



Trainee Access Arrangements Assessor/HLTA
Full-time (37 hours), term time, plus 5 inset days
Temporary 1 Year Contract
(with potential for permanency after first year)

Grade 7 - SCP 19-25 (£32,061- £36,363 Pro Rata) pay
award pending (The salary shown is based on a full year and full-time post)

Start Date: 2nd November 2026



Welcome to Baines School!

Thank you for your interest in the post of Trainee Access Arrangements Assessor and HLTA at Baines School. I am proud to be the Headteacher here and am delighted that you are interested in joining our team at this exciting time of change. Baines School is a special place that has great potential to be the most wonderful place for learning and personal development. There are so many positives to share on our journey of improvement.

I joined the school on the 1st September 2018 as Deputy Headteacher and was appointed as Headteacher in 2023. My vision for both staff and students is to 'Encourage, Engage, Empower'.

We have recently had an Ofsted inspection where we achieved expected standard across the board. We would strongly welcome you read the new Ofsted report. Due to the improvements, we have seen, along with an improved culture and results over the past two years, Baines is regaining its good reputation. We have wonderful students and staff and they have risen to the challenges of raised expectations, curriculum change and a focus on teaching and learning.

Baines School is steeped in a rich history thanks to our founder James Baines in 1717. The year 2017 celebrated 300 years since the school first started and 2018/19 was a special year as we commemorated 40 years since the school became co-educational and saw the first intake of girls. We have a very supportive Former Pupils Association with a number of social events during the year. There is a fantastic loyalty to the school with generations of families studying at Baines as well as a number of staff and governors who are also former pupils themselves.

Our catchment serves the areas of Wyre and Fylde, and Blackpool. We have an extremely mixed intake with some pupils from Blackpool which is an area of significant coastal deprivation, with approximately 34% of students from disadvantaged backgrounds. Our population has a prior attainment above the national average, and we have a lot of students who have exceedingly high aspirations, many of whom have gone on to Russell Group Universities.

The ideal candidate:

- Will be flexible and able to work as part of a team
- Have previous experience of using a range of communication techniques
- Must be willing to complete the Level 7 Certificate in Testing for Exam Access Arrangements (TEAA) in the first year of employment
- Be able to demonstrate a meticulous attention to detail

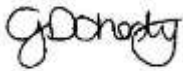
We will offer you:

- excellent CPD opportunities
- friendly and vibrant staff and students
- staff and governors who are loyal to the school
- support from school leaders across other schools
- the opportunity to be part of a school improvement journey

I hope this pack gives you an insight into our school and encourages you to apply. If you would like a tour of the school prior to applying for this position, please email, Ms Fellows, School Business Manager to arrange this in the new school year on either 2nd or 3rd September.

Nil Sine Labore – Nothing Without Effort

Regards

A handwritten signature in black ink, appearing to read 'Clare Doherty'.

Clare Doherty
Headteacher

Application Details

Trainee Access Arrangements Assessor/HLTA

Grade 7

SCP 19-25

Full-time (37 Hours), Term time plus 5 inset days

Temporary 1 Year Contract with the potential for permanency after first year

Closing date for the receipt of completed applications: 9am Friday 4th September 2026.

Interviews: Date to be arranged

This post will be with effect from 2nd November 2026

Please note: Receipt of an application will be acknowledged by email. Subsequently, if you have not been contacted within one week of the shortlisting date, you should assume that your application has been unsuccessful.

It is our policy to take up references for shortlisted applicants from their present employer and one other referee. It would greatly assist the process if you were able to supply email addresses for all the referees on your application form.

Applicants will be asked to produce original certificates for all education qualifications stated in the application form prior to the appointment being confirmed (these will be asked for on the day of interview). All appropriate safeguarding and attendance at work checks will be requested.

Applicants are asked to provide an application form that must be fully completed and legible. A supporting statement of no more than 2 sides of A4 (minimum font size 11), should be clear, concise and related to the specific post. We would prefer applications to be returned by email to Miss P Fellows, School Business Manager: pfe@baines.lancs.sch.uk



Job Description

Job Description	Trainee Access Arrangements Assessor/HLTA
Hours:	37 hours per week
Accountable to:	Headteacher and School Business Manager
Line Managed:	SENCO & Assistant Headteacher i/c Examinations

Purpose of the role:

To train as an Exams Access Arrangements Assessor, completing the level 7 Certificate in Testing for Exam Access Arrangements (TEAA) in the first year of employment. The qualification will cover how to formally assess pupils for special exam provisions, including how to select and administer appropriate tests and how to apply for special exam provisions.

To contribute to a range of teaching, learning and pastoral activities across the school, undertaking a diverse range of duties including in-class support, work within our Alternative Provision (AP) unit, lesson supervision, and the planning and delivery of targeted interventions to meet individual student needs.

Key Duties

- Train and work towards achieving the Level 7 Certificate in Testing for Exam Access Arrangements (TEAA) within the first year of employment.

On completion of the above, the successful candidate will be expected to:

- Assess students for examination access arrangements using approved assessment methods and standardised tests.
- Select, administer, score and interpret appropriate assessment tools to identify students' access arrangement needs.
- Prepare and submit applications for examination access arrangements in line with JCQ and awarding body regulations.
- Maintain accurate assessment records and supporting evidence for exam access arrangements.
- Liaise with students, parents, teachers, SEND staff and examinations officers regarding assessment outcomes and recommended provisions.

In addition, as a HLTA, the successful candidate will be expected to:

- Provide in-class support to students to enhance engagement, learning and achievement.
- Support teaching and learning across a range of curriculum areas and year groups.

- Work within the school's Alternative Provision (AP) Unit, supporting students with additional behavioural, social, emotional or academic needs.
- Supervise lessons and learning activities in the absence of teaching staff, ensuring a positive and productive learning environment.
- Plan, deliver and evaluate targeted intervention programmes to address individual student learning needs.
- Monitor student progress and provide feedback to teaching staff and pastoral teams.
- Develop positive and professional relationships with students, acting as a role model and mentor where appropriate.
- Support the implementation of Education, Health and Care Plans (EHCPs) and SEND provision where required.
- Assist with the preparation of learning resources and materials to support teaching and intervention programmes.
- Attend relevant training, meetings and professional development activities.
- Ensure all duties are carried out in accordance with safeguarding, equality, health and safety, and school policies and procedures.
- Contribute to the wider life of the school through participation in relevant activities, events and enrichment opportunities.

Key Areas of Responsibility

1. Exam Access Arrangements Assessment
2. Student Support and Intervention
3. Alternative Provision Support
4. Teaching and Learning Assistance
5. Lesson Supervision
6. Assessment, Monitoring and Record Keeping
7. Professional Development and Compliance
8. Any other appropriate duties requested by the Headteacher.

Additional supporting information – specific to this post.

The applicant must hold a Level 5 or higher teaching qualification, such as:

- PGCE
- QTS (Qualified Teacher Status)
- QTLS
- DTLLS
- HLTA OR
- HCPC registration as a Psychologist.

OR

- A recognised specialist teaching qualification in areas such as dyslexia/SEND.

Commitment to undertake a Level 7 Qualification

- Commitment to undertake in-service development.
- Commitment to safeguarding and protecting the welfare of children and young people.
- Satisfactory attendance record/commitment to regular attendance at work.
- To be aware of the confidential nature of issues related to home/pupil/teacher/schoolwork.

Person Specification



How it will be assessed is A (Application form), I (Interview), R (References)

A Training and Qualifications

Quality	Essential	Desirable	How this will be assessed
Level 5 or higher teaching qualification, such as: ☐ PGCE ☐ QTS (Qualified Teacher Status) ☐ QTLS ☐ DTLLS ☐ HLTA	Yes		A
GCSE English and Mathematics at grade C/5 and above.	Yes		A

B Experience

	Essential	Desirable	How this will be assessed
Experience of working with children	Yes		A/I
Experience of working in a classroom environment at HLTA or teacher level	Yes		A/I
Experience of administrative work	Yes		A/I

C Knowledge/Skills/Abilities

	Essential	Desirable	How this will be assessed
Ability to relate well to children and young people	Yes		A/I
Ability to work as part of a team	Yes		A/I
Strong communication skills – written and verbal	Yes		A/I
Confidence when liaising with others – face to face/over the telephone	Yes		A/I
Ability to relate well to parents/carers	Yes		A/I

Ability to supervise and assist pupils	Yes		A/I
Time management skills	Yes		A/I
Good organisational skills	Yes		A/I
A high level of attention to detail	Yes		A/I
Ability to keep calm under pressure	Yes		A/I
Work on own initiative	Yes		A/I
Ability to multitask and prioritise workload	Yes		A/I
Complete work with pride	Yes		A/I
Knowledge of classroom roles and responsibilities	Yes		A/I
Knowledge of the concept of confidentiality	Yes		A/I
Undertake administrative jobs accurately and efficiently	Yes		A/I
Knowledge of numeracy and literacy strategies	Yes		A/I
Have strong ICT skills, e.g. SIMS (Schools Information Management System)	Yes		A/I
Ability to assess children's development	Yes		A/I
Ability to plan and deliver work programmes	Yes		A/I
Flexible attitude to work	Yes		A/I

D Other

	Essential	Desirable	How this will be assessed
Good attendance record from previous employment	Yes		A/I
Willingness to undertake personal and professional development and training	Yes		R/I
Flexibility, self-motivation and willingness to take on new challenges	Yes		A/I
Commitment to safeguard and promote the welfare of children and young people	Yes		A/I
Professional presentation of self to students, staff and the public	Yes		R/I

E Safeguarding

	Essential	Desirable	How this will be assessed
Displays commitment to the protection and safeguarding of children and young people	Yes		A/R/I
Ability to form and maintain appropriate relationships and personal boundaries with young people	Yes		A/R/I
Will co-operate and work with relevant agencies to protect young people	Yes		A/R/I

F Application Form and Letter

The appropriate application form should be **fully completed** and legible. The letter should be clear, concise and related to the specifics of the post.

G Confidential References and Reports

Two referees should be nominated, including one from your current or most recent employer.

	Essential	Desirable	How this will be assessed
A positive reference from current or most recent employer	Yes		R

In addition to an application form, applicants are asked to complete a supporting statement of no more than 2 sides of A4 (minimum font size 11). The statement should be clear, concise and related to the specific post.

Applicants should be able to provide evidence that they have the necessary qualities and attributes required by the post, however, it is more likely that they will be more fully assessed during the interview process and from the references.

Department Overview

The Baines Learning Support Team currently consists of Mrs Newhouse, SENCO/MFL Teacher, Mrs Imisson, Assistant SENCO/Specialist Assessor, Mrs Hollie Harker, Senior Learning Support Assistant and 11 highly experienced Learning Support Assistants.

The Learning Support Team plays a vital role in supporting the academic achievement, wellbeing and inclusion of students with additional needs. Through close collaboration with students, families, staff and external professionals, the team works to remove barriers to learning, helping young people to thrive, achieve their full potential and develop the skills they need for successful adulthood.

The Learning Support Team is a dedicated, welcoming and highly valued department that plays a central role in the life of the school. Staff are committed to providing high-quality support and fostering positive outcomes for students. As the school continues to review and develop its SEND provision, the successful candidate will have the opportunity to contribute to and help shape these exciting developments.

Further Information about our School

Baines School has a long and proud heritage. In 2017, it celebrated its 300th anniversary. The school is also unique in the North West in holding its voluntary-aided, non-denominational status. It is proudly comprehensive in nature and renowned in the locality for the support it offers to the social and personal development of its young people at all stages of their school career. Baines is rooted in the local community but owing to its close geographical proximity to Blackpool Authority, the intake each year is wide-ranging and diverse in nature, although ability upon intake is high.

We are proud of the many successes of our young people and of the range of opportunities that our dedicated teaching and associate staff offer them. The work of our governors and of the Former Pupil Association provides additional support and funding for the direct benefit of the pupils. They actively encourage the development of wider activities which further contribute to the enrichment and success in the lives of our young people whilst they are with us and beyond.

The area served by the school

Poulton-le-Fylde is an attractive, small town situated close to Blackpool and the Fylde coast. We are well connected to the rest of the country by an excellent network of motorways and roads, with large centres such as Manchester and Liverpool being just over one hour away. The town has its own railway station, with regular services to Preston and the West Coast Main Line. The school is situated in a pleasant residential area and there is an extensive building plan for new houses in the area.

Our Students

We are an 11-16 school (having previously been an 11-18 school). Students start school in Year 7 with overall levels of attainment that are above the national average.

Our students have a positive attitude to school. The vast majority attend regularly, enjoy lessons and the wide range of other activities provided. In and around school there are high standards of the pupils' behaviour and politeness. The students speak warmly of the support they receive at Baines and the great majority are confident, polite and friendly young people. They are demanding in that they expect and want to do well, and come to the school with high expectations supported by their parents/carers. Our older students are role models who are thoroughly and actively engaged in the work of the school, the quality of what we do and contribute to supporting us in our aim of continual improvement.

The young people of Baines School undertake significant work for charities and there is a varied offer of enrichment activities in which all staff and pupils are actively encouraged to take part. We are the largest school contributor to the Teenage Cancer Trust in the country (over £100,000 so far) and hold the national record for the largest team entry in the Race for Life.

Our skilled and dedicated support staff represent a further strength within the school. These colleagues offer wide-ranging and expert support to some of our most vulnerable young people and they actively engage in the full spectrum of school life both in the classroom and beyond.

We have access to a wealth of CPD, resources and networking opportunities and work with local schools and teaching training providers. We work collaboratively within the area in regard to managed moves, fixed-term exclusion provision and work closely with the Lancashire Authority Advisory Team. Baines is also a registered centre with the Duke of Edinburgh scheme and has strong links with HE providers and employers in the region. We were very proud to have received numerous nominations for the Gazette Education Awards, including winning the inspirational teacher and unsung hero awards. There are so many successes to be proud of, the weekly Headteacher Update shares these with parents and carers.