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Headteacher: Mrs N Hadfield

Dear Applicant

Vacancy for the post of SEN Teaching Assistant

Welcome to Edison Pace School and thank you for your interest in the above position. This role offers a unique opportunity to work within a very experienced, successful and thriving team.

This pack contains information about the school - current position, the job, our expectations of the successful candidate and a job description. It also includes DBS and Data Protection information.

To apply for this position, please complete our application form. Your supporting statement (towards the end of the application form) should be no longer than two sides of A4. Please ensure that you provide full details of your qualifications, employment (paid or voluntary) and the skills and interests you have that would equip you to undertake this role.

To be considered for this position, please email your completed application form to k.burrows@edisonpace.co.uk. Commencement of this role will be as soon as possible.

Edison Pace School is committed to the protection and safety of its students and operates a safer recruitment policy. An appointment will be subject to an enhanced disclosure and barring service check.

If you wish to apply for the post advertised then I would like to take this opportunity to thank you for your application and your investment of time and, whatever the outcome, I wish you well in the future.

Yours faithfully

Mrs N Hadfield
Headteacher



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Job description for the post of: SEN Teaching Assistant

Job details

Salary: £23,113 - £25,781 (dependent on experience/qualifications)

Hours: Monday to Thursday 8.00am – 4.00pm and Friday 8.00am – 3.00pm

Contract type: Full-time, Permanent

Reporting to: SENCO

Main purpose

The Teaching Assistant will:

- Work with class teachers to raise the learning and attainment of students
- Promote students' independence, self-esteem and social inclusion
- Give support to students, individually or in groups, so they can access the curriculum, take part in learning, and experience a sense of achievement
- Support the class teacher and students with classroom behaviour management

Duties and responsibilities

Teaching and learning

- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all students including.
- Promote, support and facilitate inclusion by encouraging participation of all students in learning
- Support the teaching of a broad and balanced curriculum aimed at students achieving their full potential in all areas of learning
- Use effective behaviour management strategies consistently in line with the school's policy and procedures
- Support class teachers with maintaining, managing behaviour effectively to ensure a good and safe learning environment
- Organise and manage teaching space and resources to help maintain a stimulating, engaging and safe learning environment
- Observe student performance and pass observations on to the class teacher
- Supervise a class if the teacher is temporarily unavailable
- Use ICT skills to advance students' learning
- Undertake any other relevant duties given by the class teacher, may include creating learning resources
- Supporting teachers to use assessments accurately to inform planning

Planning

- Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of student performance and progress as appropriate to the level of the role
- Read and understand lesson plans shared prior to lessons

Working with staff, parents/carers and relevant professionals

- Communicate effectively with other staff members and students, and with parents and carers under the direction of the class teacher
- Communicate their knowledge and understanding of students to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision
- Contribute to meetings with parents and carers by providing feedback on student progress, attainment and barriers to learning, as directed by teachers
- With the class teacher, keep other professionals accurately informed of performance and progress, or concerns they may have about the students they work with
- Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers
- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Develop effective professional relationships with colleagues

Health and safety

- Promote the safety and wellbeing of students and help to safeguard students' wellbeing by following the requirements of Keeping Children Safe in Education (KCSIE) and our school's child protection policy
- Where appropriate support class teacher in the creation of risk assessments

Professional development

- Help keep their own knowledge and understanding relevant and up to date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school
- Take part in the school's appraisal procedures

Other areas of responsibility

Safeguarding

- Work in line with statutory safeguarding guidance (e.g., Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies
- Promote the safeguarding of all students in the school

What we offer

- ✓ Small class sizes and the opportunity to have meaningful impact
- ✓ A supportive and forward-thinking leadership team
- ✓ Ongoing professional development in SEND and therapeutic practice
- ✓ The opportunity to shape delivery and make a genuine difference
- ✓ A school culture built on respect, empathy and possibility
- ✓ Annual wellbeing days



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Personal specification for the role of SEN Teaching Assistant:

CRITERIA	Essential	Desirable
Qualifications and training		➤ GCSE or equivalent level, including at least a Grade 4 (previously Grade C) in English and maths ➤ Qualified TA level 3
Experience	➤ Experience working in a school environment or other educational setting ➤ Experience working with children / young people	➤ Experience working with children / young people with SEN aged 7-16 ➤ Experience of planning and leading teaching and learning activities ➤
Skills and knowledge	➤ Good literacy and numeracy skills ➤ Good organisational skills ➤ Ability to build effective working relationships with students and adults. ➤ Skills and expertise in understanding the needs of all students ➤ Excellent verbal communication skills ➤ Active listening skills ➤ The ability to remain calm in stressful situations ➤ Knowledge of guidance and requirements around safeguarding children ➤ Understanding of roles and responsibilities within the classroom and whole school context	➤ Knowledge of how to help adapt and deliver support to meet individual needs ➤ Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and students ➤ Good ICT skills, particularly using ICT to support learning ➤ Knowledge of how to support learners in accessing the curriculum in accordance with the SEND code of practice

About Edison Pace School

Edison Pace School is an independent specialist provider of education. We are a trauma-informed provision for young people aged 7 to 18 who exhibit a range of complex needs. We are proud to break down barriers to learning by understanding the impact of trauma, embracing neurodiversity, and fostering resilience. Every young person will thrive, and step into their future with confidence and hope. Our class sizes are small (maximum 6) with high staff ratios. Each young person has an allocated key worker. Additionally, we have dedicated pastoral support staff and external professionals for additional therapeutic support. We offer calm, low-arousal classrooms, and sensory regulation areas.

We believe the word 'curriculum' is to be interpreted in its widest meaning. It is every planned learning experience as a member of our school community, both formally within a lesson, and informally outside the classroom, embedded throughout the whole school day. It includes the extensive offer of planned activities to promote learning, personal growth and development. Teachers, instructors and support staff structure experiences to ensure the maximum positive impact on attainment, progress and personal development. Every young person has the right to succeed, and we are committed to being the difference to our young people, providing them with a brighter future.

At Edison Pace School, every young person is welcomed into a safe, nurturing community where they are supported to thrive. Our offer is driven by trauma-informed practice, an understanding of neurodiversity, and a commitment to helping every young person grow with confidence and hope. No matter their background, strengths, or challenges, every young person is shown warmth, understanding, and an unwavering belief in their potential. We create an inclusive community where every young person is seen, valued, and empowered to step into their future with confidence and hope.

Our trauma-informed approach ensures we develop trusting, authentic relationships with our young people. We achieve this within our small groups, high staffing ratios and a relationship centred approach to our teaching and delivery. We prioritise predictability, structure and trust, creating a setting where young people feel safe, understood, and ready to learn. All staff are trained in trauma, attachment, Autism, ADHD, Zones of Regulation, restorative practices and other specialist training dependent on our cohort and individuals' needs. We understand that additional needs such as Autism, ADHD, experiences of ACEs (adverse childhood experiences), and trauma significantly impact a young person's development across social, emotional, cognitive and physical domains. The effects are often cumulative, meaning more experiences of adversity or co-occurring conditions can lead to greater challenges.

Edison Pace School safer recruitment procedure

Edison Pace School is committed to safeguarding and promoting the welfare of all students. To meet this responsibility, we follow a rigorous selection process to discourage and screen out unsuitable applicants.

Disclosure

Level of disclosure required: **ENHANCED**.

This post is classified as having substantial access to children and so is exempt from the Rehabilitation of Offenders Act (ROA) 1974. Shortlisted applicants will be sent a form to complete and required to declare:

- All unspent convictions and conditional cautions.
- All spent convictions and adult cautions that are not protected (i.e., that are not filtered out) as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2020). For further information on filtering please refer to Nacro guidance and the guidance published by the Ministry of Justice (see, in particular, the section titled 'Exceptions Order').

We recognise the contribution that people with criminal records can make as employees and volunteers and welcome applications from them. The Edison Pace School is an equal opportunities employer and is committed to eliminating prejudice in employment. A person's criminal record will not in itself debar that person from being appointed to this post. Any information given will be treated in the strictest confidence. Suitable applicants will not be refused posts because of offences which are not relevant to, and do not place them at or make them a risk in, the role for which they are applying.

All cases will be examined on an individual basis and will take the following into consideration:

- Whether the conviction is relevant to the position applied for.
- The seriousness of any offence revealed.
- Your age at the time of the offence(s).
- The length of time since the offence(s) occurred.
- Whether the applicant has a pattern of offending behaviour.
- The circumstances surrounding the offence(s), and the explanation(s) provided.
- Whether your circumstances have changed since the offending behaviour.

If you are shortlisted to attend for interview you will be asked to complete a confidential Criminal Records Declaration Form. The information disclosed on the form will not be kept with your application form during the application process. The information will only be seen by those who need to see it as part of the recruitment process.

It is important that applicants understand that deliberate attempts to conceal the information requested in the confidential form could result in disciplinary proceedings or dismissal. Further advice and guidance on disclosing criminal records can be obtained from **Criminal Record Support Service**.

All applicants who are offered employment will be subject to a criminal record check, and a check will be made with the Disclosure and Barring Service (DBS) before the appointment is confirmed.

Any information will be treated with the strictest confidence, and you will only be prevented from obtaining employment if it is considered that you have a criminal record that makes you unsuitable for the post in question.

Reference checking

References from the previous and current employer will be taken up for shortlisted candidates, and where necessary employers may be contacted to gather further information. Referees will be asked about whether the applicant has been the subject of any safeguarding concerns, so referees should be a senior person with the appropriate authority.

Probation

All new staff will be subject to a probation period of six months (which may, in certain circumstances, be extended by up to a further six months). The probation period is a trial period, to enable us to assess an employee's suitability for the job for which they have been employed. It provides us with the opportunity to monitor and review the performance of new staff in relation to various areas, but also in terms of their commitment to safeguarding and relationships with students.

Our recruitment processes

At Edison Pace School we are committed to promoting a diverse and inclusive community and we reject any form of harassment, discrimination or victimisation. We are committed to providing equal opportunity in recruitment and employment to all individuals. We will consider candidates without regard to race, ethnicity, gender, religion, sexual orientation and identity, national origin, age, military or veteran status, disability or any other legally protected status; and without discrimination based on socioeconomic, marital, parental or caregiving status, or any of the previously listed characteristics or statuses. We want to provide a positive experience at interview and want our recruitment process to set up candidates for success.

The application processes

If called for interview all candidates are given a tour of the school by a senior member of staff. To apply for this position please go to the advertisement for this post or apply directly through the school website.

Unfortunately, due to the substantial number of applications that we receive, we are sometimes unable to respond to unsuccessful applicants. Feedback is only provided to shortlisted candidates who attend an interview.

Candidates who are shortlisted will be contacted to inform them that they have been selected and to confirm their availability to attend for interview.

On confirmation of attendance, candidates will be informed of the relevant information needed to prepare for a skills test and/or interview, depending on the post they have applied for.

The interview processes

On confirmation of your attendance, you will be emailed information regarding the arrangements for the day, such as time of arrival and information about the format for the process.

Candidates are asked to bring relevant qualification certificates, plus photographic ID. These are checked by HR on arrival at reception. Following the lesson or test, the recruitment and selection panel will analyse the results, and further shortlisting may take place prior to the interviews.



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Edison Pace School safer recruitment procedure (cont.)

Data protection statement

Information that you provide for the purpose of your application will be used as part of the recruitment process. Any data supplied will be held securely and access restricted to those involved in dealing with your application and the recruitment and selection process.

Once this process is completed, the data relating to unsuccessful applicants will be stored for a maximum of 6 months and then destroyed. If you are the successful candidate, your application form will be retained and form the basis of your personnel record. All processing of personal data by the school is undertaken in accordance with the principles of the General Data Protection Regulation 2016.