



Teaching Assistant Level 2 (SEND)  
June 2026



Thank you for enquiring about the position of Teaching Assistant Level 2 (SEND) at The Boulevard Academy.

As the newly appointed Headteacher, I feel immensely proud to be working with a talented and dedicated team of colleagues who work tirelessly to support our students and to forge strong links with our families and the wider community. To realise the very best possible experience for our students we are driven to recruit the very best staff ; those who want to harness their skills, experiences, energy and tenacity to get the very best from our students. In return we will offer an environment where there is a strong sense of team and where we will value your well-being, ideas and professional development.

The Boulevard Academy opened in September 2013 and has enjoyed many periods of significant success and growth underpinned by stable leadership. We are hugely ambitious for our pupils and are currently on an exciting improvement journey underpinned by strong support from our own Trust. We are a highly reflective, outward facing school who pride ourselves on working alongside many other highly regarded organisations and leaders nationwide.

I firmly believe that we are here to provide every pupil with the maximum number of keys to the maximum number of doors into their future, irrespective of starting point. I also believe that we are here to provide a positive daily school experience that goes far beyond examination results.

A recent physical expansion has led to increased student numbers and wider specialist provision for specific students.

We welcome visits prior to application.

If you decide that you want to be part of Team Boulevard on its exciting journey then I will look forward to reading your application and meeting with you.

**Mr Fenna - Headteacher**





# Welcome to The Boulevard Academy

## Our Mission Statement:

To work with all our students to assist them to develop the high expectations, academic and life skills that will best help them to be successful. Fostering personal confidence and happiness, we will challenge students to take responsibility for building a better world for the next generation.

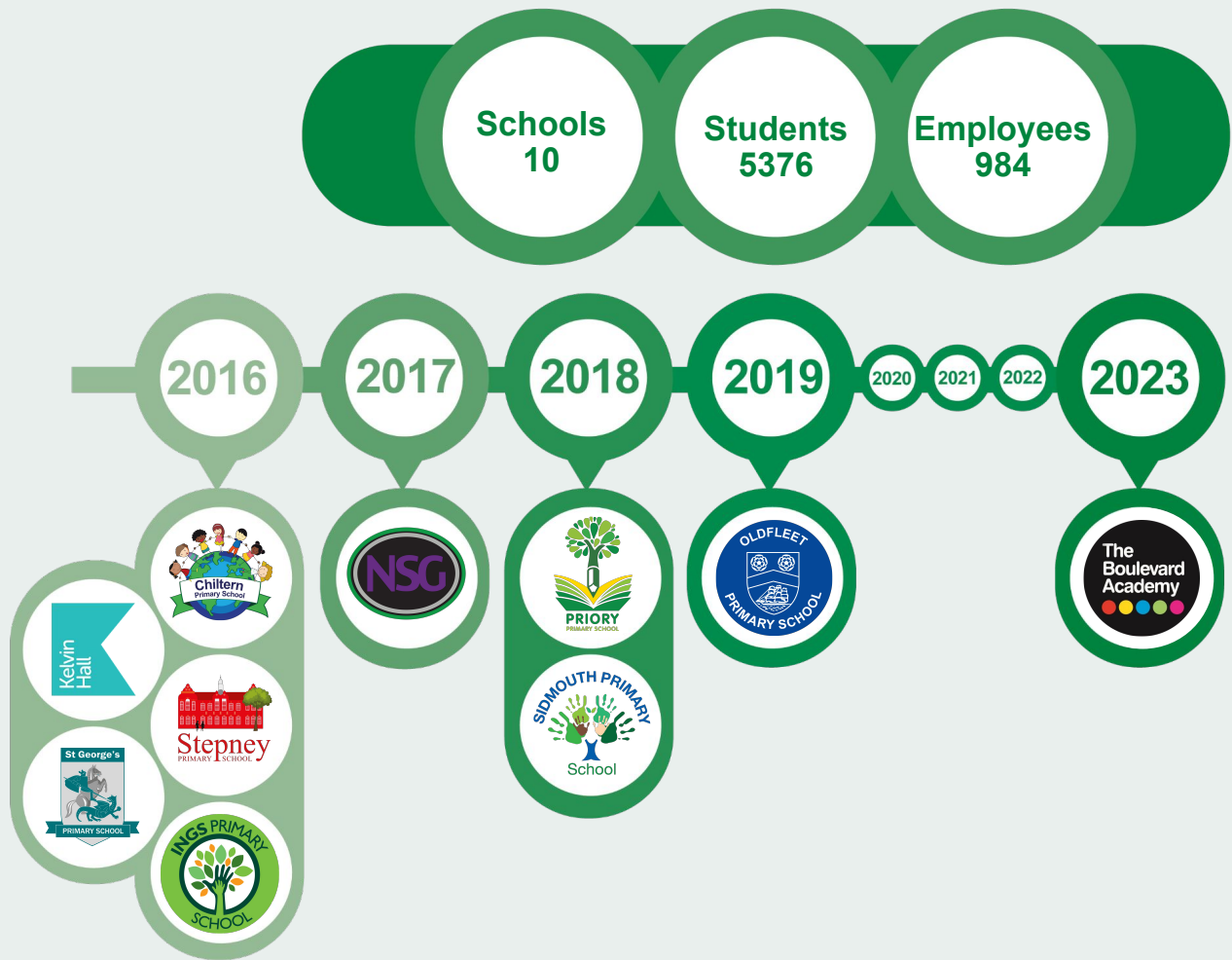
We are one of three secondary schools in a developing Multi-Academy Trust (Thrive Co-operative Learning Trust) that currently consists of 10 schools.



The Boulevard Academy, 75 Massey Cl, Hull HU3 3QT  
Tel: (01482) 217898 | Email: [people@thrivetrust.uk](mailto:people@thrivetrust.uk)



# Our Journey so far...



## Our Partners

Our ongoing partnerships with the following organisations



Our partnership with the Reach Foundation is leading us to develop a 'Cradle to Career' model across our three schools in HU3 - and later across the whole of Thrive.



Our recent partnership with C3 Group has brought us closer to achieving our goal of net-zero emissions, reinforcing our pledge to create a more sustainable future for our students, staff, and the wider community.



Yorkshire 100 aims to identify 100 future school leaders and take them on a development journey of peer-led support and cutting edge national and international school development.



Coop Schools provides services and support for the network of cooperative schools, strengthening school improvement and local accountability.



**Teaching Assistant Level 2 (SEND)**  
**Salary: Grade 4 Point 5 -7 (£20,788 - £21,454 actual salary per annum)**  
**Hours: 35 hours per week, Term Time Only plus 5 days**  
**Permanent**  
**September 2026**

**Thrive Co-operative Learning Trust** is a vibrant family of ten schools across Hull – three secondary and seven primary – united by a shared purpose: to inspire pupils to thrive in life. Each Thrive school is a dynamic community of staff, pupils, and families working together to unlock every child's potential.

### The Opportunity

The Boulevard Academy are looking to recruit a Teaching Assistant Level 2 to provide highly effective support for our children in the Provisions, enabling them to thrive in all aspects of their development and learning.

### What We Offer

- An inclusive and forward-thinking Multi-Academy Trust
- Opportunities for professional growth and development
- Access to our staff benefits platform, including retail discounts, gym membership offers, and savings schemes such as cycle-to-work
- Membership of the Local Government Pension Scheme/ Teachers Pension

### What You Will Bring

The successful candidate must have an understanding of the Secondary curriculum and a positive approach to managing children's behaviour. The candidate should have high expectations of the pupils and of themselves and be fully committed to ensuring the best possible outcomes for our children. Experience in all phases to be considered.

### Next Steps

For further information and an informal discussion, please contact Samantha Woad by email on [nfo@theboulevardacademy.com](mailto:nfo@theboulevardacademy.com) or telephone on 01482 217898.

- **Closing date:** Wednesday 24th June 2026, 12:00pm
- **Interviews:** Wednesday 1st July 2026

**Please note that we do not accept CVs; applications must be submitted using our recruitment platform's application form.**

As part of Thrive Co-operative Learning Trust commitment to safer recruitment processes and in accordance with statutory guidance: [Keeping Children Safe in Education](#), an online search will be carried out on all shortlisted candidates.

**Our commitment to Safeguarding:** Thrive Co-operative Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Each school has a robust Safeguarding Policy, and all staff receive training relevant to their role at induction and throughout their employment.

A candidate's suitability to work with children will be explored at all stages of the recruitment process. The successful applicant will, in accordance with statutory guidance, be subject to a comprehensive pre-employment checking process including receipt of a satisfactory enhanced disclosure from the Disclosure and Barring Service (DBS), a Children's Barred List check, a Section 128 Management Check if relevant, Prohibition check and overseas checks as applicable, identity check, medical clearance, proof of qualifications, satisfactory references and a check regarding their eligibility to work in the UK.

This role involves contact with children and provides regular access to children; therefore, it is a 'regulated activity'. As such, this post is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013, and 2020. **Our commitment to equality and diversity:** Thrive Co-operative Learning Trust recognises and celebrates the diversity of its schools and their communities. There is a shared commitment across the Trust to develop further a culture of respect, where discrimination is not tolerated, and individuals are treated equitably and fairly, and feel a sense of belonging. Please visit [Thrive Trust's website](#) to view our Job Applicants Privacy Notice, which explains how we collect, store, and use personal data about individuals applying for jobs at our schools.



# Job Description

<b>Post Title</b>	Teaching Assistant Level 2
<b>Grade</b>	Grade 4 SCP 5 - 7
<b>Location</b>	The Boulevard Academy - Thrive+
<b>Reporting to</b>	Assistant Head Teacher

## Purpose of Role

To provide highly effective support for our children in the Provisions at The Boulevard Academy, enabling them to thrive in all aspects of their development and learning.

## Key Responsibilities:

### Support for Pupils

- **Targeted Learning Support:** Support children's learning and development within the classroom, in small groups, and individually, using initiative to provide appropriate scaffolds for academic success.
- **Intervention Delivery:** Prepare and deliver structured and same-day interventions, including the delivery of prepared packages or in-house programmes. Contribute to the adaptation of these to meet needs.
- **Educational Modelling & Feedback:** Model good spoken English and support the delivery of the whole-class curriculum through active modelling. Provide clear, positive feedback to children to encourage rapid progress in their learning, behaviour, and social skills.
- **Holistic Care & Supervision:** Ensure children are safe, valued, happy, and learning throughout the entire school day, including classroom time, lunchtimes, playtimes, and extra-curricular clubs.
- **Ethos & Role Modelling:** Act as a positive role model by working with enthusiasm, care, and consideration, maintaining high expectations for both behaviour and learning.
- **Inclusive Environment:** Promote an inclusive learning environment that recognises and supports individual needs, while encouraging children to form positive relationships with their peers.
- **Behaviour Management:** Deliver appropriate praise and logical consequences in strict accordance with the school behaviour policy.
- **Team Collaboration:** Work collaboratively with class teachers and the wider school team to create and maintain a purposeful, organised, and supportive learning environment, including developing internal and external classroom displays.
- **Assessment & Reporting:** Contribute directly to lesson planning and assessment for learning, recording data when appropriate. Provide teachers with clear, detailed feedback regarding children's learning, behaviour, attitudes, and social skills.
- **Communication & Liaison:** Liaise with appropriate staff regarding safeguarding, behaviour, and wellbeing issues. Form positive, supportive relationships with parents, communicating with them as required.
- **Safeguarding & Policy Compliance:** Promote and safeguard the welfare of children and young people at all times. Demonstrate awareness of and strictly comply with all school policies and procedures, including those relating to child protection, safeguarding, health, safety and security, confidentiality, and data protection, reporting all concerns to an appropriate person.

- **Trust Values:** Live our Trust values, demonstrating a clear commitment to the Thrive Charter.
- **Health & Safety Legislation:** Adhere to personal and legal responsibilities under the Health and Safety at Work etc. Act 1974 and associated legislation. Take personal responsibility for your own health and safety and that of other employees, complying fully with the school's Health and Safety policy.
- **Off-Site Supervision:** Accompany children on educational visits and out-of-school activities, taking full responsibility for an assigned group under the direct supervision of the teacher.
- **Professional Development:** Actively value professional development, welcoming training opportunities to continuously advance personal skills and knowledge.
- **The principal accountabilities outlined above are not exhaustive and may vary without changing the character of the job or level of responsibility.** The post-holder must remain flexible to ensure the operational needs of the academy are met. This includes undertaking duties of a similar nature and responsibility as and when required, throughout various workplaces in the academy, both before and after the school day.

## Safeguarding Children

Thrive Co-operative Learning trust is committed to safeguarding and promoting the welfare of our pupils and young people. Each school has a robust Safeguarding Policy and all staff will receive training relevant to their role at induction and throughout employment at the school. We expect all staff to share this commitment. All post holders are subject to a satisfactory Enhanced disclosure from the Disclosure & Barring Service (DBS) and satisfactory employment references, as well as identification and qualification checks which will be required before commencing duties.

<b>Responsibilities for Staff:</b>	None
<b>Responsibilities for Customers/Clients:</b>	Safeguarding and promoting the welfare of children. Under the direction of the teacher, responsibility for an identified group of pupils. Responsible for pupils in their daily care, colleagues within the school, parents and governors
<b>Responsibility for Budgets/Financial Resources:</b>	None
<b>Responsibility for Physical Resources:</b>	Safe use, moving and storage of all equipment used in the course of the role.

		E	D	How Identified
<b>Qualifications</b>	GCSE English and maths Grade A-C (or equivalent – e.g. Certificate in Adult Literacy / Numeracy Level 2)	✓		AF
	Minimum of NVQ Teaching Assistant Qualification L2	✓		
	Safeguarding Level 1 (training will be given)	✓		
	Paediatric First Aid		✓	
	Bespoke training relevant to role, including Speech and Language, RWI or School Led Tutoring		✓	
<b>Relevant Experience</b>	Experience of working with children, young people and/or vulnerable adults	✓		AF, I, R
	Experience of assisting teachers and children in the marking of children's work, giving appropriate feedback to the child and the class teacher	✓		
	Experience of assisting in the maintenance of SEND pupil profiles and other pupil records	✓		



		E	D	How Identified
<b>Relevant Experience</b>	Leading in teaching of phonics to groups of children and interventions in small group activities		✓	AF, I, R
	Experience of creating high quality displays to celebrate children's learning and working walls to support children's learning (ICT effectively and appropriately used)		✓	
	Experience of planning and leading activities and games		✓	
	Experience of using ICT to effectively assist teachers in the delivery of learning, to deliver learning to groups, to access training and to create resources for learning.		✓	
<b>Skills &amp; Abilities</b>	Motivation to work with children and young people	✓		R, I
	Ability to form and maintain appropriate relationships and personal boundaries with children and young people	✓		
	Ability to be flexible to adapt to changing workload demands and new school challenges	✓		
	Ability to scaffold children's learning activities to enable learners to successfully access learning	✓		
	Ability to assist teachers in the day to day delivery of teaching including the effective modelling of learning	✓		
<b>Knowledge</b>	A knowledge and commitment to safeguarding and promoting the welfare of children and young people	✓		AF, I, R
	Understanding of ACEs, Trauma informed Practice and unconditional positive regard	✓		
	Understanding of child development and how children learn	✓		
	Understanding of National Curriculum, EYFS Guidance and other codes of practice eg SEN, Equalities	✓		
	Sound knowledge of phonics and guided reading within school in order to raise attainment in reading	✓		
	Working knowledge of ICT including use of iPads, Google Workspace (including GMail and Calendars), Microsoft Office and photocopiers	✓		
	Knowledge of Health and Safety requirements	✓		
<b>Interpersonal/ Communication Skills: Verbal Skills</b>	Ability to establish professional, effective working relationships with a range of partners/colleagues and children & young people	✓		AF, I, R
	Relate well to children by recognising age / stage of development and individual needs	✓		
	Ability to interact well using courtesy, tact and diplomacy and negotiation skills	✓		
	Speak clearly and accurately using grammatically correct spoken English	✓		
	Ability to work constructively and proactively as part of a team, understanding classroom roles and working within this position as part of a team	✓		
	Use effective communication skills to model good practice for pupils and stakeholders	✓		
<b>Written Skills</b>	Highly competent written and presentation skills, including spelling and grammar, and including the use of ICT	✓		AF, I, R

		E	D	How Identified
<b>Personal Qualities</b>	Maintain a high levels of confidentiality at all times	✓		AF, I, R
	Make a commitment to the wider life of the school	✓		
	Ability to present a smart professional image in line with the Dress Code of the school	✓		
	Engage in additional training and development including being proactive in identifying own development needs	✓		
	Have the self-motivation and personal drive to complete tasks to the required time scales and quality standards	✓		
	Strive for excellence and ways to improve own performance and the performance of the school	✓		
<b>Disclosure &amp; Barring Service</b>	The successful candidate's appointment will be subject to the School obtaining a satisfactory Enhanced disclosure from the Disclosure & Barring Service and Children's Barred list check	✓		DBS
	This post is exempt from the Rehabilitation of Offender Act 1974 the candidate is required to declare full details of everything on their criminal record.	✓		(after short listing)

