



**Charlton Wood Primary Academy**  
**A member of Amplify Education**

**Teaching Partner – SEND  
BG5**

**Application Pack  
September 2026**



## Advertisement - Teaching Partner – SEND

**Hours:** 34 hours per week, Monday to Friday, 08.30-15.30, term time and INSETs. One day (Wednesday) 08.30-17.00

**Salary:** BG5

**Place of work:** Charlton Wood Primary Academy

**Contract:** Permanent (Term time only & Inset days)

**Closing date:** Monday 28<sup>th</sup> September 2026

**Interviews:** Thursday 8<sup>th</sup> October 2026

**Start date:** ASAP

Charlton Wood Primary Academy are looking to appoint a Teaching Partner to work across the school in Early Years, Key Stage 1 and Key Stage 2 supporting children with EHCPs.

The role will include a mixture of class-based activities and small group intervention, including 1:1 work. The successful applicant will include the delivery of specific interventions and an individualised curriculum to SEND pupils in line with their EHCPs, working under the direction of the class teacher, SENCO and external agencies.

Your daily routine could involve:

- At times, working 1-to-1 with children who may demonstrate challenging behaviour, enabling them to access all areas of the curriculum and work towards developmental milestones, as directed by the class teacher and SENCO.
- Meeting and greeting children at the beginning of the day.
- Handing over children to the parent/carer at the end of each day, sharing successes and key information.
- Liaising and feeding back to the class teacher about the daily successes and areas for development.
- Delivering speech and language sessions with a clear focus and providing incremental steps for success.
- Providing personal, social, welfare, emotional and behavioural support.
- Facilitating social communication and interaction with peers both in the playground and in the classroom.
- Taking an active interest in the needs and welfare of the children.
- Talking clearly and concisely to ensure instructions are understood and followed.
- Supporting with intimate care and changing.
- Working alongside teaching staff, parents and a range of professionals on a regular basis to implement and review programmes of intervention.



We are looking for someone who has:

- High expectations of all children and themselves
- A commitment to improving outcomes for children
- A positive attitude and a flexible and enthusiastic approach to their work
- Relevant professional qualification/s would be an advantage

We can offer the right candidates:

- Term time hours 5 days a week - 8.30am-3.30pm (plus INSET days), one day a week 8.30-17.00 to include CPD after school
- The opportunity to be part of a lovely and supportive team
- Competitive rates of pay and pension scheme
- Free access to our Employee Assistance Programme
- Opportunities for career development within the Trust

This role may be suitable for those who have experience of working with children with SEND in their home or work lives. Please see the person specification for full expectations of the successful applicant.

### **Guidance for Applicants**

Please note that CVs will not be considered.

Look carefully at the job description and person specification before applying for this role.

Ensure that you cross-reference the person specification throughout your application with examples of where you have fulfilled aspects of the job description and the impact it had.

Please complete all sections of the application form as thoroughly as possible.

Ensure that you put details of referees. If you have concerns about the suitability of a referee, please contact the recruiter directly.

Amplify Education is committed to safeguarding and promoting the welfare of children. All appointments will be subject to a satisfactory enhanced DBS disclosure.

## Job Description - SEN Teaching Partner

### Role Purpose

To provide high-quality, adaptive support to children with Education, Health and Care Plans (EHCPs), ensuring they make good or better academic, social, emotional and physical progress. The postholder will work collaboratively with teaching staff, the SENCO and external professionals to deliver effective provision that meets individual pupil needs.

This role is overseen by the SENCo, and deployment will be reviewed regularly in response to pupil and whole-school needs.

### Key Responsibilities

#### Support for Children's Learning

Working under the professional guidance of teaching staff and the SENCO, the postholder will:

- Provide targeted support for pupils with EHCPs on a 1:1 basis or in small groups, adapting approaches to meet complex or changing needs.
- Implement, monitor and contribute to the review of EHCP outcomes, individual plans and provision maps.
- Lead structured activities, interventions and programmes that promote academic progress, communication, social development and independence.
- Apply specialist strategies as directed by therapists, teachers or external agencies.
- Contribute to ongoing assessment by recording observations, progress and key information for identified pupils.
- Promote emotional regulation and positive behaviour using proactive, consistent and supportive approaches.
- Offer empathetic listening, reassurance and guidance to develop pupils' confidence and readiness to learn.
- Encourage safe behaviours and positive attitudes towards learning at all times.
- Follow personalised support plans and adapt provision as directed by professional colleagues.

#### Support for the Learning Environment

In collaboration with class teachers, the postholder will:

- Prepare, organise and maintain learning resources, displays and equipment to support an inclusive and effective environment.
- Support the use of learning technologies such as laptops, tablets and projectors.
- Uphold the school's behaviour policy and contribute to a calm, purposeful learning atmosphere.
- Take part in playground duties, lunchtime responsibilities and wider rota-based activities as required.

## **Care and Support for Children**

Under the guidance of teaching staff and alongside school policies, the postholder will:

- Attend to pupils' daily personal, social, hygiene and emotional needs.
- Provide intimate care safely and respectfully in line with the school's Intimate Care Policy.
- Administer specified medical care or procedures after receiving appropriate training from a qualified practitioner.
- Maintain clear, accurate pastoral notes and communicate concerns promptly to the class teacher or SENCO.
- Support the delivery of therapeutic or specialist programmes as directed by external professionals and attend related meetings where appropriate.
- Help maintain a safe and clean school environment, including cleaning spillages when required.

## **General Responsibilities**

- Work in compliance with the Code of Conduct and policies of the Trust, having regard to safeguarding, equal opportunities and inclusion at all times.
- Support continuous improvement in both personal performance and the work of the team.
- Adhere to safe working practices in premises/work areas for which you are responsible. These are defined in the Trust's Health & Safety Policy and codes of practice.
- Ensure that quality of work is of a high standard and complies with current legislation / standards.
- Provide a professional and positive role model in terms of personal presentation, timekeeping, and behaviour.
- Take responsibility for personal professional development, participating in appraisal processes, and working towards targets as agreed with the line manager and Head Teacher.
- Attend Collective Worship as requested by the head teacher (staff have the right to opt out of collective worship and will be redirected by the Head Teacher should this be the case).
- Attend staff meetings within directed time, as requested by the Head Teacher.

The details provided in this job description are to give an indication of the nature of the role. Additional duties may also be requested of the role holder, and the allocation of specific responsibilities may be amended from time to time, in negotiation with the role holder. The job description will be reviewed on an annual basis.

The governance team is committed to safeguarding and promoting the welfare of all young people and expects all staff to share that commitment. The post will be dependent on a satisfactory Disclosure & Barring Service (DBS) record check and acceptable references.

## Person Specification

### Level 2 Teaching Partner

|                                      | Essential                                                                                                                                                                                                                                                                                                                                                                                                            | Desirable                                                                                                                                                                                                                                                                                                 |
|--------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Qualifications &amp; Training</b> | <ul style="list-style-type: none"> <li>• Good standard of general education including GCSE English and Maths (or equivalent).</li> <li>• Willingness to undertake training in safeguarding, first aid and medical procedures.</li> <li>• Willingness to receive training from therapists or medical professionals.</li> </ul>                                                                                        | <ul style="list-style-type: none"> <li>• Qualification in school/child support, childcare or SEN.</li> <li>• Specialist SEND training (e.g. autism, ADHD, communication needs, SEMH).</li> <li>• Training in behaviour regulation, de-escalation or Team Teach (or equivalent).</li> </ul>                |
| <b>Experience</b>                    | <ul style="list-style-type: none"> <li>• Experience working with children in a school or childcare setting.</li> <li>• Experience adapting support for pupils with additional needs.</li> <li>• Experience keeping records or providing pupil observations.</li> </ul>                                                                                                                                               | <ul style="list-style-type: none"> <li>• Experience supporting pupils with EHCPs or high levels of need.</li> <li>• Experience delivering interventions (academic, communication, social or emotional).</li> <li>• Experience working with external agencies or therapists.</li> </ul>                    |
| <b>Knowledge &amp; Understanding</b> | <ul style="list-style-type: none"> <li>• Understanding of child development, learning and safeguarding.</li> <li>• Awareness of inclusive classroom practice.</li> <li>• Understanding of positive behaviour support and emotional well-being.</li> </ul>                                                                                                                                                            | <ul style="list-style-type: none"> <li>• Understanding of specific SEND conditions (e.g. ASD, SLCN, sensory needs).</li> <li>• Knowledge of the EHCP process and statutory expectations.</li> <li>• Awareness of augmentative communication approaches (e.g. visuals, PECS, Makaton).</li> </ul>          |
| <b>Skills &amp; Abilities</b>        | <ul style="list-style-type: none"> <li>• Ability to build positive, trusting relationships with children.</li> <li>• Strong communication skills with adults and children.</li> <li>• Ability to follow professional guidance and implement individual plans.</li> <li>• Ability to remain calm, patient and consistent under pressure.</li> <li>• Ability to record observations clearly and accurately.</li> </ul> | <ul style="list-style-type: none"> <li>• Ability to use specialist SEND resources or tools.</li> <li>• Strong ICT skills, including assistive technology.</li> <li>• Ability to personalise and adapt learning tasks.</li> <li>• Ability to lead 1:1 or small-group interventions confidently.</li> </ul> |

|                           |                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
|---------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Personal Qualities</b> | <ul style="list-style-type: none"> <li>• Warm, empathetic and child-centred approach.</li> <li>• Commitment to inclusive practice and high expectations for all pupils.</li> <li>• Reliability, integrity and professionalism.</li> <li>• Flexibility and responsiveness to changing needs.</li> <li>• Ability to work collaboratively and take initiative.</li> <li>• Commitment to ongoing professional development.</li> </ul> |  |
| <b>Other Requirements</b> | <ul style="list-style-type: none"> <li>• Willingness to support personal care where required.</li> <li>• Willingness to administer medical procedures following training.</li> <li>• Strong commitment to safeguarding and child welfare.</li> <li>• Ability to work in line with school policies, values and ethos.</li> </ul>                                                                                                   |  |

The governance team is committed to safeguarding and promoting the welfare of all young people and expects all staff to share that commitment. The post will be dependent on a satisfactory Disclosure & Barring Service (DBS) record check and acceptable references.

## Safeguarding

The Trust's Child Protection and Safeguarding Policy applies to all adults working in or on behalf of the Trust. The policy can be found on our website: [Amplify Education - Home](#) The five main elements of our policy are to:

- ensure we practise safe recruitment in checking the suitability of staff and volunteers to work with children
- raise awareness of child protection issues and equip children with the skills needed to keep them safe
- develop and implement procedures for identifying and reporting cases, or suspected cases, of abuse
- support pupils who have been abused in accordance with the agreed child protection plan
- establish a safe environment in which children can learn and develop.

### **Safer Recruitment:**

Amplify Education is committed to safeguarding children and young people. All post holders are subject to a satisfactory enhanced Disclosure and Barring Service clearance. Our policy and practice is in line with the Department for Education's 'Keeping Children Safe in Education' Guidance.

We ensure that all appropriate measures are applied in relation to everyone who works for the Trust who is likely to be perceived by the children as a safe and trustworthy adult including volunteers and staff employed by contractors.

Safer recruitment practice includes scrutinising applicants, online checks, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job.

## How to Apply

To apply please complete:

### **The Amplify Education application form**

Applications will only be accepted from candidates completing the Trust's Application Form. Please complete ALL sections of the Application Form which are relevant to you as clearly and fully as possible. CVs will not be accepted in place of a completed Application Form. referees' contact details must be included. If you have any concerns about references, please contact our recruitment team on [recruitment@ampedu.co.uk](mailto:recruitment@ampedu.co.uk)

### **A Letter of Application**

Add your letter of application to the end of the application form, or attach it separately, if this is easier. The letter of application should address how you are equipped to meet the person specification, showing us where your knowledge and experience, abilities and aptitudes, values and personal qualities will support you to carry out the job description.

### **Interview Process**

After the closing date, short listing will match your skills/experience against the criteria in the Person Specification. You will be selected for interview entirely on the contents of your application.

If you are invited to interview, please let us know prior to the interview day if we can provide any access arrangements to enable you to perform your best at interview.

We will seek references on shortlisted candidates and may approach previous employers for information to verify particular experience or qualifications before interview. Any relevant issues arising from references will be taken up at interview.

**You should be aware that provision of false information is an offence and could result in your application being rejected or summary dismissal if you have been selected, as well as possible referral to the police and/or DBS and/or other relevant investigating bodies.**

## About the School

### Our School

Charlton Wood serves a new community called Charlton Hayes close to Cribbs Causeway in South Gloucestershire. We have an amazing school site, with a beautiful new building and fantastic outdoor facilities. The school is situated in the heart of the community, and we serve our community with pride. Our parents and carers are highly supportive of our school, and we value their involvement in school activities.

We are incredibly proud of the recognition from Ofsted of the hard work our staff and children put into their learning. The report is published on the school and Ofsted websites.

**Our Vision: 'Every child valued, every child achieving, every child prepared for life'.**

We know that there is a strong correlation between the way in which pupils engage and participate in learning and their eventual outcomes academically, socially and emotionally. For this reason, we have a collective, proactive and positive approach. We explicitly teach and deliberately practise routines and expectations to ensure that our children can engage purposefully, meaningfully and happily with learning, each other and the adults in their lives.

### Our School Values

The school has four values which we expect everyone in our school community to uphold all the time – These values are part of the fabric of our school and help our children to grow and develop into confident ambitious learners who make the most of the opportunities given to them.



Please do look at our website or come and visit us if you would like to find out more about us! We warmly welcome your application.

## About the Trust

### Amplify Education: A Bold New Voice for Bristol

Amplify Education is the result of the merger between two highly respected organisations — Trust in Learning Academies (TiLA) and Cathedral Schools Trust (CST). This new Trust will bring together the complementary strengths, expertise, and shared values of both organisations, forming a collaborative force committed to excellence, inclusion, and innovation in education.

### Our Vision

Amplify Education will be committed to transforming education in Bristol through four guiding principles:

- **A Bold Voice for Bristol:** Speaking with ambition and channelling the city's spirit into a shared journey of belief, opportunity, and citizenship.
- **Building Belief:** Ensuring every young person's voice is heard, every story matters, and every learner moves forward with confidence.
- **Expanding Opportunities:** Nurturing potential and enriching each learner's journey with a passport of inclusive, academic, creative, and musical experiences.
- **Strengthening Citizenship:** Connecting communities and educating to build unity and pride — this is Bristol, represented.

### About the Trust

Amplify Education will be the largest Bristol-based multi-academy trust, serving approximately 12,000 pupils across 22 schools and covering diverse communities and geographies.

The Trust will be deeply rooted in Bristol and dedicated to serving its communities, with a focus on addressing educational challenges, promoting social mobility, and fostering unity and pride.

Amplify will work closely with local partners, families, and schools to ensure every child has access to high-quality education, creative, musical, and academic opportunities, and a strong sense of belonging.

### Our Roots

TiLA is known for its expertise in working with disadvantaged pupils and families, and with children with special educational needs (SEN). Its values centre on inclusivity, social cohesion, and empowering communities through education.

CST is recognised for its school improvement record, passion for music and the creative arts, and a strong focus on empowering every child and staff member to realise their full potential. CST's reach is broad, including schools in both affluent and more challenging areas, dedicated to breaking barriers and expanding opportunities for all learners.

A list of our schools is shown below.

| Trust in Learning Academies          | Cathedral Schools Trust      |
|--------------------------------------|------------------------------|
| Charlton Wood Primary Academy        | Ashton Gate Primary School   |
| Filton Avenue Primary                | Cathedral Primary School     |
| Fonthill Primary Academy             | Headley Park Primary School  |
| Henbury Court Primary Academy        | Henleaze Infant School       |
| Little Mead Primary Academy          | Henleaze Junior School       |
| Parson Street Primary                | Hotwells Primary School      |
| Nova Primary School                  | Stoke Park Primary School    |
| Orchard School Bristol               | St Werburgh's Primary School |
| Bridge Learning Campus (All-through) | Victoria Park Primary School |

|  |                                |
|--|--------------------------------|
|  | Bristol Cathedral Choir School |
|  | St Katherine's School          |
|  | Trinity Academy Bristol        |

### **Our Offer to Staff**

As proof of our commitment to staff retention and development, we offer excellent terms and conditions of employment, a friendly working environment with supportive leadership, and encourage our staff to maintain a positive work-life balance.

- Professional development opportunities across the Trust
- Paid induction and training suited to the role
- Tailored career progression through a performance management cycle for all staffing groups
- Access to Employee Discount Scheme
- Free tea, coffee and milk
- Confidential access to an Employee Assistance Programme
- Free parking
- Use of the Cycle Scheme
- Paid completion of a DBS check
- Flu vaccination vouchers
- Free eye tests (where the employee is desk-based)
- Where eligible, automatic enrolment to the relevant pension scheme
- Honouring of continuous service earned in the Local Authority