



Charlton Wood Primary Academy
A member of Amplify Education

Teaching Partner – SEND
Level 2 - BG7

Application Pack
September 2026



Advertisement - Level 2 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: BG7

Place of work: Charlton Wood Primary Academy

Contract: Permanent (Term time only & Inset days)

Closing date: Monday 28th September 2026

Interviews: Thursday 8th October 2026

Start date: ASAP

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

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 needs or 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 - Level 2 Teaching Partner - SEN

Key Outcomes of the Role

- Designated pupils make good or better progress through high quality and effective support for their learning.
- This role will be line managed by the SENCO and deployment will be subject to ongoing review

Primary Responsibilities

Support for Children's Learning

- Under the guidance of teaching staff and the SENCo:
- Support the learning of individuals, or groups detached from the main work of the group, with a particular emphasis on those with special needs with possible challenging behaviour, to achieve targets as defined by the teacher.
- Assist in the development, monitoring, and reviewing of children's learning plans.
- Lead activities and interventions and support classroom tasks.
- Assist in carrying out intimate care in line with the school's Intimate Care Policy where appropriate.
- Offer empathetic and sympathetic listening, direct guidance, and the provision of appropriate positive feedback on behaviour.
- Support assessment processes, keeping records for identified children, and sharing these with the teacher as required.
- Facilitate children's general physical, emotional, and educational development.
- Encouraging safe behaviour of individuals and groups.
- Promote and reinforce positive attitudes to learning.
- Follow individual learning and support plans, under the guidance of relevant professional colleagues, to support the learning of children with additional needs.

Support for the Learning Environment

Under the guidance of the teaching staff:

- Organise and display materials, finished work and equipment to contribute to an effective learning environment.
- Promote and reinforce the school's behaviour policy.
- Assist in setting up the learning environment including laptops and projectors.
- Undertake an equal share of playground duties and rota duties for school activities.

Care and Support for Children

Under the guidance of teaching staff:

- Attend to the day-to-day needs of children, providing personal, social, hygiene, welfare and behaviour support.

- Promote effective pastoral care for individual children and liaise with colleagues to provide accurate records.
- Report concerns to the teacher.
- Assist educational and therapeutic professionals in their delivery of specialist programmes, attending meetings with professionals where appropriate.
- Carry out specified medical care following direct specific training by a qualified practitioner.
- Support the maintenance of a clean and safe environment by cleaning up spillages as necessary.

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

Category	Essential	Desirable
Qualifications & Training	• GCSE English & Maths (C/4+) or equivalent • Level 2 TA qualification or equivalent experience	• First Aid qualification (or willingness to train) • Recent safeguarding training • Phonics training (e.g., RWI, Letters & Sounds) • SEND specific training • Team Teach training
Experience	• Experience supporting learning in a primary classroom (>6months) • Experience delivering small group or 1:1 interventions • Experience supporting behaviour and routines	• Experience supporting pupils with SEND/EAL • Using assessment to inform next steps • Experience in EYFS/KS1/KS2 (specify as needed)
Knowledge & Understanding	• Understanding of the primary curriculum • Knowledge of scaffolding and adaptive teaching • Understanding of safeguarding and KCSIE • Knowledge of positive behaviour support	• Knowledge of phonics and early reading • Understanding of inclusive practice and reasonable adjustments • Awareness of evidence informed practice
Skills & Abilities	• Strong communication skills • Ability to build positive, professional relationships • Ability to deliver planned interventions • ICT-literate • Good organisation and time management	• Ability to create/adapt learning resources • Skills in monitoring and recording impact of interventions
Personal Qualities	• Warm, calm, consistent • High expectations for all pupils • Reflective and open to feedback • Team player • Resilient and proactive	• Willingness to contribute to wider school life
Safeguarding & Conduct	• Commitment to safeguarding and child welfare • Upholds professional standards and confidentiality • Suitable enhanced DBS	• Experience working within safeguarding procedures in another setting

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

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