



## **Teaching Assistants (Grade D)**

Candidate Recruitment Information Pack

April 2026

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## LETTER TO APPLICANTS

Thank you for your interest in the staff team at The Wherry School in Norwich.

This is both an exciting and challenging role, being part of the staff team at this ASD Specialist School for young people from the age of 4 to 19. The successful candidates will play an integral role alongside the Teaching Staff, CEO, Head of School and Trustees to be part of an outstanding staff team working to support this vulnerable group of learners. The staff in our school all play a key role in supporting the planning and personalising curriculum learning for the children and young people in their care, designing the classroom environment alongside the learners and being part of the team working closely with parents/carers, health agencies, and the other professionals working within the school.

If you require any further information regarding The Wherry School, please do visit our school website or contact Dani Williams or Kevin Holland, Executive Principals c/o [office@thewherryschool.co.uk](mailto:office@thewherryschool.co.uk).

We look forward to receiving your application.

**Michael Rosen**  
(Chair of Governors - The Wherry School Trust)

## Information for Candidates

We are seeking to appoint a 2 x Permanent Teaching Assistants to work within the Primary Phase. Teaching Assistants at The Wherry School will possess the skills and ambition to help support learning opportunities for all the children in the school. They will have total commitment to the vision of the school and support the Principal and Senior Leadership Team, along with the Trustees, having high aspirations for young people with Autism. The successful candidates will have a good knowledge and experience of working with young people and be passionate about supporting our children.

## Procedure for Application

We hope that you find the information useful and are interested in applying for a teaching post at The Wherry School.

To apply for this position and view all of the information relating to this vacancy please go to our My New Term Page where you will be able to apply for this role. All applications must go via this platform.

- The closing date for applications is 12 noon – Friday, 15<sup>th</sup> May, 2026

CVs will not be accepted – application by completion of a fully completed application form. If you would like this pack in larger print or in a different language, please contact us at [office@thewherryschool.co.uk](mailto:office@thewherryschool.co.uk) and we will do our best to help.

## The Posts x 2 – Teaching Assistant: Level 1/Grade D

Teaching Assistants will be responsible to the CEO and Executive Principals at The Wherry School. They will be expected to support the Classteacher in the teaching and assessment in all areas of the curriculum alongside all supporting agencies and school clinical staff, as well as forming strong partnerships with parents/carers to ensure the highest possible quality of education for all the young people, enabling them to reach their maximum potential in all areas of learning and relevant life skills.

Post title:	Teaching Assistant (Special School)
Grade:	Level 1 Norfolk Scale Grade D – £25,583 - £25,989 fte
Reporting to:	Classteacher/Phase Leader
Purpose:	<p>Under the instruction/guidance of teaching or other senior staff undertake care and learning programmes and activities to support individuals or groups of pupils, including more specialised support for those with special education needs, enable access to learning for pupils and assist the teacher in the management of pupils and the classroom. Work may be carried out in the classroom or in other teaching areas</p> <p>To support the provision of a holistic learning setting, which enables all children and young people, to reach their maximum potential, in all areas of learning and relevant life skills.</p>
Responsible for:	<p>Supporting high quality teaching and learning across the school ensuring that all the children and young people in their care are safe, happy, thriving and learning well.</p> <p>Supporting good behaviour and learning behaviours and strategies to allow children to achieve their individual academic potential.</p> <p>Supporting Class/subject teachers assessing, reporting and monitoring individualised learning for the autistic learners in a class.</p> <p>Providing statutory and general information and observations, as required, to support Education Health and Care planning and review.</p> <p>Under the direction and support of the class/subject teacher assess, mark and provide suitable feedback on work, to children and young people as required, in line with the school assessment and marking policy</p>
Liaising with:	Class teachers and support staff across all phases of the school, CEO, Executive Principals, and Phase Leaders, Core Curriculum lead teachers, school based clinical support staff, including Educational Psychologists, Clinical Psychologists, Speech and Language therapist, Parent support staff, pastoral support staff, external agencies
Working time:	2 x 33 hours per week Term Time + 1 week – 2025/2026 Norfolk Term Dates apply
Disclosure level:	Enhanced
<b><u>Principal Accountabilities :</u></b>	
Support for Pupils:	<p>To attend to the personal and social needs of pupils and any other special requirements depending on the nature of a pupil’s special needs and, wherever possible, making these part of the learning experience</p> <p>To support the children and young people during the lunch time period, supporting eating.</p>

	<p>To support the class teacher in the development of an engaging curriculum for all Key Stages, ensuring innovative use of IT/computing and other technologies to enhance learning</p> <p>To support the preparation, teaching and assessment of learning opportunities for the children in a given class: provide particular support for pupils, including those with special needs, ensuring their safety and access to learning activities</p> <p>Under agreed school procedures and in line with statutory guidance on supporting pupils at school with medical conditions, to give first aid/medicine and accompany children as necessary, or assist with programmes of special care such as physiotherapy, sensory support or speech therapy, under the direction of the appropriate specialist.</p> <p>Assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes.</p> <p>Promote inclusion and acceptance of pupils while encouraging constructive relationships within the classroom and with parents.</p> <p>Provide feedback to pupils in relation to progress and achievement under the guidance of the teacher</p>
Support for Teachers	<p>Assist with the planning of learning activities.</p> <p>Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of pupils' work. Use strategies, in liaison with the teacher, to support pupils to achieve learning goals.</p> <p>Monitor pupils' responses to learning activities and accurately record achievement/progress as directed and provide detailed and regular feedback to teachers on pupils' achievement, progress, problems, etc.</p> <p>Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their behaviour.</p> <p>Administer routine tests and invigilate exams and undertake routine marking of pupils' work and provide clerical/admin support, e.g. photocopying, typing, filing, money and administer coursework.</p> <p>To work as a member of the Primary and or Secondary School team, contributing positively to ensure good working relationships both within the Primary School and Secondary school.</p>
Support for the Curriculum	<p>Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses, including undertaking literacy and numeracy programmes, recording achievement and progress and feeding back to the teacher.</p> <p>Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use, including supporting the use of ICT in learning activities and developing pupils' competence in its use.</p>

<p>Support for the School:</p>	<p>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.</p> <p>Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.</p> <p>Attend and participate in relevant meetings as required and participate in training and other learning activities and performance development as required.</p> <p>Assist with the supervision of pupils out of lesson times, including before and after school and accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher.</p> <p>Undertake other similar activities that may fall within the grade and scope of the post as directed by the Executive Principal/s</p>
<p>Communication, liaison including the promotion of the school:</p>	<p>To communicate and report effectively to parents and carers of children and young people, as appropriate through Parents/Carers interview/evenings and oral or written reports</p> <p>To report and communicate effectively with school based clinical and pastoral support professionals, and as appropriate other professionals</p> <p>To follow the agreed policies for communications in the school</p> <p>To take part in relevant liaison activities such as Open Evenings, review days and liaison activities with partner schools</p> <p>To contribute and attend sessions which enhance links with other schools, agencies etc. to support the development of the curriculum and pastoral support for children and young people</p>
<p>Other specific duties:</p>	<p>Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task that a Teaching Assistant may assume or undertake may not be identified</p> <p>All staff will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description</p> <p>The school will endeavour to make any reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.</p> <p>The school acknowledges the entitlement of all staff to continuing professional development.</p>
<p>The job description is current at the date shown, but following consultation with you, may be changed by the CEO/Executive Principals to reflect or anticipate changes in the job which are commensurate with the salary and job title.</p>	

## **The Person (see also Person Specification)**

The successful candidate will ideally have a good level of understanding and knowledge of autism and be passionate about improving the life changes of young people with Autism and their families. They will have experience of supporting teaching and learning in either a specialist setting, or within a mainstream school. They will demonstrate a detailed understanding of the relevant Key Stage curriculum in which they wish to work, including supporting the National Curriculum and the assessment of pupil progress supporting a personalised curriculum to young people with Autism to enable each learner to experience success.