



BROAD HEATH PRIMARY SCHOOL

RECRUITMENT PACK

The Hive
Lead
(Resource Provision)



About us

Broad Heath is an inner-city school supporting 680+ fantastic pupils.

We are seeking a passionate, resilient, and ambitious teacher to join our school and inspire a generation of children.



Broad Heath Primary School nurtures inclusion, inspires lifelong learning, and empowers confident, responsible citizens who thrive and positively impact community.

We continue to prioritise opportunities for professional growth and additional training (NPQs, subject leadership, areas of specialism e.g. SEND/EAL), and many staff are now leading on these areas in school and locally.



680+
Students

100+
Staff

1
Vision



What we can offer

- Polite children whose 'outstanding behaviour' contributes strongly to our school ethos. They are keen to learn and are proud of their school. [You can see all of this on our blogs.](#)
- A strong and supportive leadership team, staff and governors.
- Colleagues who are supportive, welcoming, and innovative.
- Parents who encourage their children to do their best and support us at every opportunity.
- A stimulating and well-resourced environment which inspires learning. [See our prospectus](#)
- Opportunities to develop your skills



The job

Broad Heath is seeking a dedicated HLTA to lead The Hive, our specialised resourced provision. This is a unique opportunity to shape the learning journey of pupils with complex needs within a school praised highly for its inclusive practice and culture.

The Hive Lead
(Resource Provision)
Full-time position

We are looking for someone who



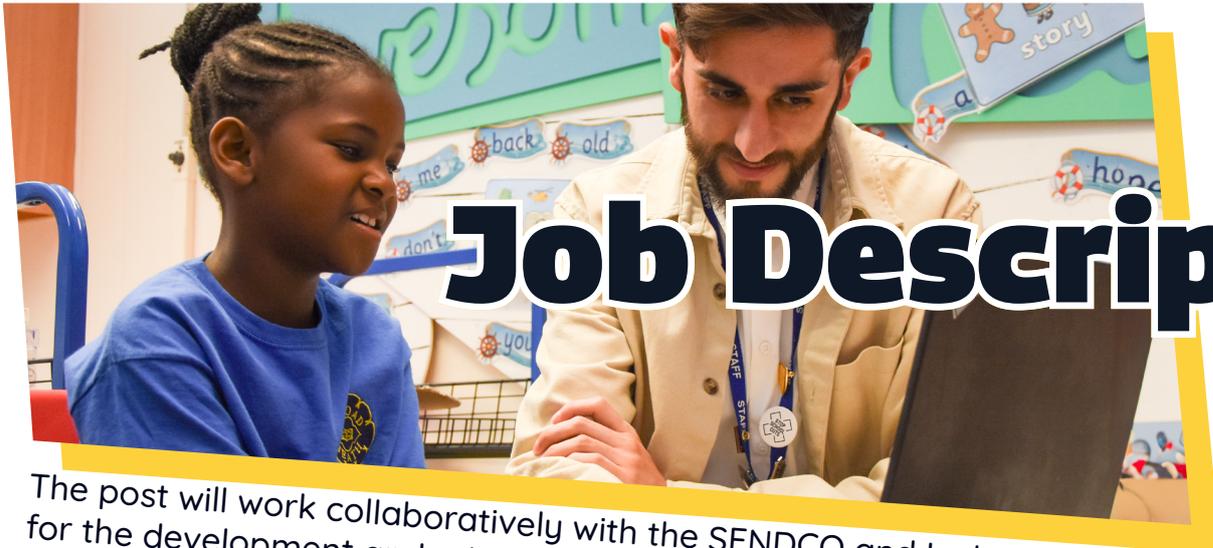
- Extensive SEND Experience: Proven track record of working with pupils with complex needs, including Autism, SLCN, and sensory processing difficulties.
- Curriculum Expertise: Deep understanding of the EYFS and KS1 curriculum, with the ability to adapt learning for high-needs pupils.
- Specialist Communication Skills: Proficiency in using Makaton, PECS, or other augmentative communication tools to support non-verbal learners.
- Assessment Proficiency: Experience using Tapestry or similar platforms to track, evidence, and celebrate small-step progress.
- Leadership Qualities: The ability to lead a team of TAs and manage a specialised resourced provision effectively.



Grade 4/5
Dependant on
experience

Visits to the school are encouraged
Please contact the school office on
02467 689558 to arrange a time & date.





Job Description

The post will work collaboratively with the SENDCO and Inclusion Lead in their responsibility for the development and education process by utilising detailed knowledge and specialist skills to undertake 'specified work' and provide care and supervision to children/young people.

Duties & Responsibilities

- Deliver agreed lessons and learning experiences to individuals, groups and whole classes as required.
- Assess the development, progress and attainment of pupils.
- Work with the SENDCO/teachers in lesson planning, evaluating and adjusting lessons/work plans for individuals and groups of pupils with complex SEND needs
- Use specialist skills to undertake those activities necessary to meet the physical and emotional needs of individuals and groups of children/young people, including those pupils with special educational, physical or emotional needs.
- Implement agreed learning activities/teaching programmes using strategies in liaison with the SENDCO, to support pupils to achieve learning goals and EHCP targets.
- Undertake supervision and discipline of pupils within the procedures of the school/service, providing feedback to pupils.
- Promote pupil independence in learning, social and mobility skills and employ strategies to recognise and reward achievement of self-reliance.
- Ensure that pupils are able to safely use equipment and materials provided.
- Support the implementation of programmes designed by other professionals such as educational psychologists and speech and language therapists.
- Liaise sensitively and effectively with other professional staff and when reporting information from/to parents/carers, contributing to meetings to discuss a specific child's progress as appropriate.
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and pupil progress.
- Be aware of and comply with policies and procedures relating to child protection, health and safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Support and contribute to the overall ethos/work/aims of the school.
- Participate in personal and professional development activities to meet the changing demands of the job, and encourage and support other staff in their development and training.

Person Specification



- Excellent Literacy and Numeracy skills equivalent to NVQ 2 in English and Maths
- NVQ 3 for Teaching Assistants or equivalent qualification or experience
- Training in relevant strategies (willingness to work toward this accreditation)
e.g. literacy and/or in a particular curriculum/learning area e.g. ICT, Maths

- Meet Higher Level teaching Assistant standards

DESIRABLES

QUALIFICATIONS

- Experience of working with children of relevant age or with general/specific special needs

- Experience of planning differentiated activities

DESIRABLES

EXPERIENCE

- Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation
- Working knowledge of national curriculum and other relevant learning programmes
- To understand the principles of child development and learning processes and in particular, barriers to learning
- Full understanding of the range of support services and providers

- Knowledge of specific special educational needs and disabilities, including ASC, Complex communication
- Knowledge of early language acquisition (RWI, oracy, early reading)

DESIRABLES

KNOWLEDGE

- To plan effective actions for pupils at risk of underachieving
- Can self evaluate learning needs
- Ability to relate well to children and adults
- Work constructively as part of a team
- Able to utilise ICT

- Completion of the HLTA Level 4 qualification (a willingness to work towards the qualification)

DESIRABLES

SKILLS