deserves a strong sense of belonging within their school community.
- Is passionate about inclusive education and committed to equitable opportunities for all learners.
- Has significant experience supporting children with SEND, SEMH, communication and interaction needs, neurodiversity and/or additional learning needs.
- Builds positive relationships based on trust, respect, empathy and consistency.
- Understands adaptive teaching and evidence-informed approaches to SEND.
- Demonstrates effective behaviour support and relational practice skills.
- Has high expectations for all children and a commitment to helping them succeed.
- Can assess needs accurately and use assessment information to plan effective provision.
- Works collaboratively and proactively as part of a team.
- Communicates effectively with pupils, families, staff and external professionals.
- Is reflective, resilient and committed to continual professional learning.
- Shares the vision and values of Bankfoot Primary School.

Essential Criteria

- HLTA Status (or equivalent qualifications or experience).
- Significant experience supporting children with complex SEND within a primary or nursery school setting.
- Excellent knowledge of SEND practice and the SEND Code of Practice.
- Experience of working with parents, carers and multi-agency professionals.
- Strong understanding of inclusive practice and strategies to support diverse learners.
- A deep understanding of the community we serve.
- Commitment to safeguarding and promoting the welfare of children.
- Excellent organisational, interpersonal and communication skills.
- Commitment to maintaining high aspirations for all pupils.

- GCSE English and Maths or equivalent e.g. Adult Literacy/Numeracy at level 1.
- Level 4 NVQ for Teaching Assistants or equivalent qualification or educated to graduate level.
- In line with the Immigration Act 2016; you should be able to demonstrate fluency of the English Language at an Advanced Threshold Level

Desirable Criteria

- Experience of Autism Education Trust (AET), ELSA, Thrive, Team Teach, Emotion Coaching or similar approaches.
- Experience of developing inclusive practice across a whole-school setting.
- Knowledge of speech, language and communication strategies.
- Experience of supporting pupils with SEMH needs.
- Understanding of trauma-informed and relational approaches to behaviour and wellbeing.
- Experience of coaching or supporting colleagues.
- Other relevant qualifications relating to the post e.g. Level 4 NVQ in Health/Childcare, first aid qualification.

Selection Process Guidance

Safeguarding

We are committed to safeguarding and promoting the welfare of children and expect all staff to share this commitment. All posts are subject to an enhanced criminal records check via the Disclosure and Barring Service (DBS) and an online check. We will assess the candidate's suitability for working with children as part of the selection process. We will check the accuracy of all information and investigate any perceived anomalies. We take up references prior to interview and use these to verify the information you have given us. Firm offers of employment are never made without satisfactory references.

Inclusion

As a School we are an inclusive employer. We welcome applications from candidates of all backgrounds, faith, ethnicities or with any protected characteristics. We are simply looking for the very best candidate for the job and will assess your application only on the information in your written application or your performance at interview should you be successfully shortlisted.

We will ensure that the selection process is fair and without discrimination for or against any candidate based on age, ethnicity, gender, religious beliefs, marital status, sexual orientation or disability. The person specification sets out the criteria used to assess candidates through the selection process.

Visits to the school

Visits to the school are warmly welcomed by prior arrangement, you will not be disadvantaged if you are unable to visit. Please contact Sameena Hussain (HR Manager), via email: office@bankfoot.bradford.sch.uk to arrange a mutual appointment. The visit will give you an opportunity to ask questions about the role and the school to assess if this is somewhere you would like to work.

Applications

Please ensure that all parts of the application are completed. We do not accept CVs as part of the selection process. Please ensure that you demonstrate how your experience and skills make you suitable for the position.

Shortlisting

We assess all applications against the person specification criteria using the evidence you provide in your application. This is done by a panel of senior staff. We carefully check all applications for anomalies.

Candidates who best meet the person specification will be invited to an interview. We will notify you via e-mail.

References

We request references for all candidates who are invited to interview. Requests will be made while candidates are invited to interview. Your first referee should be your current or last, employer.

Interview Process

The interviews will be held at the school and will consist of tasks and a formal interview. These are designed to allow you to demonstrate your skills and abilities. You will be asked to bring proof of qualifications and identity with you.

Final Selection

Following the tasks and formal interview, we will use the person specification as a guide to select the most suitable candidate for our school. We will then telephone each candidate to inform them of the outcome. We will give brief feedback during this telephone conversation.

Offer of Employment

We will make a verbal offer of employment by telephone on the day of the interview and this will be confirmed in writing. Any offer is made subject to:

- References satisfactory to us
- A satisfactory DBS check
- Provision of proof of identity and qualifications