THORPE
PRIMARY ACADEMY

One Community, Growing Together

CANDIDATE PACK – KS1/KS2 HIGH NEEDS TA (3 roles)

Proud to be part of
KEYS
ACADEMIES
TRUST

About the School

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A Welcome from the Headteacher

Dear Applicant,

Thank you for your interest in joining our school community. This is an exciting opportunity for experienced Teaching Assistants who are passionate about inclusion and motivated by making a meaningful difference to pupils with complex needs and their families.

We are seeking committed and proactive High Needs Teaching Assistants to provide high-quality, tailored support for pupils with complex needs across KS1 and KS2. These roles are highly rewarding and ideal for practitioners with experience in SEND who want to play a pivotal role in enabling pupils to thrive academically, emotionally and socially. Working closely with class teachers, the SENDCo and our specialist SEND teacher, you will contribute to a purposeful and inclusive learning environment, supporting pupils to access the curriculum, build independence and participate fully in school life.

This varied and rewarding role will involve:

- Providing targeted, personalised support for pupils with complex needs, enabling them to make strong progress from their individual starting points.
- Using specialist skills, training and experience to support learning, wellbeing, independence and appropriate behaviour in line with school policy.
- Delivering interventions and provision outlined in EHCPs, ADPRs and the school's SEND provision map.
- Supporting pupils' emotional wellbeing and dignity, including delivering intimate care where required.
- Planning and delivering targeted interventions for individuals or small groups, with guidance from teaching staff.
- Building effective relationships with pupils, colleagues, parents and external professionals to ensure consistent and high-quality support.

We are looking for someone who:

- Has proven experience supporting children with high needs and a strong commitment to inclusive practice.
- Demonstrates secure literacy and numeracy skills (including GCSEs in English and Maths or equivalent).
- Communicates confidently, works effectively as part of a team and uses initiative to respond flexibly to pupils' needs.
- Is well organised, reflective, and committed to ongoing professional development.
- Shares the values and ethos of a high-performing, child-centred school.

We are proud to belong to **Keys Academies Trust**, which offers valuable opportunities for collaboration across schools and enhances the experiences we provide for our children.

We hope that, after reading this information pack and reflecting on how your skills and experience align with this rewarding opportunity, you will feel encouraged to apply. There are **three distinct High Needs Teaching Assistant roles available across KS1 and KS2**, and applicants are asked to **clearly indicate on their application form which role(s) they wish to be considered for**.

Visits to the school are warmly welcomed and these will give you an opportunity to meet our staff and pupils, giving you a fuller insight into our inclusive ethos and the vital role you could play within our community. We very much look forward to receiving your application.

Yours sincerely,

Jamie Parkhouse, Headteacher

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About the School

Thorpe Primary School is a wonderful, multi-cultural school where children feel safe, happy and secure, and leave well-prepared for the next phase of their education. An engaging and innovative curriculum inspires children and equips them with skills, experience and confidence to achieve their best. We strive for children to develop into successful learners and well-rounded individuals through high quality teaching and pastoral care across the school.

Our dedicated staff work incredibly hard to secure good outcomes for children. They work together to ensure the curriculum we offer is purposeful and memorable for all children as well as offering a wide range of extra-curricular activities and opportunities.

Our provision is enhanced by our good relationships with parents, Academy Committee and the wider community, all of whom we work in partnership with.

We are located within the bustling city of Peterborough and enjoy direct rail links with London. Peterborough is known for its diverse and inclusive culture which is something we celebrate throughout our school; with 28% of our pupils having English as an additional language. We are proud to serve the families of Netherton and western Peterborough.

We have high expectations for all our pupils and staff, and consider our families to be partners, recognising the vital role that they play. We want to work together as a team, to fully realise the potential of all of our children.

We benefit from an on-site internal Nursery, which is the main feeder Nursery into our school and now also have an Alternative Provision provider on site with whom we work closely to share knowledge and expertise. We work closely with our four Trust schools (Jack Hunt, Longthorpe Primary, Nova Primary and Ravensthorpe Primary), as all schools are within a maximum 15-minute walking distance from each other, which allows us to work collaboratively with our peers across both primary and secondary settings. We are all proud members of Keys Academies Trust.

We benefit from wide outdoor spaces, including a luxurious school field and dedicated play areas and outdoor learning environments, including a recently refurbished outdoor EYFS and Nursery space and a new playground area for our Potter High Needs classroom. Due to the locality of Jack Hunt School and Ravensthorpe Primary School, our pupils are able to benefit from the Forest School environments located at the two school sites.

We welcome new colleagues to join our dedicated team, who will bring energy, optimism and a drive to build dreams for our pupils.

About the Trust

Our trust is a vibrant, diverse, and ambitious group of five academies in west Peterborough. Formed in 2018, we are a relatively young trust, which emerged from a strong, but loose, alliance of primary schools working with Jack Hunt secondary school.

Our schools serve communities which have many similarities but also significant differences, due to the cultural and economic diversity of the city. We celebrate these differences and ensure that each school retains a distinct identity within the trust.

Working together as a multi-academy trust has allowed us to use the expertise across our 5 schools to meet our common goals to give our pupils and students an inclusive, innovative learning community that respects and benefits everyone and has aspirational plans for the future. Our vision is to unlock the potential and create strong life chances for all the children we educate.

All in our trust have high aspirations for, and high expectations of, every single pupil and student. We want them to be well-rounded, confident, caring young people with leadership skills who are motivated to achieve their best in lessons and beyond the classroom. We want them to be involved in the school, local and global community and leave us as life-long learners, equipped to build on their success and contribute positively to our future.

Work for Us

Our Trust culture is centred on valuing people, through supporting their ambitions and career paths, so that we are a respected and attractive employer. By creating a culture where staff feel respected, empowered and inspired, we create a positive learning environment. We are keen to reward and recognise our staff and have developed a comprehensive range of employee benefits to achieve this.

Our staff benefit from:

- Professional Development and extensive CPD programmes
- Perkbox employee benefits platform providing big discounts on shopping, dining and entertainment
- Generous Occupational Pension Schemes
- Free parking at all Keys schools
- Nursery provision
- 24/7 free and confidential Employee Assistance Programme
- Wellbeing programme and support
- Open door listening policy to Senior Leaders

Our people vision:

- Our people are proud of our Trust and the difference we make to young people
- We are all hungry to learn and we offer career development and opportunities for all
- Everyone enjoys coming to work, we are inclusive and listen to our people
- Our leaders serve our people ensuring their professional and personal need are supported
- Our people go the extra mile because they feel well rewarded and valued and that we care

Role Information

KS1 / KS2 TEACHING ASSISTANT (High Needs) – 3 roles

GRADE: Grade 7 (Spine Point 12 to Spine Point 19)
FTE SALARY: £28597.75 to £32061.14 *(pay award pending)*
WEEKS OF WORK: Term time + 1-week equivalent hours, to be worked flexibly for training
RESPONSIBLE TO: SENDCo & Phase Leader

ROLE 1: KS2 TEACHING ASSISTANT (High Needs)

HOURS OF WORK: 31.66hrs
WORK PATTERN: Monday to Thursday (8.20am to 3.20pm), Friday (8.20am to 2.30pm) with 30 mins lunch
ACTUAL SALARY: £20975.05 to £23495.09

ROLE 2: KS1/KS2 TEACHING ASSISTANT (High Needs)

HOURS OF WORK: 20hrs
WORK PATTERN: Monday to Friday (8.20am to 1.20pm)
ACTUAL SALARY: £13238.44 to £14840.88

ROLE 3: KS1/KS2 TEACHING ASSISTANT (High Needs)

HOURS OF WORK: 8hrs
WORK PATTERN: Thursday & Friday (8.20am to 12.20pm)
ACTUAL SALARY: £5295.08 to £5936.35

Job Description

OBJECTIVE

The purpose of the post is to complement the work of a teacher, by effectively scaffolding appropriate to the age, subject, and specific individual needs of students, to ensure their achievements are good or better. Teaching Assistants will generally be deployed to work with a specific cohort of pupils, either in the school's high needs provision, Potter Class, or in their mainstream classroom.

KEY TASKS

- To act as Teaching Assistant for pupils with complex needs who are being considered for local area special schools to ensure they make good progress from their starting points.
- To assist in the assessment of the needs of pupils and use specialist skills, training, and experience to support pupils in accessing the classroom and curriculum.
- To support pupils to take responsibility for their own learning.
- Ensure pupil's wellbeing and dignity is supported, for example through intimate care.
- Deliver interventions to fulfil the legal provisions on high needs pupils' EHCPs and school ADPRs.
- Actively engage with the school's provision map for pupils on the SEND register.

SUPPORT FOR THE TEACHER

- To work in partnership with the teacher in supporting learning for example through effective scaffolding, and managing the behavioural needs of pupils.
- To assist the class teacher with the preparation of reports, EHCP comments, APDR, updates on care plans and other documents intended to support students with complex needs.
- To assist the teacher in the monitoring, assessment and recording of pupil progress.
- To provide the teacher with accurate and objective feedback about pupils' learning.
- To assist in the development of lesson plans and resources as appropriate under the guidance of a teacher.
- Liaise with and build strong relationships with parents / carers.

SUPPORT FOR THE CURRICULUM

- To assist the teacher with the preparation of the classroom and appropriate resources.
- To contribute to the overall ethos of the school to ensure an environment which is calm, purposeful, and happy.
- To attend and participate in appropriate training.
- To participate in training and other learning activities as required.
- To supervise students on planned trips, visits and out of school activities as required.

GENERAL DUTIES

- To maintain confidentiality and adhere to the school's procedures and policies.
- To attend staff meetings and training as required.
- Lunchtime duties.

GRADE SPECIFIC DUTIES

- To plan and deliver targeted interventions with close support from the SENDCo and Potter Class SEND Teacher.
- Preparing resources under the direction of the class teacher.
- To work in partnership with the teacher in delivering planned lessons to individual pupils or small groups.
- Supporting with pre-teaching of new concepts and language.
- Attend relevant review meetings relating to identified pupils.

OTHER DUTIES

- Any other reasonable duties as requested by the Headteacher.

This job description sets out the main duties of the post at the date when it was drawn up. Such duties may vary from time to time without changing the general character of the post or the level of responsibility entailed. Such variations are a common occurrence and cannot of themselves justify a reconsideration of the grading of the post.

Person Specification

	ESSENTIAL	DESIRABLE	EVIDENCE
COMMITMENT	A clear recognition of and commitment to all our aims as a high performing school. Smart business dress.	Tangible evidence of the commitment to education in the current post.	Letter of application Portfolio of work (where appropriate) Interviews
QUALIFICATIONS	A good basic level of education with at least 5 GCSEs including English and Mathematics. A specialist qualification or training in a specific provision.	Evidence of undertaking relevant, professional qualifications and training. A degree or equivalent professional qualification.	Application form
EXPERIENCE	A good understanding of the importance of meeting individual learning requirements and some understanding of current educational issues. A good understanding of the role of monitoring.	Successful experience in a school or college. Experience of supporting pupils who have special educational needs in an educational context. Clear practical strategies for supporting pupils. Experience of monitoring and evaluating learning leading to pupils making outstanding progress.	Interviews References Portfolio of work Letter of application
STAFF DEVELOPMENT	An understanding of the importance of training. A proven desire to improve.		Letter of application Interviews
RELATIONSHIPS	An ability to work with our students. Good listening skills. The ability to communicate effectively and to work as part of a team with staff, parents, and members of the local community.		References Interviews Letter of application

Safeguarding Statement

Keys Academies Trust (Keys) and Jack Hunt Academy are committed to safeguarding children and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to an enhanced Disclosure & Barring check along with other relevant employment checks. Disclosure of any criminal convictions and an enhanced DBS check will be required for this post. It is an offence to apply for the role if you are barred from engaging in regulated activity relevant to children. The post may not be exempt from the Rehabilitation of Offenders Act 1974 as certain spent convictions and cautions are 'protected' and are not subject to disclosure. It is important that an applicant provides the school with upfront disclosure of all unspent convictions, cautions, reprimands or warnings. A failure to declare the above (that are not subject to the Disclosure and Barring Service filtering) may disqualify an applicant for appointment and may result in summary dismissal if the discrepancy subsequently comes to light.

How to Apply

If you would like to discover more about this exciting opportunity, need any further information or you wish to have an informal discussion, please contact the school office on 01733 264340 and ask to speak to Georgia Vincent (SENDCo) or Jamie Parkhouse (Headteacher).

Visits to our school are warmly welcomed, so please contact the school office to arrange a tour (01733 264340 / office@tpa.keystrust.org)

Closing date:	Application statement for Trust internal candidates to be emailed to office@tpa.keystrust.org by **midday on Monday 11th May**
Interview:	Suitable dates will be agreed with the individual candidates
Start Date:	1st September 2026

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Keys Academies Trust is a company registered in England and Wales. Company number 1108321.