



Appointment of HLTA COIN (SRP)

Required:
September 2026
or before

Welcome from the Head



My priority over the past few years has been to improve the quality of teaching and learning and to open doors for every student that we are privileged to teach.

The school has undergone a great deal of change since I arrived in 2018. Some of these changes have been as a result of our own analysis and reflections on what we needed to do better, some have come about through the amazing new building project, and others have evolved as we have addressed our vision, ethos and purpose as educators .

We want our students to **ASPIRE**; to want to be the best they can be, to seize opportunities, be prepared to take risks and not be frightened of failure.

We want them to **INNOVATE**; to think outside the box, be creative and curious, to be proud of who they are and to be able to work both collaboratively and independently.

We want them to show **RESPECT**; to be thoughtful and kind citizens who support each other, members of our school and local community.

Our motto, **Ad Astra**, to reach for the stars, represents the high expectations that we have for each member of our school community. Having dreams, goals, targets and a vision is an important driver to help keep us all motivated and make the learning journey purposeful and exciting. We want excellence in everything and we support and encourage everyone to be the best they can be in all that they do.





Who We Are

- We are a 11-16 comprehensive school
- We are a 7 form entry, 210 PAN
- We are central to Redhill and have great access from the train station, easily accessible to the coast and London
- We are in SESSET along with The Ashcombe School and Therfield School
- Our last Ofsted Inspection was rated 'Good' in May 2023
- Our students make good progress and we continue to work hard to ensure their outcomes continue to improve

“Pupils are proud of their school. They know that the staff work very hard to support them”
(Ofsted 2023)

The Role

The HLTA – High COIN Unit plays a vital role in the delivery of high-quality specialist provision for students with complex needs.

Definition: High COIN

High COIN (Complex, Overlapping and Communication/Interaction Needs) refers to students whose needs are complex and multifaceted, often spanning communication and interaction difficulties (including ASC), social, emotional and mental health needs, and associated barriers to accessing mainstream learning. Students within this provision require highly adapted teaching approaches, increased adult support, and a nurturing environment underpinned by high expectations.

Working as part of a small, specialist team, the postholder will:

- Deliver planned learning activities and small-group lessons
- Provide targeted 1:1 academic and therapeutic support
- Support emotional regulation, communication and engagement
- Enable students to access mainstream learning where appropriate through hybrid provision
- Provide intervention and support to High COIN students who are learning full- or part-time in the mainstream school

The role combines teaching skill, relational intelligence and consistency, ensuring students are supported to thrive both inside and beyond the Specialist Resource Provision.

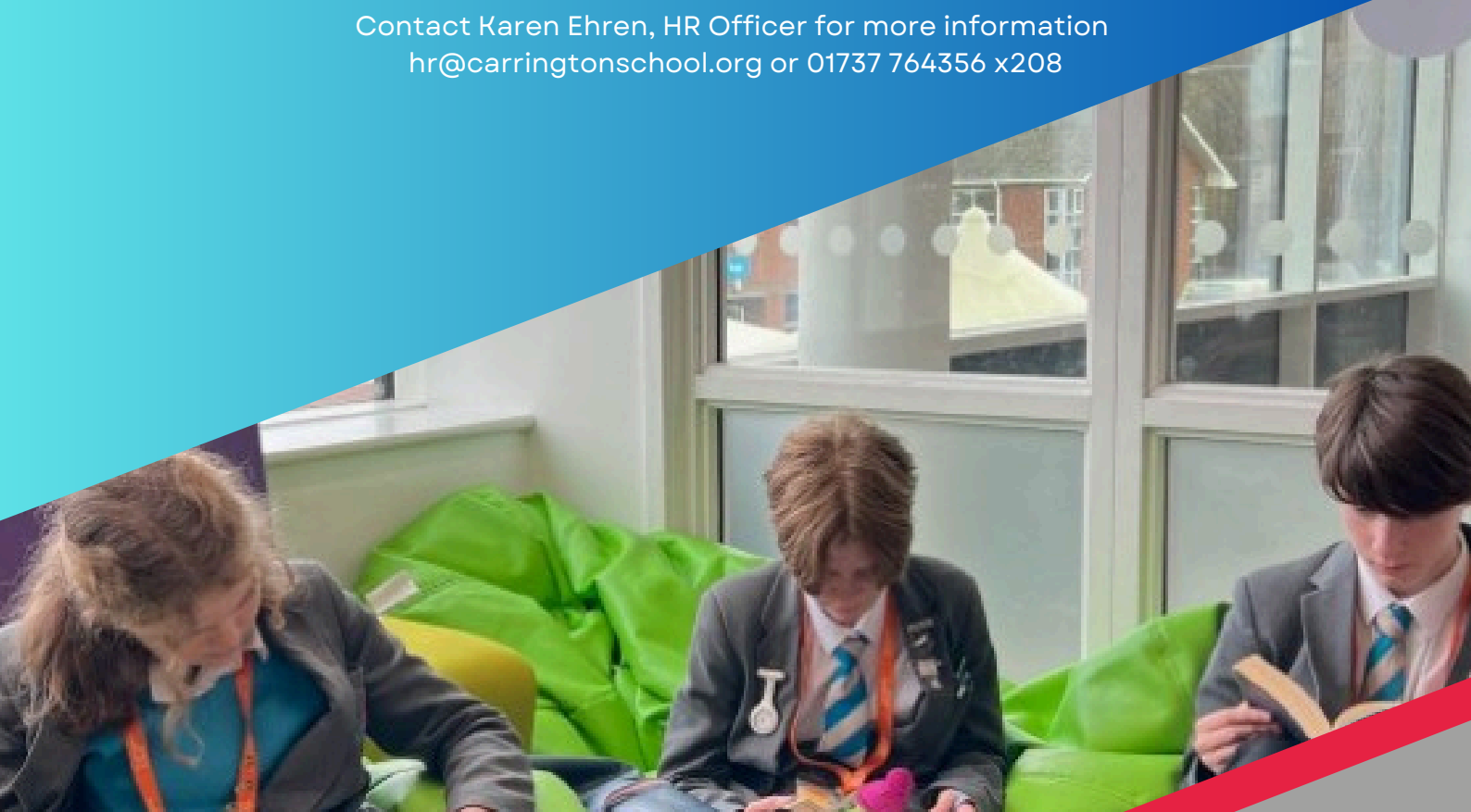
Salary:

SESSET 8 36 hours pw, 39 weeks per year
£30,902 to £34,971 (£36,251 to £41,024 FTE)

Line Manager:

Teacher of High COIN SRP

Contact Karen Ehren, HR Officer for more information
hr@carringtonschool.org or 01737 764356 x208



Benefits

- > **Above average PPA** allocation
- > Strong Induction Programme
- > Great CPD and training opportunities
- > Teaching staff **finish early on Fridays**
- > Two-week October half term
- > ECTs paid from June throughout summer for a Sept start
- > Opportunities to **accompany visits locally, nationally and internationally**, such as skiing in Italy, hiking in Morocco and community project work in Uganda
- > Modern, spacious and well-equipped staff room
- > On-site parking
- > Confidential membership of Smart Clinic, our employee support service that covers legal, health, financial and lifestyle support for all staff
- > Annual pay progression within your pay grade
- > Laptops for all teaching staff and tablets for all teaching assistants
- > Start the day with free morning porridge!
- > Complimentary refreshments when attending evening events such as Parent-Teacher meetings and Open Evening
- > £1000 finders fee for staff who recruit other appropriate staff for us
- > London Fringe Allowance
- > **Annual flu vaccinations**
- > Paid lunch duties available

Our people really are what sets us apart, with a warm and positive culture that challenges and supports us to be our best every day.

Our holistic approach is evident in our innovative Excellence Programme designed to provide cultural capital, a beautiful Ecology Area that stretches alongside the Earlswood brook where we run our Forest School, and extensive enrichment opportunities.

Role Description

Key Responsibilities

1. Teaching, Learning and Lesson Delivery

- Deliver planned lessons and learning activities to small groups within the High COIN Unit.
- Deliver pre-agreed lessons or structured interventions in the absence of the class teacher.
- Support literacy and numeracy learning through accessible, functional and engaging approaches.
- Adapt resources and tasks to meet individual student needs.
- Support students to remain engaged, regulated and motivated.

2. Targeted Intervention and 1:1 Support

- Provide targeted 1:1 academic and pastoral intervention.
- Support students with:
 - Communication
 - Organisation
 - Engagement
 - Regulation
- Track and feedback on intervention impact to the teacher and SENCO.
- Support students to develop independence and self-belief.

3. ELSA-Style and Therapeutic Support

- Deliver ELSA-style sessions and emotionally informed support programmes.
- Support students before and after emotionally challenging activities.
- Reinforce emotional literacy, reflection and coping strategies.
- Work closely with therapeutic professionals to ensure consistency of approach.

4. Inclusion and Hybrid Mainstream Support

- Support High COIN students accessing learning within the mainstream school.
- Provide in-class or withdrawal support as agreed.
- Liaise with mainstream teachers to reinforce strategies that enable success.
- Support students with transitions between SRP and mainstream settings.
- Promote inclusion as belonging, not simply access.

5. Behaviour, Regulation and The Carrington Way

- Uphold The Carrington Way for behaviour and learning consistently.
- Support students to understand behaviour as communication.
- Use de-escalation and regulation strategies effectively.
- Model calm, consistent and respectful practice at all times.
- Support relationship repair and restorative approaches where appropriate.

6. Working with Families and Professionals

- Support communication with families under the direction of the teacher or SENCO.
- Attend meetings with internal and external professionals when required.
- Share relevant observations and insights to support planning and review.
- Ensure consistency across provision.



Role Description cont

7. EHCP Support and Documentation

- Support the implementation of EHCP outcomes and provision.
- Contribute observational evidence and feedback for EHCP reviews.
- Support accurate record-keeping in line with statutory requirements.
- Ensure support aligns precisely with agreed plans.

8. Safeguarding and Student Wellbeing

- Maintain high levels of safeguarding awareness at all times.
- Act promptly and professionally on concerns or disclosures.
- Prioritise student wellbeing in all decisions and interactions.
- Handle sensitive information confidentially and responsibly.

9. Professional Responsibilities

- Work collaboratively as part of the High COIN provision team.
- Engage in relevant training and professional development.
- Contribute to the ongoing development of the Specialist Resource Provision.
- Undertake other duties appropriate to the role as directed by senior leaders.

The Teacher leads curriculum, planning and assessment.

The HLTA delivers learning, intervention and therapeutic support that makes ambitious provision possible.

Safeguarding

The successful candidate will be subject to a satisfactory enhanced disclosure from the Disclosure and Barring Service (DBS), Carrington School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment



Person Specification

	Essential	Desirable
Qualifications		
HLTA status or equivalent qualification/experience or Qualified Teacher status	✓	
GCSEs (or equivalent) in English and Maths	✓	
Training in SEND, SEMH, ELSA or therapeutic approaches		✓
Experience teaching students with complex or additional needs.	✓	
Experience		
Experience working with children or young people with complex needs.	✓	
Experience delivering learning activities and interventions.	✓	
Experience supporting emotional regulation and wellbeing.	✓	
Experience working as part of a specialist or inclusion team.	✓	
Experience within an SRP, alternative provision or SEND setting.		✓
Experience delivering ELSA or similar programmes.		✓
Experience supporting hybrid or mainstream inclusion.		✓
Strong understanding of High COIN needs and inclusive pedagogy.		✓

Person Specification continued

Essential
Desirable

Knowledge and Understanding

Strong understanding of High COIN needs.



Understanding of trauma-informed and attachment-aware practice.



Knowledge of behaviour as communication.



Understanding of inclusive and adaptive teaching strategies



Secure awareness of safeguarding responsibilities



Skills and Abilities

Ability to deliver structured learning confidently to small groups



Strong relational skills with vulnerable students



Ability to support learning while managing regulation needs



Strong communication skills with staff and students.



Ability to remain calm, patient and consistent under pressure.



Good organisational and record-keeping skills.



Confident use of ICT to support learning and communication



Person Specification continued

Essential
Desirable

Personal Qualities and Attributes

Nurturing, resilient and emotionally intelligent.



High expectations matched with empathy.



Reflective, solution-focused and proactive



Highly reliable and professional.



Committed to inclusion, dignity and belonging.



Values-led and ethically grounded



Aspire Innovate Respect



Closing date Tuesday 05 May 2026 at 10:00am
Interview date - TBC

We reserve the right to close applications early should we appoint a suitable candidate.

For an informal discussion about the role please contact the HR Manager,
Karen Ehren
hr@carringtonschool.org



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www.carringtonschool.org

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