



GREATER
PETERBOROUGH
UTC



Greater Peterborough UTC

Assistant SENDCO HLTA

Recruitment Pack



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About Greater Peterborough UTC

Welcome to Greater Peterborough UTC. We are proud to be Peterborough's first STEM-specialist school, giving young people the chance to follow a unique academic and technical curriculum into higher education or the world of work. We look forward to bringing you into our team.

Our £25 million campus was opened in September 2016 and has rapidly established itself as one of the highest performing schools in the area. Our campus includes industry-standard workshops and IT design studios, as well as specialist science labs and state of the art digital engineering equipment.

In October 2022 the UTC, located in the University Centre of Peterborough, was graded as 'Good' in all areas by Ofsted. This judgement is testament to the culture we have created here at GPUTC; one in which our students are treated with respect and dignity. It is a culture that is creating the workforce of tomorrow, and we are extremely proud of the outcomes and feedback included. For example, inspectors commented "leaders are ambitious for all pupils, including those with special educational needs and/or disabilities (SEND)" and highlighted that our "teachers have expert knowledge."

We are the area's leading educational establishment for the engineers, architects, scientists and designers of the future, specialising in educating the tech-savvy workforce required for the

evolving modern world, in fact over 80% of our leavers continue to study or work in STEM. This is synonymous with our overarching vision of **'creating the workforce of the future.'**

Meridian Trust's ethos and values provide a strong foundation for our school, and we are proud to be a part of its community. The core values of this philosophy are:

- Achievement for all
- Valuing People
- A high-quality learning environment
- The pursuit of excellence
- Extending the boundaries of learning

Welcome to our team! We are delighted to have you on board and excited about the positive impact you'll bring to our school community.

Mr Lee Mawby



A Brief History

Meridian Trust, formerly known as Cambridge Meridian Academies Trust (CMAT), is a values-led Trust and has risen to be one of the highest performing academy groups in the country. Our Trust was first formed as an educational trust to create a federation of schools in 2006 with a desire to provide high quality and dynamic education for everyone, right in the heart of our community. Through various government policies, our commitment to collaboration has remained consistent.

Meridian Trust was formed in 2011 to deliver more widely on that clear vision to provide high quality and dynamic education for all at the heart of the communities we serve. Our steady growth since then reflects our commitment to the communities we serve and our track record of success. The period since 2018 has seen an increase in speed of growth as many long term projects matured and our relationship with Sharnbrook Academy Federation emerged.

We are currently a family of 35 academies (including 19 primary, 3 special and 13 secondary schools). The secondary schools include a University Technology College, an Upper School, four 11-16 schools and six 11-18 schools. We also have 2 new secondary free schools in development. All within 20 miles of Cambridge and Peterborough and the main communication routes between. We merged with Cambridge Primary Education Trust to become the Meridian Trust in April 2022. In addition to operating schools, we are the home of the Cambridgeshire and Peterborough Teaching School Hub, and train more than 150 new teachers each year through Meridian Trust ITT. We retain a strong commitment to growing and supporting staff throughout their training and career development. We have a

proven track record of school improvement and transforming the lives of children and young people over the last 10 years.

Students thrive in Meridian Trust academies as a result of the implementation of our values, our successful and proven systems and our commitment to valuing people. We are among the highest performing multi-academy trusts in the country for student progress. Our academies are well-run and our staff benefit from excellent access to professional development.

Our commitment to the education system goes beyond just our own academies. We operate 'The Cambridge Partnership', one of the largest initial teacher training providers in the country which has recently merged with the SAF ITT, and 'Leadership East' these further strengthen our capacity and commitment to professional development. We also provide support through various SLAs to a number of other trusts and academies.

As a strong, regional multi-academy trust we currently operate schools across Bedfordshire, Cambridgeshire, Lincolnshire, Peterborough, and Northamptonshire. We are proud to have strong partnerships within all these communities.



Trust Vision, Mission and Values

Our values and who we are:

Meridian Trust is a successful multi-academy trust founded on its commitment to people and communities.

Our proven approach over more than a decade has elevated us to a respected and admired academy trust, a national leader in education and a source of great pride to the communities we serve.

Every child is known, equally valued and supported to achieve their potential in all our academies. Every community we serve benefits from the facilities and services we provide.

Our staff benefit from strong networks, excellent career opportunities and a human approach where they are equally valued and supported.

We ensure that well-run schools retain and develop their distinct contextual identity, while sharing and contributing to Meridian Trust values, practices, curriculum approaches and operational systems.

Our Vision:

High-quality educational provision for all at the heart of local communities.

Our Mission:

To deliver, promote and inspire high quality educational provision in schools at the heart of their local communities so that:

- Young people become successful learners and confident, empowered individuals;

- Young people are encouraged to think for themselves and act for others, equipping them with the values, attributes, knowledge and skills to make a rewarding contribution to society;
- Every school is a hub for community activities, a centre for extended services and a source of immense pride for students, their families, and other local stakeholders;
- Our staff benefit from strong networks, excellent career opportunities and a human approach where they are equally valued and supported;
- Well-run schools retain and develop their distinct contextual identity while sharing and contributing to the Meridian Trust values, practices, curriculum approaches and operational systems.

The enactment of our values for staff:



Valuing People

Engaged, developed, supported, and consulted.



High Quality Learning Environment

Experts who strive for continual development. Collaborative networks, trusted to deliver.



Pursuit of Excellence

Set ambitious goals and model what success looks like. Eager to improve.



Extending the Boundaries of Learning

Make connections, provide opportunities. Generous and sharing of knowledge and expertise.



Achievement for all

Are accountable for the outcomes we contribute towards and strive for the very best.



Valuing People



High Quality Learning Environment



Pursuit of Excellence



Extending the Boundaries of Learning



Achievement for all

Why work for us

Meridian Trust aims to be the employer of choice for the communities we serve. Since 2010 we have nurtured and developed the careers of many people. You can read about some of those journeys in the 'Meridian Trust People' section of this website. We are committed to making a difference to young people's lives and the communities we serve. Help us make our mission a reality.

Benefits:

As a multi-academy trust of 35 schools, Meridian Trust can provide a wide network of opportunities for collaboration and career development for both teaching and support staff. With an initial teaching training facility and a teaching hub network within our Trust, there are ample opportunities to both, get into teaching, and develop within the profession.

- As well as the above we also offer:
- Unlimited access to CPD via Meridian Learning
- Free annual eye tests
- Access to a free Employee Assistance Programme, offering mental health and wellbeing support
- Unlimited value cycle to work scheme

To see the full range of benefits available, please visit [Employee Benefits - Meridian Trust](#)

How to apply

To apply please complete the online form on MyNewTerm. Your supporting statement should address and evidence

the selection criteria detailed in the Person Specification.



Closing Date: 11 March 2026

Interviews: TBC

Applying:

For any questions about the application process please contact:

Email: hr@gputc.org

Meridian Trust is committed to safeguarding and promoting the welfare of children. All appointments will be subject to satisfactory pre-employment checks including enhanced DBS disclosure.

We are committed to diversity & inclusion and equality of opportunity for all staff and applications from individuals are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, race, religion or belief and marriage and civil partnerships.

Meridian Trust is committed to safer recruitment practice and pre-employment checks will be undertaken before any appointment is confirmed. This post is subject to an enhanced disclosure and barring service check. We expect all adults who work for the Trust to share our commitment to safeguarding and the health and wellbeing of our students.

JOB DESCRIPTION AND PERSON SPECIFICATION

Job Title:	Assistant SENDCO HLTA
JD Reference:	STD TA 06
School/Academy:	Greater Peterborough UTC
Weeks:	39 Weeks
Hours of work:	37 Hours
Salary:	Grade 8
Responsible to:	SENDCO
Role:	To work under the professional direction of the SENDCO and Deputy SENDCO
Purpose of the job:	As part of the SEND Team, plan and deliver practical support, advice and guidance to vulnerable children and their families to support pupils' academic, therapeutic, and pastoral needs and overseeing key administrative duties.

Responsibilities and Accountabilities:

Main responsibilities

- Work closely with the SENDCO and the SEN Team to ensure the welfare of pupils attending the academy, with a particular focus on pupils with SENDV
- Be aware at all times of the SEN Register, providing support for pupils with SEND
- Lead training sessions for support staff to raise awareness of SEND and current practices
- Manage deployment of TAs and student groupings for interventions
- Provide learning support in class to SEND students as required
- Deliver 1-1 or group interventions to SEND students as required

Specific responsibilities – SEND

- Work with individuals and groups, under the direction of the SENDCO, to support progress, and social and emotional needs
- Under the direction of the SENDCO update pupil records as appropriate and collate and prepare information relating to assessments, EHCPs and referrals to other agencies
- Contribute to the development and implementation of APDRS for students and gather information from pupils, parents, staff and other professionals for the completion of statutory paperwork before annual reviews
- Liaise with staff and other relevant professionals and provide information about students as appropriate
- Attend review meetings as required

- Liaise with the SENDCO and teachers regarding pupil support plans including risk reduction plans and health care plans
- Plan, monitor and evaluate any programmes offered to children or families. Keep accurate records of information, referrals or work completed, including provision maps for intervention. Produce reports when necessary
- Support the pupils in accessing learning activities as directed by the teacher/SENCO to enable pupils' progress towards their targets
- Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives, providing feedback and reports to teachers to provide evidence of the range and level of progress and attainment
- Support transition between key stages
- For some pupils there may be a need to assist pupils with mobility, eating, dressing, hygiene, personal and intimate care whilst encouraging independence

Specific responsibilities - welfare

- Work with vulnerable children and their families as identified by the SENDCO and the safeguarding team and support assessment, including Early Help assessments. To develop a plan that meets their needs, addresses family issues and supports them to access appropriate services to enhance the team around the family
- Establish effective communication with staff to ensure student's needs are met and use detailed knowledge and specialist skills to support learning and progress, promote independence and develop social/emotional needs
- Maintain appropriate resources, databases, and case files e.g., Outcome Stars, CP files and making notes at meetings
- Help identify factors affecting an individual pupil's well-being and behaviour in school and at home and facilitate appropriate interventions with other professionals and agencies where necessary
- Act as a role model and establish a clear framework for discipline in line with established policies, anticipate and manage behaviour to promote pupils' self-control and independence to ensure good behaviour and respect for others are maintained
- Be aware of and comply with policies and procedures relating to child protection, health, safety, security, and confidentiality reporting all concerns to an appropriate person to ensure pupils' wellbeing
- Conduct home visits, if necessary, by school procedures
- Support the role of parents/ carers in students' learning and contribute to meetings

- Deliver lunch, break and afterschool activities and interventions to vulnerable pupils when necessary

General responsibilities

- Cover break/ Lunch duties when required

Support to the School/Academy/Place of work:

- Participate staff events by arrangement
- Attend Staff Meetings
- Contribute and participate in Trust events and activities where possible
- Develop and maintain effective working relationships with other staff and parents/carers
- Adhere to the Trust values
- Follow school policies, practices and procedures

Data security:

- Act under legal provisions regulating confidentiality and security of data and information following GDPR regulations

Health and Safety:

- Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions
- Co-operate with the Trust on all issues to do with Health, Safety & Welfare
- Work/operate all plant and machinery within Health and Safety and other legal regulations, including risk assessments
- Physically able to undertake manual work and perform tasks set out in this job description
- Contribute to the maintenance of a safe and healthy environment

Continuing Professional Development:

- In conjunction with the line manager, take responsibility for personal professional development, keeping up to date with research and developments related to school/academy/place of work efficiency, which may lead to improvements in the day-to-day running of the Trust
- Participate in the annual appraisal system
- Undertake any necessary and identified professional development taking full advantage of any relevant training and development available, particularly when related to the use of ICT, for data management and record keeping
- Maintain a professional portfolio of evidence to support the Performance Management process – evaluating and improving own practice

Child Protection and Safeguarding

- The post holder will have a shared responsibility for the safeguarding of all children and young people. The post holder also has an implicit duty to promote the welfare of all children and young people
- To inform the Child Protection Officer of any issues relating to the safety and well-being of students

The post holder will undertake any other duties commensurate with the grade of the post, in consultation with the line manager.

This job description is subject to review and may be changed following consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the Trust in relation to the post holder's professional responsibilities and duties.

The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.

All staff will be subject to an enhanced check with the Disclosure & Barring Service.

Updated: February 2026

Person Specification – Assistant SENDCO

Assessment Key:
A = Application Form
I = Interview

Education and Qualification		Essential	Desirable	Assessment
1	Good educational background with GCSE or equivalent in English Language and Maths	✓		A
2	Level 3 or above teaching assistant qualification or willingness to work towards this	✓		A
3	Degree or equivalent experience in an appropriate subject or field		✓	A

Experience		Essential	Desirable	Assessment
4	Experience supporting children in a classroom environment, including those with a range of learning needs or challenging behaviour	✓		A/I
5	Experience of working with children across all key stages (EYFS, KS1, KS2) with evidence of having achieved successful pupil outcomes	✓		A/I
6	Experience of working with external agencies		✓	A/I
7	Experience of working closely with parents in successful home-school partnerships that support pupils' needs		✓	A/I
Knowledge and understanding		Essential	Desirable	Assessment
8	A good understanding of the education system	✓		A/I
9	An excellent knowledge of the SEND Code of Practice	✓		A/I
10	Skilled at understanding how children learn	✓		A/I
11	Excellent understanding of phonics, numeracy, and literacy development	✓		I
12	A sound grasp of the concept of inclusive practice	✓		I
13	Knowledge of the concept of confidentiality	✓		I
14	Awareness of child protection issues	✓		I
15	Knowledge and experience of using basic diagnostic tests for identifying specific needs		✓	A/I
16	First aid certificate		✓	A
Skills and abilities		Essential	Desirable	Assessment
17	Skilled at making and sustaining positive relationships with children	✓		I



18	Skilled at developing children's self-esteem and motivation so that they become resilient, independent learners	✓		I
19	Able to work closely with pupils who are finding learning difficult, or those who have experienced a feeling of failure	✓		I
20	Ability to use language and other communication skills that parents, and pupils and staff members can understand and relate to	✓		I
21	Capable of planning intervention work, assessing the needs and achievements of children and maintaining appropriate records	✓		I
22	Able to work closely with other adults, offering them practical advice and strategies that assist them to overcome problems relating to the teaching of pupils with SEND/ who are vulnerable	✓		I
23	Able to work closely with the wider school community in the development of provision for pupils with SEND	✓		I
24	Excellent written and oral communication skills	✓		I
25	Ability to contribute to team meetings and contribute ideas	✓		I
26	Ability to provide classroom cover – with agreed parameters – in the absence of the class teacher	✓		I
Personal Qualities		Essential	Desirable	Assessment
27	Willingness to undergo further training and development	✓		I
28	Positive and enthusiastic approach towards work	✓		I
29	Ability to act on own initiative	✓		I

30	Kindness and empathy towards students and colleagues	✓		I
31	Ability to work as part of a team effectively			I
Child Protection		Essential	Desirable	Assessment
32	Support the Academy policies on safeguarding and child protection	✓		A/I
Other		Essential	Desirable	Assessment
33	Flexibility of working hours	✓		A/I