

# Educational Teaching Assistant Additionally Resourced Provision for Physical Impairment



Newsome  
Academy

## RECRUITMENT PACK



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## Our Academy



It is a privilege and a source of great pride to serve both the school and wider community at Newsome.

We work closely with the community, parents, and carers to make sure everyone is part of our journey to continue to raise standards and create a school where everyone counts; where everyone has the chance to succeed, to discover themselves and learn how to lead a life of integrity, respect, and happiness.

It is vital that everyone in the community has a voice and knows that they are listened to, including pupils, staff and parents and carers.

Newsome Academy is an aspirational and inclusive school. We believe in the potential of every individual to make exceptional progress from their starting points and to thoroughly enjoy their time at our school.

We believe that the wellbeing and happiness of every child is essential, and the needs of our children are at the heart of everything we do. Our journey is focused on having very high expectations. It means ensuring children who are successful and strive to achieve their best, know they are valued, believe in themselves, and have respect for others.

We aim to consistently promote fundamental British values and pupils' spiritual, moral, social, and cultural development. You will hear the word 'family' mentioned a lot and we operate very much in this way.

Mr Dean Watkin  
Headteacher



## Are you a talented professional looking for a new challenge?

We are looking for a talented Teaching Assistant who is forward thinking, dynamic and resilient and who, working within the Additionally Resourced Provision (ARP), will provide high quality support to our learners with additional needs. The colleague appointed will be a natural inspirer, with the ability to work collaboratively with colleagues at Newsome Academy. A medical/care background or the ability to offer experience or interest in any of the following areas would also be welcome: extracurricular activities, adaptive sports or technology.

It is crucial that the successful candidate has a sound understanding of school landscapes and how to achieve success within these parameters. The successful candidate will also be part of the wider wellbeing family.

### Department Information

- The PI ARP has recently had a significant investment and is well equipped with a range of accessible resources to enhance learning.
- The provision works within a mainstream school, to support the learning and welfare of students with complex needs, who have Educational Health Care plans. The team includes specialist teachers and experienced ETAs.
- The students have a diverse range of complex needs, from mobility difficulties to medical conditions and visual impairment. Many students use assistive technology to promote their independence.
- Most students require some level of support with their personal care needs. Independence is encouraged wherever possible in all areas of school.
- The provision offers outreach support to children and young people in schools across Kirklees.

### Support and Opportunities

- We invest in and support our staff and offer a range of CPD opportunities for career progression.
- We support outward facing initiatives through promotion of school visits and CPD training. We also have opportunities for colleagues to gain wider experience in whole school initiatives and this has supported the promotion of a number of internal appointments over the past 12 months.

## Job Description

<b>Post:</b>	Educational Teaching Assistant - ARP for Physical Impairment
<b>Overview:</b>	This post is cited in the ARP for Physical Impairment within Newsome Academy, which provides support for children with physical impairment, their families and designated local mainstream schools
<b>Salary:</b>	Scale 4, SCP 7-11 (FTE £26,403 – £28,142)
<b>Actual Salary:</b>	SCP 7 - £18,361
<b>Contract Type:</b>	30 Hours Per Week   Term Time Plus 2 Inset Days
<b>Contract Term:</b>	Permanent
<b>Closing Date:</b>	Monday 11 May 2026 at 9.00am
<b>Interviews:</b>	TBC
<b>Start Date:</b>	ASAP

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## Core Purpose

The Additionally Resourced Provision meets the needs of children with complex physical needs within KS3 and KS4 at Newsome Academy. It forms one of four strands of support for children with: Complex Communication and Interaction Needs, Sensory and Physical Impairment, Cognition and Learning, and Social, Emotional, Mental Health.

This role is required to work as part of a specialist team including teachers, support staff and a range of other professionals to support the learning and welfare of targeted children and where appropriate ensure smooth transition to their designated local school. The role includes assessing need, providing learning and educational activities, developing skills, supporting integration and transition, securing children's physical and emotional wellbeing, whilst raising self-esteem and encouraging independence.

This role will involve a combination of support on a one to one and small group basis either in or out of the classroom or specialist provision base. It also involves working with staff from other schools in order to prepare them to fully meet the needs of the children in their local mainstream school. The post involves working in partnership with parents/carers and families in order to build confidence and trust.

### Outcomes – Role Specific

- Families / carers of children receiving support from the resourced provision are regularly contacted and are involved in the identification of needs, setting of targets and monitoring of progress in all areas.
- Children, families and schools are provided with support and advice to achieve positive outcomes and meet needs.
- Schools and other external agencies are supported as appropriate in assessment of children's needs, in developing effective support strategies, implementation of additional needs and other plans through modelling of good practice.
- Children successfully transition to the designated local school within agreed timescales as a result of successful staff intervention.
- Appropriate communication and access arrangements are in place and used effectively to enable access to learning and communication.
- Relevant and appropriate support processes are in place under the direction of the teacher or advanced educational teaching assistant.

### Outcomes – Generic

- Children are able to play a full part in school, community and family life
- Individuals and groups of children are engaged in all learning activities, learn effectively and make good progress
- Staff maintain high expectations of all children to achieve as well as possible
- Children are managed effectively and appropriately during lessons, break times, lunchtimes and when required travel to and from school or out of school visits and activities
- Teaching resources are researched, selected and prepared so that they meet the diversity of children's needs and interests
- Information Communication Technology (ICT) is used effectively to support learning activities
- Children's competence and confidence is increased as a result of staff encouragement and feedback
- Children's records of progress, attendance and attainment, including observations, target setting and review notes, are maintained and analysed in order to evidence outcomes from interventions and actions taken
- Relevant training and development opportunities are taken up in order to improve practice as required by the Head Teacher/Local Authority (LA). This may include shadowing, attending training courses, participating in coaching and discussion with colleagues
- Positive and quality working practices are in place with host schools
- There is effective liaison with external agencies
- ARP and School policies are adhered to and implemented consistently
- Other duties and responsibilities of an equivalent nature are undertaken, as may be determined by the post holder's supervisor from time to time, in consultation with the post holder

### **Miscellaneous**

You will be expected to carry out your duties in line with the academy's policies, procedures, relevant legislation and requirements of the Specialist Provision Service level Agreement. You will be made aware of these in your appointment letter, statement of particulars, induction, ongoing performance management and development, as well as through Council and academy communications.

***This job description is not necessarily a comprehensive definition of the post. It will be reviewed annually.***

***Impact Education Multi Academy Trust is committed to safeguarding staff and students and expects all employees and volunteers to share this commitment. All posts are subject to an enhanced Disclosing and Barring Service DBS check. All interviews will include a question about Safeguarding and any anomalies identified in pre-recruitment checks will be discussed at interview.***

## Person Specification

In order to be shortlisted for this post, you will need to demonstrate using examples in your application that you have the experience and competencies listed below. Competence may be demonstrated through knowledge, experience, skills, abilities, education, training, work and other activities. In your response you should describe the activity you have chosen to demonstrate your competency, describe what happened and what the outcome was and how it relates to the job you are applying for.

Recruitment and Selection process for disabled people. We have tried to do this, but if you have a disability and identify any barriers in the job description please tell us of these in your application. We are committed to making reasonable adjustments to the job wherever possible and it would help us to know your needs in order to do this.

Achieving Results	
<b>Definition:</b> Delivering the service to agreed standards through the effective use of resources	
Examples of key actions	Where identified
<ul style="list-style-type: none"> <li>● Is familiar and compliant with legislative requirements and council policies</li> </ul>	Application Form / Selection Process
<ul style="list-style-type: none"> <li>● Performs in a consistent and effective way reflecting on own performance</li> </ul>	
<ul style="list-style-type: none"> <li>● Learns from and corrects mistakes where necessary</li> </ul>	
<ul style="list-style-type: none"> <li>● Meets required individual, team and service objectives</li> </ul>	

<b>Continuous Improvement and Change</b>	
<b>Definition:</b> Considering ways of doing things better, and responding positively to change	
<b>Examples of key actions</b>	<b>Where identified</b>
<ul style="list-style-type: none"> <li>Adapts ways of working as agreed and to time, seeking support if necessary</li> </ul>	Application Form / Selection Process
<ul style="list-style-type: none"> <li>Is positive about change and encourages others to adapt to change</li> </ul>	
<ul style="list-style-type: none"> <li>Passes on to managers/team constructive suggestions and ideas on improving services for customers</li> </ul>	

<b>Customer Focus</b>	
<b>Definition:</b> Ensuring the customer receives the right service	
<b>Examples of key actions</b>	<b>Where identified</b>
<ul style="list-style-type: none"> <li>Treats all customers with respect by listening to them, takes action to keep them informed of progress, meets their needs and provides help and advice</li> </ul>	Application Form / Selection Process
<ul style="list-style-type: none"> <li>Passes on customer feedback</li> </ul>	
<ul style="list-style-type: none"> <li>Delivers service in a friendly, professional and responsive manner</li> </ul>	
<ul style="list-style-type: none"> <li>Deal with customer complaint effectively and appropriately</li> </ul>	

Communication	
<b>Definition:</b> Communicate effectively to encourage good working relationships internally and externally	
Examples of key actions	Where identified
<ul style="list-style-type: none"> <li>● Is approachable, open and reduces barriers to effective communication</li> </ul>	Application Form / Selection Process
<ul style="list-style-type: none"> <li>● Communicates with people on day to day matters in a form that is appropriate to them and the situation</li> </ul>	
<ul style="list-style-type: none"> <li>● Presents a positive image of themselves and the service</li> </ul>	
<ul style="list-style-type: none"> <li>● Accurately reports, communicates and/or records work activities according to organisational procedures</li> </ul>	

Leadership	
<b>Definition:</b> Communicating a clear sense of purpose, direction and approach, to achieve the objectives of the organisation	
Examples of key actions	Where identified
<ul style="list-style-type: none"> <li>● Understands how their role relates to service objectives</li> </ul>	Application Form / Selection Process
<ul style="list-style-type: none"> <li>● Maintains a positive approach and takes responsibility at an appropriate level</li> </ul>	

Personal Effectiveness	
<b>Definition:</b> Managing your own workload effectively to achieve agreed levels of performance	
Examples of key actions	Where identified
<ul style="list-style-type: none"> <li>Understands requirements of their role and the contribution that they make</li> </ul>	Application Form / Selection Process

Team Working and Partnership	
<b>Definition:</b> Working cooperatively with others to achieve agreed objects	
Examples of key actions	Where identified
<ul style="list-style-type: none"> <li>Shares information with the team and others</li> </ul>	Application Form / Selection Process
<ul style="list-style-type: none"> <li>Treats people with respect and fairness</li> </ul>	
<ul style="list-style-type: none"> <li>Participates and contributes to team planning and discussions in a positive way</li> </ul>	
<ul style="list-style-type: none"> <li>Recognises when others need help or when work needs to be done and offers support</li> </ul>	

Technical Competencies	
Specific requirements for this post	Where identified
<ul style="list-style-type: none"> <li>● <b>Good general education with equivalent to GCSE Grade 4 or above in Maths and English is essential</b></li> </ul>	Application Form / Selection Process
<ul style="list-style-type: none"> <li>● Willingness to undertake further training and qualifications</li> </ul>	
<ul style="list-style-type: none"> <li>● Knowledge of CAF and safeguarding procedures</li> </ul>	
<ul style="list-style-type: none"> <li>● Knowledge of special educational needs, inclusion and equalities procedures, legislation and relevant guidance</li> </ul>	
<ul style="list-style-type: none"> <li>● The ability to support learning with confident and competent use of information technology is highly desired</li> </ul>	

Experience	
<ul style="list-style-type: none"> <li>● Mainstream and/or special school support experience in the relevant key stage(s)</li> </ul>	Application Form / Selection Process
<ul style="list-style-type: none"> <li>● Experience of working with children with complex needs</li> </ul>	
<ul style="list-style-type: none"> <li>● Experience of working closely with families</li> </ul>	
<ul style="list-style-type: none"> <li>● Experience in modelling effective classroom practice to other staff</li> </ul>	

## Impact Education Multi Academy Trust

A Department for Education (DFE) approved academy sponsor based in West Yorkshire. Founded in 2016, Impact Education Multi Academy Trust consist of ten academies including primary, secondary, all-through and alternative provision sectors across Calderdale and Kirklees.

### CEO Welcome

I am proud to welcome you to **Impact Education**. We are a diverse family of Primary, Secondary, Alternative Provision and All-Through Academies, serving young people and their communities in Calderdale and Kirklees, West Yorkshire.

Our **vision** is to be a Trust **where hearts and minds connect**; values-driven partners who work collaboratively to provide a high-quality whole education that impacts positively on our young people. We are on a **mission** to improve their life chances, challenging social disadvantage and championing inclusion. We believe in student agency and equipping our young people with the knowledge, skills and qualities to be successful in learning, life and work.

Our **people** are empowered to create, explore, share and learn from each other and the wider system. They have access to high quality continued professional development and learning. We work hard, but not at the expense of wellbeing, and we want all our people to feel valued, respected and happy in their work.

Our **values** of Heart, Mind and Connect underpin everything we do and our **core principles** articulate how we will live these out.

If you are interested in learning more about our Trust, please make contact, there is so much to share.

Best Wishes,

Mick Kay  
Chief Executive Officer



## Benefits of Joining

All colleagues within our Trust will receive a planned induction to ensure that your career with us gets off to the best start possible. Our staff can also apply to take part in a range of external development programmes, including NPQs and other role-specific CPD is also actively supported.

You will also have opportunities to develop your skills and knowledge by working across the Trust on school improvement workstreams.

Staff wellbeing is important to us and colleagues new to the Trust will be automatically enrolled into our employee benefits platform 'Smart Hive', which gives access to a range of benefits:

- Cycle to Work Scheme
- Employee Assistance Programme (Including LifeWorks health & wellbeing portal & App)
- Face-to-face or telephone counselling (also available for immediate family members)
- Online Cognitive Behaviour Therapy (CBT) (also available for immediate family members)
- Gym Discounts
- Mobile phone deals
- Retail Discounts Scheme

We listen to our colleagues and measure the health of our culture through our partnership with The Happiness Index. We use their employee engagement and happiness platform to gather feedback anonymously and help drive a happier, healthier and higher-performing organisation.



For further information about working for Impact Education MAT, please visit our website:

[www.i-mat.org.uk](http://www.i-mat.org.uk)