



## Candidate Recruitment Pack

# Teaching Assistant Level 2 Churchill Park Academy

Applications considered upon receipt

[www.unityeducationtrust.uk](http://www.unityeducationtrust.uk)

[head@cpa.unity-ed.uk](mailto:head@cpa.unity-ed.uk)

# A welcome from the CEO

Dear Applicant,



Thank you for your interest in our vacancy at Unity Education Trust (UET).

As Chief Executive of the UET, I am delighted to offer you a warm welcome to our Trust. These are exciting times for all those associated to Unity Education Trust. A Multi-Academy built on developing like-minded schools to be outstanding education providers through collaborative working that develops a 'unity of purpose' in all that we do.

UET has expanded its family of schools and education professionals. Our collaborative work over the last 6 months has ensured a measured evolution into our new formal Trust arrangements. We're welcoming outstanding teachers, subject specialists, tutors, support staff and experienced leaders with a record of transformation in education.

Teachers, and support staff now number 795. All of our staff share the ethos of raising aspirations, unlocking potential and securing the best possible future for the 2700 young people attending our schools.

Our school's range in size from 20 to 1200 students and effective collaboration, across our schools, is an important part of who we are.

I am proud that we are working in 'Unity' to meet the challenges in education head on and spearheading new developments for the benefit of all the children in our care.

We look forward to receiving your application

Best wishes

Glyn Hambling

CEO

# Our Story



UET was established in March 2017. As of 2021, its family of schools have expanded providing education for 3 -19-year olds across mainstream and alternative provision settings and now comprises the following:

## Mainstream

- Northgate High School and Dereham Sixth Form College
- Grove House Nursery and Infant School
- Kings Park Infant School
- Beeston Primary School
- Garvestone Primary School
- Great Dunham School
- Greyfriars Academy
- Highgate Infant School
- Kings Oak Academy
- Magdalen Academy
- St Germans Academy
- Wimbotsham & Stow Academy

## Specialist

Pathfinder School –  
Brooklands, Locksley, Douglas Bader,  
Hooper Lane, Brooklands, Rosebery

Compass –  
Belton, Lingwood, Pott Row

- Earthsea School
- Churchill Park Academy
- The Pinetree School

The Trust sets high expectations in every aspect of our work, providing pupils with the best opportunities through outstanding teaching, the development of 21st century facilities, inspirational leadership and a growth mindset approach.

We will ensure that each of our academies maintains its unique identities at the heart of their communities and engaging with all partners and stakeholders and other high performing educational organisations.

An unrelenting belief and focus that all students can achieve high standards, whatever their background and life experiences when given a positive climate of support, challenge and the development of Growth Mindset through outstanding teaching.

Committed to the notion of 'raising aspirations to fulfil potential' Ensuring our learners are encouraged to build confidence, expand their leadership qualities and embrace British Values that enable all to thrive in an ever-changing society.

# Our School – Churchill Park Complex Needs School

Welcome to Churchill Park Academy

We are all very proud of our school in King's Lynn. We are here to serve all children and young people in the area of West Norfolk and beyond who have special needs.

We are very lucky because we inhabit purpose built accommodation with fantastic facilities to help us meet a wide variety of individual needs for children and young people from Early Years through to Year 14.

Children and young people are admitted to our school at any time between these ages, all children and young people attending our school will have a current statement of special needs or a current Education Health Care Plan (EHCP).

We offer a wide variety of educational experiences both within and beyond the classroom. We have an emphasis on preparing our children and young people for life after school where we expect them to become as independent as possible with the desire to contribute fully to the wider community in which they live.

Our enthusiastic and inspirational staff use creative approaches to develop bespoke learning opportunities to engage and motivate all learners. Our pathway model enables us to better meet the wide range of complex needs that our pupils have.

You will see in our literature that we have five values and these are:

- Independence: *do it myself*
- Community: *learn anywhere*
- Inclusion: *learn together*
- Capacity: *try my best*
- Excellence: *for the future*

Thank you for taking an interest and please do not hesitate to contact us if you would like to find out more about what we do.

# Underpinning principles



## Supporting Our Staff

Unity Education Trust is committed to supporting all staff in their personal, professional and career aspirations by providing a range of development opportunities. We foster a culture which encourages you to develop your talent and strengths throughout your journey with us.

We are committed to providing the highest quality support to ensure our schools excel and give our students the education they deserve. Our Headteachers have a good deal of autonomy as school leaders within a framework developed collaboratively with our Director of Education and the Education Directorate.

Each Unity Education Trust school benefits from a comprehensive programme of support and challenge, including a strong emphasis on CPD, regular programme of training events to improve performance across all sectors within our schools.

We believe it is very important that each of our academies plans in such a way that financial and human resources are deployed to support their educational strategies fully. This is supported by our experienced Central Service team, who are available to advise on financial planning, audit, HR, legal and property matters.

**Job Description and Person Specification**  
**Teaching Assistant**  
**Special Educational Needs Level 2 GR9013**

<b>Job details</b>	
<b>Job title</b>	<b>Teaching Assistant (Special Education Needs) Level 2</b>
<b>School</b>	<b>Churchill Park Academy</b>
<b>Section</b>	<b>For use mainly in Special School and Units and those classrooms where the majority of pupils have Special Education Needs. Can be used in mainstream schools where Special Education Needs/behaviour support/inclusion is of critical importance.</b>
<b>Location</b>	<b>Churchill Park Academy</b>
<b>GR Number</b>	<b>GR9013</b>
<b>Grade</b>	<b>Scale E</b>
<b>Responsible to</b>	<b>Responsible to the Headteacher or Senior Teacher or Higher Level Teaching Assistant but works to and with a qualified teacher on a day to day basis.</b>
<b>Responsible for</b>	<b>N/A</b>
<b>Effective date</b>	<b>13/10/2025</b>

<b>Role and context</b>	
<b>Job purpose</b>	Working under the guidance of a qualified teacher provide support in addressing the needs of pupils who need particular help to overcome barriers to learning. Provide cover for whole classes or large groups under an agreed system of supervision (cover supervisor role).
<b>Context</b>	Job Family: Classroom and Pastoral
<b>Other Job Information (e.g. any special factors or constraints)</b>	Liaise with teachers, teaching assistants, support staff, health professionals, educational psychologists, parents, visitors and volunteers.

<b>Principal Accountabilities</b>	
<b>Accountability</b>	<b>Order of importance (1 = most important etc)</b>
<b>Support to pupils</b>	
Provide pastoral support to pupils as well as feedback on such issues as progress, achievement, behaviour and attendance, always seeking to establish productive relationships and acting as a role model.	<b>1</b>
Participate in comprehensive assessment of pupils and assist the teacher with the development and implementation of Individual Plans (education, behaviour, support or mentoring).	<b>2</b>
Receive and supervise pupils excluded from, or otherwise not working to, a normal timetable.	<b>3</b>
Attend to pupils' personal needs and provide advice to units in their social, health and hygiene development.	<b>4</b>
Support the provision for gifted pupils with special needs.	<b>5</b>
Develop 1:1 mentoring arrangements with pupils and provide support for those who are distressed.	<b>6</b>
Promote the speedy and effective transfer of pupils across phases and the integration of those who have been absent.	<b>7</b>
Provide information and advice to enable pupils to make choices about their own learning/behaviour/attendance and as appropriate challenge, motivate and promote self-esteem.	<b>8</b>
<b>Support for teachers</b>	
Liaise with feeder schools and other relevant bodies to gather pupil information.	<b>9</b>
Support pupils' access to learning using appropriate strategies and resources and work with other staff in planning and adjusting learning activities as appropriate.	<b>10</b>
Monitor and evaluate pupils' responses and progress against action plans through observation and rewarding.	<b>11</b>
Provide feedback and reports to other staff on pupils' achievement, progress and other matters ensuring the availability of appropriate evidence. Be responsible for keeping and updating records and contribute to reviews of systems/records as requested.	<b>12</b>
Assist in the development and implementation of appropriate behaviour management strategies.	<b>13</b>
Deal constructively with parents/carers by exchanging information, facilitating their support for their child's attendance, access and learning and supporting home to school and community links.	<b>14</b>
Assist in the development, implementation and monitoring of systems relating to attendance and integration.	<b>15</b>

<b>Principal Accountabilities (continued)</b>	
<b>Accountability</b>	<b>Order of importance</b>
Undertake administrative and clerical support including dealing with correspondence, compiling reports on attendance and behaviour and making telephone calls.	<b>16</b>
<b>Support for the curriculum</b>	
Implement agreed learning activities and teaching programmes, adjusting as necessary according to pupils' needs and ensure that they understand the range of activities, courses, organisations and individuals to provide support for pupils in improving their education.	<b>17</b>
Determine the need for, prepare and use specialist equipment, plans and resources to support pupils.	<b>18</b>
<b>Support for the school</b>	
Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.	<b>19</b>
Establish constructive relationships and communicate with other agencies/professionals in liaison with the teacher, to support achievement and progress of pupils.	<b>20</b>
Attend and participate in regular meetings and take part in training and other learning activities as required.	<b>21</b>
Recognise own strengths and areas of expertise and use these to advise and support others and assist in the supervision, training and development of staff.	<b>22</b>
Undertake planned supervision of pupils out of school hours and supervise pupils on visits, trips and out of school activities as required.	<b>23</b>
To undertake other activities within the grade and scope of the post as directed by the Headteacher.	<b>24</b>

<b>Person specification</b>	
<b>Essential</b>	<b>Desirable</b>
<b>Qualifications</b>	
<ul style="list-style-type: none"> <li>Very good numeracy/literacy skills;</li> <li>NVQ 3 or equivalent in teaching assistance or equivalent qualification or experience.</li> </ul>	
<b>Experience</b>	
<ul style="list-style-type: none"> <li>Experience of working with children of relevant age;</li> <li>Experience of working with pupils with additional needs.</li> </ul>	

Person specification (continued)	
Essential	Desirable
Skills/knowledge	
<ul style="list-style-type: none"> <li>• Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation;</li> <li>• Working knowledge of national curriculum and other relevant learning programmes;</li> <li>• Understanding of principles of child development and learning processes and in particular, barriers to learning;</li> <li>• Ability to plan effective actions for pupils at risk of underachieving;</li> <li>• Full understanding of the range of support services/providers;</li> <li>• Ability to self-evaluate learning needs and actively seek learning opportunities;</li> <li>• Ability to relate well to children and adults;</li> <li>• Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these.</li> </ul>	

General information
<ul style="list-style-type: none"> <li>• The job descriptions details the main outcomes required and should only be updated to reflect <b>major changes</b> that impact on the outcomes of the job.</li> <li>• Job holders must be aware of and comply with all current guidance, policies and procedures relating to safeguarding and ensure that they are in accordance with statutory and school safeguarding requirements at all times.</li> <li>• Job holders must ensure that they have read, understood and act in accordance with current school policies, particularly those intended to protect children and employees, for example, health, safety, welfare, safeguarding and inclusion.</li> <li>• All work performed/duties undertaken must be carried out in accordance with relevant County Council, department and school's policies and procedures, within legislation, and with regard to the needs of our customers and the diverse community we serve.</li> <li>• Job holders will be expected to be flexible in their duties and carry out any other duties commensurate with the grade and falling within the general scope of the job, as requested by management.</li> </ul>

# Joining Us

## LOCATION

The post will be located at Churchill Park Complex Needs School. The Unity Education Trust reserves the right to transfer staff to alternative posts appropriate to the grade and/or alternative work places as is considered reasonable.

## PROBATIONARY PERIOD

New employees of The Unity Education Trust will be required to serve a probationary period of six months.

## REMUNERATION

The current salary for the post is within the range:

Salary: Scale E – Point 7 - £13.68 per hour

This post is subject to satisfactory service, salaries will rise within the scale by annual increments up to the maximum of the scale. Salary is paid in 12 equal instalments on or just before the 19th of each month. Payment is by credit transfer

## HOURS OF WORK

The normal working week is one of 32.5 hours.

8:30 – 3:30 – Term Time plus one week

The post is permanent.

## DRESS CODE

The post-holder will be expected to wear appropriate attire and will be supplied with appropriate Staff ID. This must be worn at all times to ensure that students, staff and visitors are able to identify UET colleagues.

## BENEFITS

- Comprehensive induction
- Commitment to your ongoing training and career progression
- Pension scheme
- Eye care vouchers
- Paid for enhanced DBS
- Wellbeing support
- FastTrack treatment service including physiotherapy

# Terms and Conditions

## PRE-EMPLOYMENT CHECKS

All staff must be prepared to undergo a number of checks to confirm their suitability to work with children and young people. The Trust reserves the right to withdraw offers of employment where checks or references are deemed to be unsatisfactory.

## EQUAL OPPORTUNITIES

UET has a policy that seeks to ensure that all employees are selected, trained and promoted on the basis of ability, the requirements of the post and other similar and objective criteria. The gender, marital status, ethnic origin, age, religion or sexual orientation of an applicant or employee does not affect the employment opportunities made available except as permitted by legislation. UET also requires full and fair consideration to be given to people with disabilities in the recruitment process. Applicants declaring a disability who meet the minimum (essential) criteria for the vacancy will be invited for interview.

## DISCLOSURE AND BARRING SERVICE CHECK

This post is subject to a Disclosure and Barring Service Check. Disclosure and Barring Service and Disclosure of Convictions Policy for employment of persons with criminal convictions – refer to our website [www.unityeducationtrust.uk](http://www.unityeducationtrust.uk)

Immigration, Asylum and Nationality Act Information – refer to our website [www.unityeducationtrust.uk](http://www.unityeducationtrust.uk)

## How to apply

Click on the **Apply Now** button. You can save your application and return to it later. Please ensure you have completed your application before the end date.

No CVs accepted – Please complete an application form if you wish to be considered for this role.

Candidates are advised that they may be subject to an online check from information in the public domain.

We aim to be an equal opportunities employer and welcome applications irrespective of race, gender, religion, disability, sexual orientation and/or age. We value the individuality and creativity that every worker potentially brings to the workforce.

This post will come under the requirements of the Childcare (Disqualification) 2009 Regulations and the successful applicant will be required to complete a declaration form to establish whether they are disqualified under these regulations.

Unity Education Trust is committed to safeguarding and promoting the welfare of children. All applicants must be willing to undergo safeguarding screening appropriate to the post, including checks with Disclosure & Barring Service and at least 2 references which cover the last 3 years; for all our services we will request references from where you have worked with either Children or Vulnerable Adults. Please be advised that references may be requested prior to interview for roles within our Schools.

This post is covered by Part 7 of the Immigration Act (2016) and therefore the ability to speak fluent English is an essential requirement for this role.

We reserve the right to withdraw this vacancy at any time ahead of the closing date if there is a good level of response. Therefore, we recommend you submit your application as early as possible.

We also reserve the right to interview shortlisted candidates ahead of the closing date.

## Interview process

**Application will be considered upon receipt.**

Interview process

- Candidates will be shortlisted
- References will be requested

The interview process will include:

- Tour and Task
- Interview
- Classroom Familiarisation

If you would like an informal discussion. Please contact Churchill Park Academy, [office@cpa.unity-ed.uk](mailto:office@cpa.unity-ed.uk) and a member of staff will contact you.



Unity Education Trust  
C/O Dereham Sixth Form College  
Crown Road  
Dereham  
Norfolk  
NR20 4AG