



Individual Needs Assistant (INA)

Information for Applicants

February 2026





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About Cavendish Education Trust

Cavendish Education Trust (CET) is a growing family of primary and secondary schools. Our mission is to deliver the very best learning experiences and environment which inspires the highest outcomes for everyone within the Trust community.

The Cavendish Education Trust offers an exciting and dynamic workplace environment. We believe that staff make a difference to children and place staff development at the centre of our strategic planning.

Promoting the continuous professional development of our staff is one of our highest priorities as we believe this is a vitally important part of improving outcomes for young people. Cavendish Education Trust is proud of its record in developing staff and on the quality of CPD more widely.



Letter from our Chief Executive Officer

Dear Applicant,

Cavendish Education Trust (CET) is a growing family of primary and secondary schools. Our mission is to deliver the very best learning experiences and environment which inspires the highest outcomes for everyone within the Trust community.

We encompass more than 2,000 pupils between the ages of 2 and 16 years in Infant, Junior and all-through settings. As well as achieving excellent academic results, CET schools are deeply committed to the personal development of our young people. We are proud to contribute to our local community with our pupils having opportunities to support local projects.

I strongly believe in the power of an outstanding education to transform lives. It is a great privilege for me to lead CET and I work tirelessly to make sure we deliver our vision of working collaboratively to inspire learners to demonstrate the knowledge, skills and values required for lifelong learning and to be successful, active members of the Trust and wider community.

The Trust has three shared key values which are Respect, Responsibility and Resilience. They underpin everything that we do across the Trust, from planning and delivering our curriculum to personal development of individuals. Through our values, a caring and supportive environment is created to promote learning.

Our schools promote excellence in everything they do. In every school, the entire staff team works in partnership with parents and the local community in nurturing today's young people and inspiring tomorrow's leaders.

CET employs the very best staff and invests heavily in their continuing professional development. CET has a talented and dedicated team of staff, Local Governors and Trustees. Each of our schools receives strong support from parents and the local community. We work together, united in a common goal to enable pupils with the knowledge and skills to become successful lifelong learners.

Thank you for your interest in working with us.

Peter Marchant

Chief Executive Officer (CEO)

About Cavendish School

Cavendish School was established on this site in 1979, but the building was first opened as a girls' high school in 1939. An extension was built in 1982 and further programmes of building and refurbishment have been completed in the intervening years. The school opened as a 5-16 all through school in 2015, with two reception classes. The major extension for the primary phase was opened in 2016.

Today Cavendish is an oversubscribed School, catering for the 2-16 age range. We have a planned admission number of 60 in each year group in the primary phase and 180 for each year group in the secondary phase. The pre-school has 30 spaces available on each school day.

Pupil outcomes in both phases are consistently significantly above national averages for attainment and progress. The school has been named in the Times newspaper "Best 500 schools nationally". OFSTED noted "the ethos, combined with the very effective education provided here, enables pupils to achieve exceptional well"

In 2025, Cavendish School proudly achieved OUTSTANDING ratings from Ofsted in all areas. Inspectors noted at the time, "The school developed a highly ambitious curriculum. It took full advantage of the all – through model by setting out what pupils should learn from the early years to Year 11.' This recognition highlighted our commitment to a seamless and exceptional educational journey for every pupil."

Staff development and wellbeing is a priority of the Trust and was again noted by Ofsted. "The schools leadership is highly strategic". Teachers are proud to belong to the school and feel valued because of the priority it places on their professional development"



Staff Wellbeing

Staff Wellbeing is our priority at Cavendish Education Trust and are always investigating new initiatives to promote wellbeing as part of our schools' priority to develop and implement a CET mental health and wellbeing strategy. We offer our staff the following:

- Wellbeing groups are set up at each school to discuss and enhance staff wellbeing;
- Free Flu Vaccinations are offered annually;
- An Employee Assistance Programme (counselling service) is available to staff and their family members for confidential support and advice on financial and welfare issues;
- Childcare vouchers are available as part of a salary sacrifice scheme;
- A cycle to work bike scheme, to save and spread out the cost of a new bicycle as part of a salary sacrifice scheme;
- A welcoming staff room with complimentary tea and coffee;
- Support and mentoring by Senior Leadership Team and other experienced leaders;
- Tailored CPD and staff development;
- A 50% contribution to the cost of Benenden Private Health Care;
- Local Government Pension Scheme / Teachers Pension Scheme.





JOB DESCRIPTION 1/2

JOB TITLE	Individual Needs Assistant
GRADE	Single Status Grade 3
RESPONSIBLE TO	Head of Primary Phase/Assistant Headteacher for Safeguarding & Inclusion

JOB PURPOSE

To assist in promoting the learning and personal development of the pupils to whom you are assigned, to enable them to make best use of the educational opportunities available to them.

KEY TASKS

- 1 To aid pupils to learn as effectively as possible both in group situations and on his/her own by, for example:
 - Clarifying and explaining instructions
 - Ensuring the pupil(s) is able to use equipment and materials provided
 - Motivating and encouraging the pupil(s) as required by providing levels of individual attention, reassurance and help with learning tasks as appropriate to pupils' needs
 - Assisting in weaker areas, e.g. speech and language, behaviour, reading, spelling, numeracy, handwriting/presentation etc
 - Using praise, commentary and assistance to encourage the student to concentrate and stay on task
 - Liaising with class teacher, SENCO and other professionals about individual education plans (IEPs), contributing to the planning as appropriate
 - Providing additional nurture to individuals when requested by the class teacher or SENCO
 - Consistently and effectively implementing agreed behaviour management strategies
 - Helping to make appropriate resources to support the pupil(s)
 - Meeting pupils' physical needs while encouraging independence e.g. help pupils to change for PE lessons or swimming, clean and reassure pupil(s) after accidental soiling of clothes (including changing nappies where necessary), help with mobility around the school
2. To establish supportive relationships with the pupil(s) concerned and encouraging pupils to interact with each other in an appropriate and acceptable manner

JOB DESCRIPTION 2/2

3. Monitor the pupil's response to the learning activities and, where appropriate, modify or adapt the activities as agreed with the teacher to achieve the intended learning outcomes.
4. To give positive encouragement, feedback and praise to reinforce and sustain the pupil(s) efforts and develop self reliance and self esteem.
5. To mark pupils' work under the direction of the class teacher
6. To support the pupil(s) in developing social skills both in and out of the classroom and support the use of ICT in learning activities
7. To provide regular feedback on the pupil(s)' learning and behaviour to the teacher/SENCO, including feedback on the effectiveness of the behaviour strategies adopted
8. Under the direction of the teacher, carry out and report on systematic observations of pupil(s) to gather evidence of their knowledge, understanding and skills upon which the teacher makes judgements about their stage of development
9. Contribute towards reviews of pupil(s)' progress as appropriate and use school's system for recording progress
10. To prepare work and activities in advance of the lesson (within employed hours) e.g. operating AVA equipment as required i.e. photocopier, laminator, making books, labels, signs and undertaking practical tasks to maintain a good standard of classroom appearance.
11. To know and apply school policies on Child Protection, Health and Safety, Behaviour, Teaching and Learning, Equal Opportunities and other school policies and to be aware of confidential issues linked to home/pupil/teacher/school
12. Where appropriate to develop a relationship to foster links between home and school, and to keep the school informed of relevant information
13. To take part in training activities offered by the school to further knowledge
14. To be willing to support playground/break time supervision eg. educational games, and accompany teacher and pupils on educational visits

This job description sets out the duties of the post at the time it was published. The hours and the job description may be modified depending on the needs of the Trust. The post holder may be required from time to time to undertake other duties within the Trust as may be reasonable expected, without changing the general character of the duties or the level of responsibility entailed. This is a common occurrence and would not justify a reconsideration of the grading of the post. The priorities for each year will be reviewed against this job description annually through performance management meetings.

Please note that we are committed to safeguarding and promoting the welfare of our staff and pupils and expect all those who work with us to share this commitment. Successful applicants will need to undertake a DBS Enhanced Clearance check (Disclosure and Barring Service). We give high priority to promoting diversity throughout the Trust.

PERSON SPECIFICATION

Individual Needs Assistant

	Essential Criteria
Education & Qualifications	<ul style="list-style-type: none">• NVQ3 in a child-related subject or equivalent• Good standard of education particularly in English and Maths
Key Skills & Abilities	<ul style="list-style-type: none">• Ability to use language and other communication skills that students can understand and relate to and establish positive relationships• Ability to consistently and effectively implement agreed behaviour management strategies• Ability to provide levels of individual attention, reassurance and help with learning tasks as appropriate to students' needs, encouraging the student to stay on task• Ability to monitor the students' response to the learning activities and, where appropriate, modify or adapt the activities as agreed with the teacher to achieve the intended learning outcomes• Ability to carry out and report on systematic observations of students' knowledge, understanding and skills and assist in the recording of lessons and assessment as required by the teacher• Ability to offer constructive feedback to students to reinforce self-esteem
Knowledge & Experience	<ul style="list-style-type: none">• Experience of supporting children in a classroom environment, including those with special educational needs• Experience of using Information Technology to support students in the classroom• Knowledge of the legal and organisational requirements for maintaining the health, safety and security of yourself and others in the learning environment• Knowledge of SEN Code of Practice and strategies to recognise and reward efforts and achievements towards self-reliance that are appropriate to the age and development stage of the students
Personal Attributes	<ul style="list-style-type: none">• Commitment to high standards of care for all children• Self-awareness of own strengths of areas of development• Ability to work flexibly, to use initiative and to prioritise own work

	Desirable Criteria
Education & Qualifications	<ul style="list-style-type: none">• Evidence of further and relevant training• Qualified in first aid
Knowledge & Experience	<ul style="list-style-type: none">• Experience of working in a range of settings or with more than one year group

Staff Testimonials

From day one, I felt welcomed, there is a real sense of community here, and everyone is committed to creating the best possible learning environment for our pupils. I truly appreciate the collaborative atmosphere and the opportunities for professional growth.

- Primary Teacher

Working at this school has been an incredibly rewarding experience. I feel empowered to innovate and make a real difference to the lives of our pupils knowing I have a strong team backing me up.

- Secondary Teacher

The resources and support provided are excellent, I appreciate the open communication and the feeling that my voice is heard.

- Teaching Assistant



How to Apply

Once again, thank you for your interest in this role at Cavendish Education Trust.

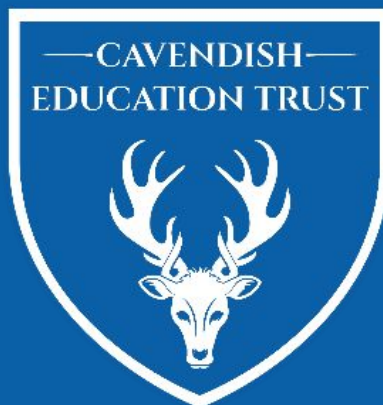
Please note that applications will be considered as they are received and you are therefore advised to submit your application as early as possible, as some interviews may take place, and an appointment may be made, before the closing date is reached for this position.

If, like us, you are passionate about providing the best possible education for all pupils in an outstanding school with a culture of high expectations and ambition, please ensure you apply for this position.

Cavendish Education Trust is committed to providing the best possible care and education to its students and to safeguarding and promoting the welfare of children and young people.

If you wish to arrange a visit or have an opportunity to discuss this post informally, please contact our HR department on:

01323 731340, or email hr@cet.uk



Cavendish School

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