



Clarendon School

Teaching Assistant
(Clarendon Riverside Centre)

Candidate Pack

May 2026



About us

Clarendon School is a vibrant and inclusive special academy for 160 pupils aged 4-16 with Moderate and Complex Learning Difficulties. Our unique and friendly school has three sites within the borough of Richmond upon Thames, all self-contained but co-located with inclusive minded



mainstream schools. Our **Primary** and **Secondary** centres opened in new or newly refurbished buildings 8 years ago, giving us excellent purpose-built facilities. Our new **Riverside Centre** opens in September 2026 and will boast state-of-the art facilities. Clarendon School is a proud member of the Auriga Academy Trust, a unique partnership of special schools in West London, that is committed to achieving the best possible outcomes for young people with additional learning needs.

Our Centres:

Primary Centre	Secondary Centre	Riverside Centre
Based in Hampton, our Primary Centre provides 50 specialist places for children aged 4-11 with moderate learning difficulties	Our Secondary Centre is based in central Twickenham and provides 90 specialist places for secondary aged pupils with moderate learning difficulties	Clarendon Riverside Centre will open in September 2026, initially with 4 classes. When fully occupied it will offer provision for 78 pupils aged 4-19
Address: Buckingham Road Hampton TW12 3LT	Address: Egerton Road Twickenham TW2 7SL	Address: Meadlands Drive Petersham TW10 7ED



Driven by the school's ambitious expansion and the upcoming opening of the Clarendon Riverside Centre, we are seeking to appoint a talented team of Teaching Assistants (TAs). Commencing in September, these roles offer a unique opportunity to join our founding Riverside staff team and play a pivotal role in establishing our new centre.

Why join us?

- **Rewarding Work:** Make a tangible difference in the lives of pupils aged 4-19 with Moderate and Complex Learning Difficulties, providing the specialist support they need.
- **Supportive Environment:** Collaborate within the Auriga Academy Trust, benefiting from a supportive network of professionals and a culture of mutual professional respect.
- **Professional Growth:** Enjoy a clear trajectory for career development, benefiting from our commitment to invest in your professional development.

What we offer:

- A competitive salary
- Access to a supportive network of professionals across the Trust.
- Access to a cycle to work scheme
- Access to discounts and exclusive offers via our trust rewards platform
- Occupational health and Employee Assistance Programme





Job Description - Teaching Assistant

(Clarendon Riverside Centre)

Location:	Clarendon Riverside Centre, <i>Meadlands Drive, Petersham, TW10</i>
Contract:	Permanent (39 weeks) <i>Full-time and part-time roles available</i>
Salary:	Scale 4 , spinal point 9-10 (£31,158 - £31,611)
Start Date:	September 2026
Reports to:	Head of Centre

Purpose

- **Educational Excellence:** To deliver excellent support to pupils to enhance learning under the direction of the class teacher. To work alongside teaching staff to implement exemplary practices and policies that ensure the highest possible outcomes for every child.
- **Team work:** To actively participate within the whole school team developing strong and positive relationships with staff and pupils. Working with the support staff team, modelling exceptional professionalism, conduct, and pedagogical practice at all times.
- **Holistic Development:** To support and lead activities that underpin the academic, personal, and social development of our pupils, fostering independence and social inclusion.

Duties and Responsibilities



1. Teaching and Learning Support

- Promote and facilitate full pupil participation in learning and extra-curricular activities.
- Scaffold learning effectively to maximise pupil learning and independence.
- Organise and resource the teaching spaces to maintain a stimulating, purposeful, and safe learning environment.
- Support teachers and HLTAs to ensure evidence-informed and effective approaches to teaching are deployed
- Assist in creating structured learning environments.
- Use effective behaviour management and emotional regulation strategies consistently, in line with school policy, to ensure a safe learning environment.
- Utilise SEND-specific strategies and inclusive ICT to meet Education, Health and Care Plan (EHCP) and IEP requirements.
- Attend to pupils' personal care and medical needs as required, promoting pupil dignity and independence at all times.

2. Curriculum Planning and Preparation

- Contribute to curriculum planning and design engaging activities to advance pupil progress under the direction of the class teacher or HLTA.
- Support the preparation of accessible learning resources tailored to individual student needs.

3. Pupil Support

- Support pupils across all subjects (individually or in groups) using strategies that build independence towards adulthood.
- Actively develop pupils' social communication skills, acting as a professional role model for appropriate social skills and communication.



- Support learning within the local community, including activities such as horse riding, swimming, farm visits, or travel training.
- Contribute to the development of risk assessments and Behaviour Support Plans (BSPs) for individual pupils and ensure all measures are implemented consistently.

4. Assessment, Monitoring, and Evaluation

- monitor and record pupil progress through observations, marking and media capture to ensure accurate records of pupil achievement are kept.
- Report significant pupil progress or progress concerns to the class teacher or senior leadership as required
- Under the guidance of the class teacher, use assessment data and pupil targets to plan interventions and assist in formal reporting for Annual Reviews or individual education plans (IEPs)

5. Collaboration and Professional Relationships

- Maintain professional and supportive relationships with pupils, staff, parents, and carers at all times.
- Collaborate with therapy teams and other professionals (e.g. EP, SALT, OT) to embed universal and targeted provisions into the school day.
- Engage with training, mentoring and coaching opportunities to build the skills, qualifications, and experience required for the role.

6. Personal and Professional Conduct

- Embody the school's vision and values and uphold high standards of integrity and ethics.
- Maintain good attendance and punctuality



- Strictly adhere to statutory safeguarding guidance (KCSiE, Prevent) and the School's child protection policies & procedures, to ensure the welfare of all pupils.
- Take ownership of your own professional growth (CPD) and manage school correspondence and administrative tasks diligently.

7. Additional Duties

- Undertake break and lunch duties as required, modelling positive social skills while eating with pupils and facilitating play.
- Make a wider contribution to the school community using personal skills (e.g., sports, arts) to enrich the lives of pupils.

Please note: The responsibilities listed above are not exhaustive. The post holder will be required to undertake other duties as may reasonably be expected by the Headteacher. To support the wider life of the school, occasional work outside of core hours may be required for events such as fundraising activities and social events.



Teaching Assistant- Person Specification

A Application | I Interview | R References
E Essential | D Desirable

Qualifications & Training			
1	Experience of working/volunteering with children/young people, ideally within an educational or SEND setting	A	E
2	GCSE 4-9 in English and Maths, or equivalent	A	E
3	Evidence of further training and development undertaken in relation to SEND	A	D
4	First Aid training or willingness to undertake	A	D
5	Positive Handling training or willingness to undertake (e.g. Team Teach)	A	E

Experience, Knowledge & Skills			
6	Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils	A, I	D
7	The ability to remain calm in stressful situations and the ability to reflect on and learn from challenging incidents	A, I	E
8	Good ICT skills, particularly using ICT to support learning and administrative tasks	A	E
9	Ability to communicate effectively with colleagues and pupils, building effective working relationships	A, I	E
10	Enthusiasm, energy and sense of humour to work as part of a team in a special needs school	A, I	E
11	Previous experience of dealing with a range of people and behaviours	A, I	D
12	Knowledge of, or experience using, Alternative and Augmentative Communication (AAC) strategies (e.g., ALDs, Makaton, or high-tech	A,I	D



	VOCAs) to support pupils with speech, language, and communication needs.		
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Personal Attributes			
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13	Enjoyment of working with children	A, I	E
14	A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school	A, I	E
15	Commitment to safeguarding, confidentiality, and school values	A, I	E
16	Willingness to actively participate in the wider life of the school	A, I	E
17	Ability to meet the physical demands of the role (personal care, moving & handling).	A,I	E