

Higher Level Teaching Assistant (HLTA)



New Line Learning Academy
Believe and Achieve

New Line Learning Academy



Build your Career, Shape your Future, Apply today

New Line Learning Academy is a Good school with over 800 pupils educating the next generation of young people aged between 11 and 16.

New Line Learning Academy is part of Future Schools Trust, a dynamic and inclusive multi-academy trust, founded in 2007.



A great place to be



New Line Learning Academy
Believe and Achieve

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Can Jack survive a digital world?

Welcome from the Headteacher

Gary Cook
BA (Hons)



At New Line Learning Academy, we are proud to be at the heart of our community. The strong sense of belonging within our school reflects this belief and strengthens our collective spirit.

We foster a supportive and inclusive environment where every student is encouraged to *Believe and Achieve*. The wellbeing of our students is at the centre of everything we do, and we are committed to ensuring that every individual feels valued, respected, and empowered.

Our mission is to inspire academic excellence, nurture ambition, and provide exceptional experiences that help every student reach their full potential.

Our modern facilities—including dedicated spaces for drama, music, dance, sport, science, and ICT—enable us to offer a rich, personalised, and engaging learning experience.

At New Line Learning Academy, our values are brought to life every day. Our students are *Ready* to learn, *Respectful* of others, and thrive in a *Safe* and purposeful environment. These core principles underpin all that we do and help shape well-rounded, confident individuals.

We are also proud to be part of **Future Schools Trust**, a forward-thinking and supportive family of schools committed to collaboration, innovation, and professional growth. Staff at New Line Learning Academy benefit from high-quality professional development, opportunities to work across schools within the trust, and a culture that values wellbeing, teamwork, and continuous improvement. Whether you're starting your career or looking to take the next step, you'll find a welcoming and ambitious environment where your contribution is genuinely valued.

It is a privilege and an honour to lead such an exceptional school. I look forward to continuing our journey together and working closely with our community to help every student thrive and succeed.

Post:	HLTA - Orchard House (Therapeutic Learning and Reintegration Support)
School:	New Line Learning Academy
Responsible to:	Orchard House Centre Manager / AHT - Safeguarding & Attendance
Salary:	FST Grade F

Purpose

The Orchard House HLTA will play a central role in supporting students experiencing Emotionally Based School Avoidance (EBSA), anxiety and emotionally based attendance barriers within a specialist Key Stage 3 emotional wellbeing and reintegration provision.

The postholder will support students to rebuild confidence, emotional resilience and readiness for learning through strong relational practice, therapeutic support and personalised intervention. Working closely with the Orchard House Centre Manager, qualified teachers and external agencies, the HLTA will contribute to the delivery of a calm, safe and nurturing environment where students can re-engage positively with education.

A key aspect of this role will include delivering aspects of the PSHE and Personal Development curriculum, supporting therapeutic learning and mentoring, and working alongside staff within core learning sessions to support engagement and emotional regulation.

This role requires an individual who is calm, emotionally intelligent, highly relational and passionate about supporting vulnerable young people to thrive.

Main duties and responsibilities

Student Support and Therapeutic Practice

- Build strong, trusting and positive relationships with students experiencing anxiety, EBSA and emotionally based barriers to attendance.
- Provide daily emotional support and mentoring to students within Orchard House.
- Support students in developing emotional regulation, resilience, confidence and readiness for learning.
- Deliver therapeutic and emotionally informed interventions, including mentoring, emotional regulation activities and confidence-building approaches.
- Support students to develop coping strategies and positive routines linked to successful school engagement.
- Help create and maintain a calm, nurturing and emotionally safe environment.

Main duties and responsibilities continued

Delivery of PSHE and Personal Development

- Deliver elements of the Orchard House PSHE and Personal Development curriculum to small groups of students.
- Support the delivery of sessions linked to:
 - a. emotional wellbeing;
 - b. resilience and confidence building;
 - c. relationships and social communication;
 - d. emotional regulation;
 - e. healthy lifestyles;
 - f. careers and aspirations; and
 - g. preparation for reintegration into mainstream education.
- Adapt delivery to meet the emotional needs and confidence levels of students.
- Work with the Centre Manager to ensure sessions remain engaging, therapeutic and supportive.

Supporting Learning in Core Curriculum Lessons

- Support qualified teachers in English, Mathematics and Science sessions.
- Help students access learning through scaffolding, reassurance and adaptive support.
- Support engagement and reduce barriers to participation during lessons.
- Assist in managing anxiety and emotional dysregulation that may impact learning.
- Encourage students to develop increasing independence and confidence as learners.

Reintegration and Attendance Support

- Support personalised reintegration plans for students transitioning back into mainstream school.
- Help students gradually rebuild confidence in routines, learning and wider school engagement.
- Work closely with families to encourage positive attendance habits and routines.
- Support attendance interventions and follow-up communication where appropriate.
- Accompany students during transition visits or phased reintegration where required.

Behaviour and Emotional Regulation

- Support students to regulate emotions and engage positively with learning.
- Use trauma-informed and restorative approaches to de-escalate situations.
- Promote positive relationships, emotional safety and a culture of encouragement.
- Help students develop positive self-esteem and emotional resilience.

Main duties and responsibilities continued

Record Keeping and Administration

- Maintain accurate records relating to mentoring, interventions and student support.
- Contribute to student profiles, intervention logs and review documentation.
- Support with safeguarding record keeping and pastoral administration where appropriate.
- Contribute to reports evaluating student engagement and progress.

Safeguarding and Welfare

- Promote and safeguard the welfare of all students.
- Follow school safeguarding procedures and report concerns promptly.
- Work closely with the Orchard House Centre Manager and DSL team to support vulnerable learners.
- Maintain professional boundaries whilst developing highly effective relationships with students.

Working with Families and Professionals

- Develop positive and supportive relationships with parents and carers.
- Contribute to review meetings and communication with families where appropriate.
- Work collaboratively with teachers, pastoral teams, SEND staff and external agencies.

Wider Responsibilities

- Contribute positively to the wider ethos of Orchard House and the school's inclusion strategy.
- Engage fully with professional development and training opportunities.
- Undertake any reasonable duties commensurate with the level of the post.

Person Specification

ESSENTIAL

Qualifications

- HLTA qualification or equivalent experience
- GCSE English and Mathematics (Grade C/4 or above)

Experience

- Experience working with children or young people with SEMH, SEND or emotional needs
- Experience supporting vulnerable students in an educational setting
- Experience delivering small-group interventions or structured sessions
- Experience of working positively with families and external professionals

Knowledge and Understanding

- Understanding of Emotionally Based School Avoidance (EBSA) and anxiety
- Understanding of trauma-informed and relational practice
- Understanding of safeguarding responsibilities
- Understanding of emotional regulation strategies and restorative approaches
- Awareness of SEND and inclusive practice

Skills and Attributes

- Outstanding interpersonal and relationship-building skills
- Calm, patient and emotionally resilient
- Highly nurturing but able to maintain high expectations
- Strong communication and de-escalation skills
- Organised and confident in record keeping
- Flexible and solution focused
- Passionate about supporting vulnerable young people

DESIRABLE

- ELSA training
- Mental Health First Aid training
- Experience delivering PSHE or Personal Development sessions
- Experience supporting students with attendance barriers or reintegration
- Experience within alternative provision, nurture or SEMH settings
- Understanding of therapeutic interventions

Welcome from the Trust Lead

Samantha McMahon
BA (Hons) | NPQH



Welcome to Future Schools Trust: **Relentless Ambition for Young People.**

We aim to achieve our vision by bringing together our family of schools to create a cohesive and aspirational community which enables every child and member of staff to exceed their expectations.

Our values are:

- Integrity
- Respect
- Resilience
- Strong Work Ethic
- Collaboration
- Equality

The best interests of young people guide every ambition and decision we take. We are passionate in our belief that schools are stronger when they work together whilst being proud and protective of the unique identity of each of our schools in the Trust. Maintaining a strong moral purpose and supportive but challenging culture is central to everything we aim to achieve.

I hope this introductory letter provides a sense of our culture and ethos and our direction of travel. If you decide to apply, we appreciate how long it takes to apply for jobs, but please do not send a general application; we are looking for someone prepared to respond to us, respecting where we are at on our journey as a Trust. You can be sure that we will take time and care in reading your personal application.

Electronic application forms should be completed on the Every Portal which you can access at <https://www.futureschoolstrust.com/vacancies/>.

Best wishes

Samantha McMahon

Application:

We welcome applications from all qualified candidates, including neurodivergent individuals. If you are excited about this opportunity and believe you are a great fit for our team, please complete our School Application Form, we are unable to accept CVs. Electronic application forms should be completed on the Every Portal which you can access at www.newlinelearning.com/vacancies.

If you would like to take a look around our fantastic facilities and meet the staff that you could be working alongside, please email recruitment@futureschoolstrust.com to arrange a visit.

Health & Safety:

So far as is reasonably practicable, the postholder must ensure that safe working practices are adopted by employees, and in premises/work areas for which the postholder is responsible, to maintain a safe working environment for employees and students/pupils.

Safeguarding:

Future Schools Trust is an equal opportunity employer. We celebrate diversity and are committed to creating an inclusive environment for all employees. Future Schools Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. All successful candidates will have to meet the person specification and will be subject to an Enhanced DBS check.

Future Schools Trust is dedicated to attracting the right teachers and support staff who are committed to developing and nurturing our students and we must provide the rewards for that to happen.

Alongside providing a competitive pay and benefits package, we offer lifestyle discounts for retail purchases and tax-efficient schemes for childcare and cycle-to-work purchases.

Pension Scheme:

From your start date you can join either the Teachers Pension Scheme or the Kent County Council Pension Scheme. Contributions are made based on your salary scale.

Annual Leave:

For support staff annual leave starts at 28 days a year plus Bank Holidays and increases after 5 years' service.

Cycle to work scheme:

We offer a cycle to work scheme, this tax beneficial scheme encourages employees to cycle to work or take advantage of the scheme to purchase a bicycle for leisure.

Retail, Health & Social Offers through Kent Rewards:

With Kent Rewards you can also get great discounts on pretty much everything you can imagine! Whether it's a meal at a restaurant, a trip to the cinema, or even a visit to a theme park there are plenty of ways that you can save.

Other offers:

- Benenden Private Healthcare Scheme - Optional to Join
- Specsavers Vouchers
- Full access to our Employee Assistance Programme, 24/7

[Click here to view all our employee benefits.](#)





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