

ASSET
Education



ASSET
Flourish



Where learners succeed and relationships flourish

Lead Inclusion Co-Educator (HLTA+)

ASSET Flourish - Based at Ringshall or
Shotley Primary School

Recruitment Pack



About ASSET Education

ASSET is an Education Trust comprising 15 primary schools in and around Ipswich and north-east Suffolk. We have an ambitious, future-facing vision to equip and empower our young people to create a more compassionate, equitable and sustainable world where they personally and collectively thrive. Our tagline is *"Nurturing Humanity"*. We want to apply these deeply held commitments of nurturing and inclusion by opening Flourish provisions across our schools. These provisions will be specialist units, alternate provisions or both and provide targeted, specific education to children with additional needs across Suffolk. We believe every child has the right to a high-quality education, where they feel they belong and can Flourish.



The opportunity

This role is a one-of-a-kind opportunity to join a pioneering project in our Trust - to help lead our Flourish Alternative Provision to grow and develop and to support our pupils to Flourish.

In this role you will support our children with a range of special educational needs (mainly SEMH) to have a sense of belonging and a brighter future. You will be joining an award winning Trust with a reputation for supporting wellbeing and work closely with the Lead Teacher of the provision who will be supported by the Trust SEND and Inclusion Leads

Lead Inclusion Co-Educator at ASSET Flourish (based at Ringshall or Shotley Primary School)



The post

Job title:	Lead Inclusion Co-Educator
Location:	Ringshall or Shotley Primary School
Hours:	35 hours per week (8:30-4:00 - 7 hours per day.) 39 weeks a year.
Salary/Grade:	Grade 4- point 18-22
Closing Date:	Monday 1st June 2026 Asset Education reserves the right to interview and appoint prior to the advert closing date. With this in mind, we encourage you to apply as soon as possible.
Interview date:	W/C 8th June 2026
Starting date	September 2026

The person

We are looking for a hard-working and enthusiastic person with a passion for SEND and Inclusion, who wants to make a difference to the pupils and families they serve. You will have high standards, be a good communicator and collaborate effectively with others. The ability to show care, compassion and be able to use your own initiative is imperative.

You will be an experienced TA with experience of supporting pupils with SEND and have the ability to lead the group. You will contribute in creating a supportive environment that meets the needs of children with a range of needs - and have high expectations for children's learning and future lives. The ability to build strong and meaningful relationships with pupils, parents, carers and other stakeholders is essential.

This is an exciting opportunity to join ASSET Education, a Trust that puts wellbeing, humanity and excellence first in order to deliver the very best educational experiences for pupils. You can find out more about ASSET Education, our philosophy and values, and our wonderful schools on our website: www.asseteducation.co.uk

Job Purpose

The postholder will be responsible for co-leading a Flourish setting; contributing to the successful day to day running by creating a safe and purposeful environment, planning, assessing and reporting.

The postholder will support children with their personal development, learning and provide for the social, educational and welfare needs within the school with support and guidance of class teachers and the Trust Lead for SEND.

The postholder will contribute to Pupil Profiles and EHCPs for those pupils with special educational needs and be an alternative DSL for the setting. They will have a commitment to uphold the Trust's vision, values and staff code of conduct The Postholder will have a commitment to equal opportunities and assisting the setting in raising achievement for all its pupils.

The postholder will be responsible to the Trust Leaders for SEND, Lead Teacher or other senior leader in the Trust responsible for this area.

Duties

Examples of the role and responsibility of a similar level may be undertaken and are not excluded simply because they are not itemised:

- To support and uphold the school's vision and values
- To help children of all abilities, including those with special educational needs to learn as effectively and independently as possible, both individually and in small groups
- To lead the setting and whole class teaching (in the absence of the Teacher) and plan and run a range of interventions to support individuals and small groups
- To prepare materials and resources to create a safe and purposeful environment and support individuals, small groups and classroom activities
- To work with children on individual targets in personal development, reading, writing and maths
- To support children's emotional development and resilience when approaching learning tasks through explicit teaching of The Core strengths curriculum (Bruse Perry)
- To support children's behaviour in line with the settings's vision, values and positive behaviour policy
- To assist with children at the beginning and end of the day and in the playground as required
- To have an awareness of and adherence to all school safeguarding procedures and participate in training as appropriate
- To ensure the health and safety of the children and to report any concerns or details of accidents/incidents as necessary to the homeschool and Trust Leads
- To lead in the general care of the learning environment by keeping curriculum resources in classrooms and around the school, tidy and in good order
- To implement and promote the Trusts equal opportunities policies at all times and to value diversity
- To provide outreach in home schools to support children and provide CPD/guidance to homeschool staff on practices and strategies that support the pupils
- Contribute to daily and weekly reports and liaise with parents/carers, homeschool staff and other professionals as required
- Be an alternate DSL and work alongside other Trust staff, outside professionals and parents/carers as required and alongside the DSL

Job Purpose continued

To support learning and development in Flourish including the following:

- To work with the Teacher to report on the progress of children against the Core Strengths, Complete Human Strategy and specific personal Pupil profile/EHCP outcomes keeping written records as necessary
- To liaise with parents/carers and foster good links between home and school alongside the class teacher, other staff and Trust leaders
- To support class teachers with educational visits and/or enrichment experiences including taking responsibility for the care, welfare and learning of individuals and small groups of children.
- To implement strategies, programmes of work and resources as laid out in Individual Provision Plans (IEPs) and support other staff to do this
- To assist with the planning, coordination and assessment of the settings provision taking into account The Core Strength Curriculum, CHS, statutory requirement and any recommendations and guidelines set out in pupils individual plans (PP & EHCP)
- To make ongoing notes and assessments of children's progress and contribute to statutory meetings such as Annual Reviews

General

- To attend relevant in-service and external training as and when required
- To administer first aid or carry out simple medical procedures in line with LA guidelines
- To attend and contribute to all meetings as directed by the Teacher/Trust Leads
- To develop activities to promote social interactions between pupils during break and lunch times
- To carry out any other reasonable tasks in keeping with the post as specified by the Trust Leads

The duties listed above are examples of duties at this level and other duties or a similar level/nature may be undertaken by individuals and are not excluded simply because they are not itemised.



Person specification

Technical or Specialist	Essential	Desirable
Experience in working in a school setting	✓	
No formal qualification required however a HLTA certificate or equivalent preferable (or willing to study for it) DSL experience is preferable		✓
Recognised qualifications in English and/or Maths (C or above/equivalent)	✓	
Basic knowledge of ICT to effectively support the pupils (or willingness to train)	✓	
A commitment to becoming familiar with and applying whole school policies procedures and standards and be willing to implement them in a consistent manner	✓	
Literacy and Numeracy		
Proven written and oral communication skills	✓	
Numeracy and literacy skills to effectively support the pupils	✓	
General Skills and Knowledge		
Experience of working with children in an educational setting and supporting children with a range of special educational needs	✓	
Experience of using PACE and de-escalation techniques and alternative forms to verbal communication, e.g. Makaton	✓	
Experience of record keeping and next step planning		✓
Understanding of the educational welfare and social needs of children	✓	
Understanding of the issues around safeguarding and behaviour in a school setting	✓	
A commitment to attend in-service and external training courses and to develop and update knowledge and skills as required	✓	

Person specification (cont...)

Interpersonal and Communication skills	Essential	Desirable
Experience of communicating with a wide range of people from different backgrounds		✓
Working knowledge of implementing Individual Provision Plans	✓	
A knowledge of some of the emotional, behavioural and social difficulties that may create a barriers to learning	✓	
An ability to develop positive relationships with children, valuing their diversity, in order to enhance their learning and social development	✓	
The ability to form and maintain good working relationships with staff, pupils and parents and be able to work in a team	✓	
The ability to work with a range of professionals from external agencies		
Level of autonomy	✓	
The ability to lead others and be part of a coherent and purposeful team	✓	
The ability to remain calm in challenging situations and to ask for help when needed		
Able to make decisions on when to refer queries/problems to another member of staff	✓	
The ability to use their own initiative and 'think on your feet'	✓	
Able to lead by example and support less experienced staff members	✓	

Further information and visits to the school

For further details, to arrange an initial discussion with the Virtual Headteacher or arrange a visit to the school. Please contact:

Hayley Cullimore, Trust Director of Inclusion: hayley.cullimore@asseteducation.co.uk

Telephone Number: 01473 970290 (Trust office)

View our website:

www.asseteducation.co.uk

Application

If you are looking for a new and rewarding challenge in education, have an interest in and/or background in SEND and Inclusion, are a team player, resilient and passionate about making a difference, then we look forward to hearing from you.

Please apply on MyNewTerm by 1st June outlining how you will be an integral part of the team.

Interview Process

Shortlisted candidates will be invited to attend an interview at Ringshall Primary School, with a start date of September 2026.

Pre-employment checks

ASSET Education is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020.

The successful candidate will have to meet the requirements of the job description and will be subject to pre-employment checks including an enhanced Disclosure and Barring Service (DBS) and children's barred list check, health check, online search and satisfactory references. Copies of our safeguarding and safer recruitment policies are available on request.