



**Ofsted**  
Outstanding  
Provider



**The Westminster  
School** *Safe, Happy and Learning Together*

[www.thewestminsterschool.co.uk](http://www.thewestminsterschool.co.uk)

# HLTA (Speech and Language Intervention Practitioner) Application Pack



**Sandwell**  
Metropolitan Borough Council

## Welcome to The Westminster School

As Head Teacher of The Westminster School, I would like to extend a very warm welcome to you and thank you for your interest in our school. This is a very exciting time to join our innovative and dynamic school community.

The Westminster School is an Outstanding School in Rowley Regis which currently caters for 238 pupils aged 7 to 19 years with a wide range of special educational needs including Autism Spectrum Disorder, Global Development Delay and Moderate to Severe Learning Difficulties.

The Westminster School takes great pride in being able to deliver an innovative child-centred curriculum. The school's curriculum is focused around 6 holistic areas: My Communication, My Community, My Care and Independence, My Creativity, My Thinking, My Wellbeing. Traditionally the education system required the child needed to fit into the curriculum, at The Westminster School the curriculum wraps around the young person meeting them at the point of need. Our work on supported internships and supported apprenticeships for students with learning disabilities are at the forefront of national developments.

We are looking for exceptional candidates to join our growing school.

The post of HLTA (Speech and Language Intervention Practitioner) offers an exceptional opportunity for the right candidate to work as part of our flourishing and creative staff team. You will have the support of our highly skilled teaching and learning staff and a dedicated and committed governing board that considers continuing professional development for all staff an essential factor in achieving the best outcomes for all our young people

The deadline to submit your application is Thursday 8 December at 9.00am. Formal interviews will be held on Monday 12 December 2022.

If you have any questions, please do not hesitate to contact Angie Gibson, Head's PA and HR Manager on 0121 561 6884.

I look forward to receiving your application

**Oliver Flowers**  
Head Teacher



## About The Westminster School

Our values are encompassed in our statement of Safe, Happy and Learning Together. Through this we seek to develop our values statement: Building foundations and providing opportunities to create confident, aspirational and independent members of our community.

Our most recent Ofsted Inspection in November 2017 recognised we were an Outstanding School. The report stated that our “leaders are fundamentally committed to improving the life chances of pupils with SEN and disabilities, both at The Westminster School and across the country.”

All of our young people are supported to reach their full potential with a level of independence, confidence and resilience according to their special needs in order that they have the ability to face the challenges of adult life.

All of our committed, enthusiastic staff are well qualified and highly skilled. This translates into an amazing working environment for both staff and pupils.

Ours is a happy school. As identified in our most recent Ofsted Inspection Report, “There is a lot of laughter and enjoyment in lessons and around the school.”

We have an exceptionally strong culture of safeguarding, and student welfare is one of our highest priorities.

The school moved to its new state-of-the-art purpose-built site in February 2011. Most ground floor classrooms have access to outside spaces.

Our on-site facilities include:

- Sports fields
- Multi-Use Games areas
- Theatre with Tiered Seating
- Forest School
- Activity Studio and Fully Equipped Gym
- Dedicated Sensory Rooms

## Supporting our Staff

- We have a comprehensive CPD package aligned to individual professional needs and the strategic development priorities of the school.
- CPD is delivered through structured staff meetings, training days, twilight sessions with days off in lieu where appropriate.
- There are opportunities for professional career progression as the school continues to grow.
- Recruitment and Retention Incentives of up to £5,000 are available for high quality experienced candidates.
- The Senior Leadership Team have an ‘Open Door’ Policy – no concern is too small
- All employees benefit from the BHSF RISE Employee Assistance Programme. RISE is a revolutionary service offering employees personalised, on-demand advice and support from a breadth of expert mental health, financial and legal providers – a package of support unequalled within the employee welfare industry.
- The school community takes part in seasonal events such as Children’s Mental Health Week, Children in Need, Christmas Jumper Day, allowing staff and students to show their less serious side
- There are many opportunities for staff to get involved in the life of the school including Duke of Edinburgh Award, John Muir Award, residential and overseas trips
- Access to a range of discounts and special offers through Sandwell Rewards



## HLTA (Speech and Language Intervention Practitioner) Job Description

### Job Summary

- To support the delivery and management of Phonics and Reading Programmes throughout the school in conjunction with the TLRs and SLT.
- To support the delivery and management SALT Programmes throughout the school in conjunction with the TLRs and SLT.
- Liaison with external SALT team to ensure programmes are being delivered through the fabric of the school curriculum.
- Implement focused programmes for identified students.
- To support the integration of SALT programmes into the classroom environment to empower other professionals.

### Additional duties and responsibilities

#### Support for Pupils

- Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning.
- Establish productive working relationships with pupils, acting as a role model and setting high expectations.
- Support the Implementation of a personalised curriculum.
- Promote the inclusion and acceptance of all pupils within the classroom.
- Support pupils consistently whilst recognising and responding to their individual needs.
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities.
- Promote independence and employ strategies to recognise and reward achievement of self-reliance.
- Provide feedback to pupils in relation to progress and achievement.



## HLTA (Speech and Language Intervention Practitioner) Job Description

### Support for Teachers

- Organise and manage appropriate learning environment and resources.
- Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate.
- Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre determined learning objectives.
- Provide objective and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Record progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment.
- Work within an established discipline policy to anticipate and manage behaviour constructively, promoting self control and independence.
- Supporting the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement etc.
- Administer and assess/mark tests and invigilate exams/tests.
- Production of lessons plans, work sheet, plans etc.

### Support for the Curriculum

- Deliver learning activities to pupils within agreed system of supervision, adjusting activities according to pupil responses/needs.
- Deliver local and national learning strategies e.g. literacy, numeracy, KS3, early years and make effective use of opportunities provided by other learning activities to support the development of pupils' skills.
- Use ICT effectively to support learning activities and develop pupils' competence and independence in its use.
- Select and prepare resources necessary to lead learning activities, taking account of pupils' interests and language and cultural backgrounds.
- Advise on appropriate deployment and use of specialist aid/resources/equipment.

### Support for the School

- Comply with and assist with the development of policies and procedures relating to child protection, health and safety and security, confidentiality and data protection, reporting concerns to an appropriate person.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the school.
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.
- Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils.
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others.
- Deliver out of school learning activities within guidelines established by the school.
- Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class.

## HLTA (Speech and Language Intervention Practitioner) Job Description

### Line Management Responsibilities

- Manage other teaching assistants.
- Liaise between managers/teaching staff and teaching assistants.
- Hold regular team meetings with managed staff.
- Represent teaching assistants at teaching staff/management/other appropriate meetings.

### Other duties

- Undertake recruitment/induction/appraisal/training/mentoring for other teaching assistants.
- To participate in the operation of the Council's Personal Performance Development Scheme.
- It is your responsibility to carry out your duties in line with the Council's policy on equality and be sensitive and caring to the needs of the disadvantaged, promoting a positive approach to a harmonious working environment. You should act as an exemplar on these issues and should identify and monitor training for yourself and any employees for whom you are responsible, in line with this policy and the Equality Act 2010.
- Such other duties as may be appropriate to achieve the objectives of the post to assist the Thematic Area in the fulfilment of its objectives commensurate with the post holder's salary grade, abilities and aptitudes.
- The post holder must at all times carry out his/her responsibilities with due regard to the Council's policy, organisation and arrangements for Health and Safety at Work.



## HLTA (Speech and Language Intervention Practitioner) Personnel Specification

The Personnel Specification outlines the main attributes needed to adequately perform the post specified. In drawing together the specification, a critical examination of the job description has been undertaken to pinpoint those elements of the post deemed as essential.

The Personnel Specification is intended to give prospective candidates a better understanding of the position's requirements. It will be used as part of the recruitment process in identifying and shortlisting candidates and in determining an applicant's suitability for employment, whilst giving due consideration to the need to make reasonable adjustments in line with the requirements of the Equality Act 2010.

	Essential Requirements	How Identified
Qualifications	<ul style="list-style-type: none"> <li>HLTA qualification or equivalent</li> <li>English and Maths (GCSE C or equivalent)</li> </ul>	Formal possession of an appropriate qualifications to be verified at interview.
Experience	<ul style="list-style-type: none"> <li>Experience of working with pupils with complex needs.</li> <li>To enjoy motivating and inspiring children across the range of age, ability and confidence.</li> <li>To be clear and confident with good behaviour management skills appropriate to the age of child.</li> </ul>	<p>Past employment activity record.</p> <p>Performance in related selection methods eg presentation, group discussion.</p>
Training	<ul style="list-style-type: none"> <li>Willingness to undertake training as and when required.</li> </ul>	<p>Past training employment history from application form and records.</p> <p>Selection process by demonstration of ability to display knowledge and skills at the interview.</p>
Special Knowledge	<ul style="list-style-type: none"> <li>An understanding of child development and appropriate levels of childcare.</li> <li>An awareness and understanding of parental involvement in raising pupil achievement</li> </ul>	Qualifications held and demonstration of knowledge at interview.
Circumstances (Personal)	<ul style="list-style-type: none"> <li>Ability to work when the School is open (Term time working).</li> <li>Willingness to work flexibly to meet the requirements of the post.</li> <li>Ability and willingness to undertake occasional work outside of school hours as required.</li> </ul>	Ensuring candidates are aware of these requirements from the job description. Interview questions and form details.



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Disposition	<ul style="list-style-type: none"> <li>• Must be able to communicate at all levels.</li> <li>• Must be committed and experienced in working as a member of a team.</li> <li>• Must be able to work on own initiative.</li> <li>• Must be willing to take an active part in all aspects of School life.</li> <li>• Ability to motivate individuals to perform effectively.</li> <li>• Commitment to working in partnership with parents in a supportive, non-judgmental manner</li> <li>• Awareness of and respect for, the needs of the individual child and their families, including multi-cultural and inclusive practices.</li> </ul>	Performance in related selection process, eg exercises, group discussion, problem solving, questions etc.
Practical and Intellectual Skills	<ul style="list-style-type: none"> <li>• Able to work independently and to manage own time efficiently.</li> <li>• Excellent communication skills, both verbally and in writing.</li> <li>• Ability to work individually and as part of a team.</li> <li>• Commitment to equal opportunities.</li> <li>• Self-motivated and flexible</li> <li>• Able to maintain accurate records</li> <li>•</li> </ul>	Performance in related selection process.
Legal Requirements	<ul style="list-style-type: none"> <li>• This post is subject to an Enhanced DBS Check and Children's Barring List Check for Regulated Activity</li> </ul>	Application form and interview questioning and reference.





**THE REMAINING SECTIONS ARE TO BE COMPLETED BY MANAGERS AND ARE FOR THE APPLICANT'S INFORMATION ONLY.**

**9. Background Checks**

Please ✓ required check(s) referring to Section 9 of [Guidance on completing individual sections of the Personnel Specification](#)

The post is subject to the following Background Check(s) which will be undertaken, where applicable, following a conditional offer of appointment.	a) Enhanced DBS with Children's and Adults Barring List Check	<input type="checkbox"/>	Only <b>one</b> or <b>none</b> of these checks (a – f) may be applicable.
	b) Enhanced DBS with Adults Barring List Check	<input type="checkbox"/>	
	c) Enhanced DBS with Children's Barring List Check	<input checked="" type="checkbox"/>	
	This check may also be required in addition to one from (a-f) above	<input type="checkbox"/>	
	e) Standard DBS Check	<input type="checkbox"/>	
	f) Basic Disclosure Check	<input type="checkbox"/>	
	Police Vetting Check	<input type="checkbox"/>	
	No Check Required	<input type="checkbox"/>	

**10. Politically Restricted Post**

Is this post a "politically restricted post"?  Yes  No

Applicants can gain further information on Politically Restricted posts in the "Information for job applicants' booklet".

**11. Main Physical Activities/ Requirements of the Post.**

Please ✓ if activity requires to be undertaken.

The Council will make reasonable adjustments that are necessary for the successful candidate to undertake any of these activities

Lifting / manual handling / client handling	<input type="checkbox"/>	Prolonged standing or sitting	<input type="checkbox"/>
Working at heights	<input type="checkbox"/>	Prolonged working with vibrating tools / machinery	<input type="checkbox"/>
Working in confined spaces	<input type="checkbox"/>	Bending / Squatting / Kneeling	<input checked="" type="checkbox"/>
Working outdoors	<input checked="" type="checkbox"/>	Manual cleaning /domestic duties	<input type="checkbox"/>
Agricultural / gardening work	<input type="checkbox"/>	Food Handling	<input type="checkbox"/>
Work requiring respirators or masks	<input type="checkbox"/>	Rotating shift work or night work	<input type="checkbox"/>
Work requiring hearing protection	<input type="checkbox"/>	Driving Duties HGV / LGV/ Minibus / Passenger carrying	<input type="checkbox"/>
Work with skin irritants / allergens / respiratory irritants/fine particles	<input type="checkbox"/>	Any other driving duties	<input type="checkbox"/>
Significant use of computers	<input type="checkbox"/>	Using restraint	<input type="checkbox"/>

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Working with children or vulnerable adults	<input checked="" type="checkbox"/>	High mental stress content	<input type="checkbox"/>
Permanent night work	<input type="checkbox"/>	Physical / sport / leisure duties	<input checked="" type="checkbox"/>
Lone working	<input type="checkbox"/>	Regular walking on uneven ground	<input checked="" type="checkbox"/>
Working with challenging behaviours	<input type="checkbox"/>		
Other main physical activities not listed above			

### Safety Critical Posts

A pre-employment/placement medical assessment with Occupational Health is required for any employee who is undertaking a safety critical post.

A safety critical post is one that is likely to be exposed to:-

- Noise (e.g. gardeners using mowers and highways road workers)
- Vibration
  - Hand/arm vibration (e.g. gardeners using blowers and/or strimmers, road workers, arborists, cleaners using buffers and countryside workers)
  - Whole body vibration (e.g. tractor drivers)
- Hazardous substances (i.e. solvents, fumes, dusts, biological agents and other substances hazardous to health) (e.g. School Design and Technology Technicians)

Also, the following posts: Fleet Drivers (where it is an essential requirement of the job to hold a valid driving licence in order to carry out the duties of the role), Trading Standards Officers, Vehicle Mechanics, School Crossing Patrol Operatives, employees working with asbestos and employees with responsibility for the health and well being of children and adults during the night require a pre-employment/placement medical.

Other Night workers (e.g. care workers and concierge staff) will be given the option to receive pre-employment/placement screening if they are offered the position

Having reviewed the criteria outlined in Section 12 is this post a "Safety Critical" post?

Yes

No

### 13. Language Requirements

Is this post covered by part 7 of the Immigration Act (2016), and therefore, the ability to speak fluent and spoken English is an essential requirement for this role? For example:

- The employee will work in a customer-facing role.
- The employee is required to speak to members of the public in English and this forms a regular and intrinsic part of the role.
- The employee requires a command of spoken English, to enable the effective performance of the role.

Yes

No

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