



Candidate Recruitment Pack

**UET SEMH Specialist Resource Base
Teaching Assistant - Magdalen
Academy**

Applications considered upon receipt

www.unityeducationtrust.uk

head@mag.unity-ed.uk

A welcome from the CEO

Dear Applicant,



Thank you for your interest in our vacancy at Unity Education Trust (UET).

As Chief Executive of the UET, I am delighted to offer you a warm welcome to our Trust. These are exciting times for all those associated to Unity Education Trust a Multi-Academy built on developing like-minded schools to be outstanding education providers through collaborative working that develops a 'unity of purpose' in all that we do.

UET has expanded its family of schools and education professionals. We welcome outstanding teachers, subject specialists, tutors, support staff and experienced leaders with a record of transformation in education.

All of our staff share the ethos of raising aspirations, unlocking potential and securing the best possible future for the 2700 young people attending our schools.

Our schools' range in size from 20 to 1200 students and effective collaboration across our schools is an important part of who we are, whilst maintaining individual schools' identity within their community.

I am proud that we are working in 'Unity' to meet the challenges in education head on and spearheading new developments for the benefit of all the children in our care.

We look forward to receiving your application.

Best wishes

Glyn Hambling

CEO

Our Story



UET was established in March 2017. As of 2024, its family of schools have expanded providing education for 3 - 19 year olds across mainstream and alternative provision settings and now comprises the following:

Mainstream

- Northgate High School and Dereham Sixth Form College
- Grove House Nursery and Infant School
- Kings Park Infant School
- Beeston Primary School
- Garvestone Primary School
- Great Dunham School
- Greyfriars Academy
- Highgate Infant School
- Kings Oak Academy
- Magdalen Academy
- St Germans Academy
- Wimbotsham & Stow Academy

Specialist

Pathfinder School –
Brooklands, Danby Wood, Douglas Bader,
Hooper Lane, Brooklands, Rosebery

Compass –
Belton, Lingwood, West

- UET Earthsea
- Churchill Park Academy
- The Pinetree School

The Trust sets high expectations in every aspect of our work, providing pupils with the best opportunities through outstanding teaching, the development of 21st century facilities, inspirational leadership and a growth mindset approach.

We will ensure that each of our academies maintains its unique identity at the heart of their community and engaging with all partners and stakeholders and other high performing educational organisations.

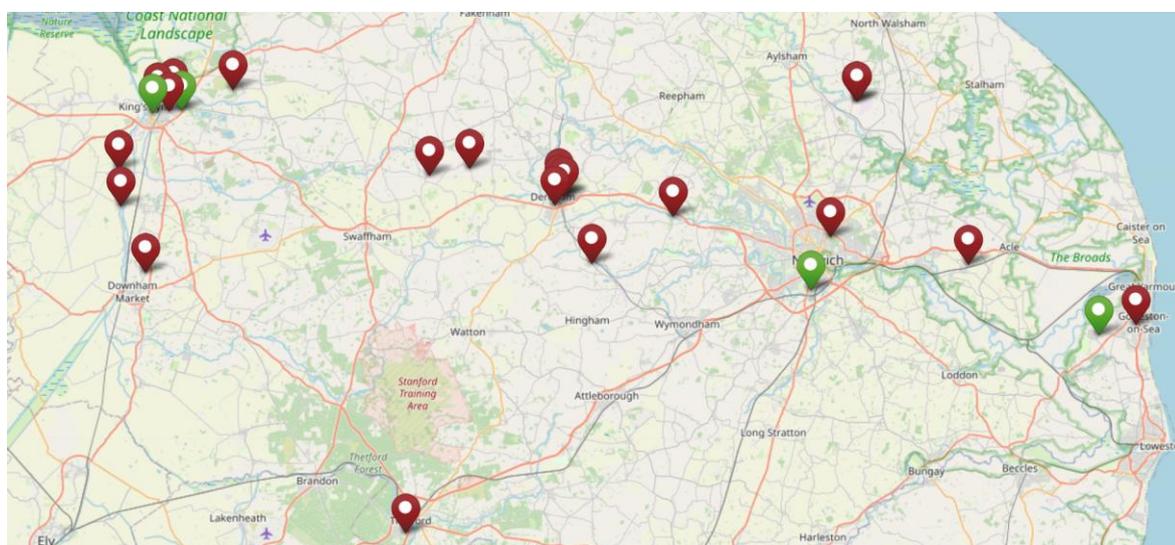
We have an unrelenting belief and focus that all students can achieve high standards, whatever their background and life experiences when given a positive climate of support, challenge and the development of Growth Mindset through outstanding teaching.

Furthermore we are committed to 'raising aspirations to fulfil potential' ensuring our learners are encouraged to build confidence, expand their leadership qualities and embrace British Values that enable all to thrive in an ever-changing society.

Our School – Magdalen Academy

We aim to provide happy and supportive surroundings for the children in our care and a place with a wide range of learning experiences to help and ensure the full growth and development of the child – physically, intellectually, socially and morally.

Education is a partnership and we believe that this can be achieved by close co-operation between home and school. Every opportunity is given for parents to be part of their child's education.



Underpinning principles



Supporting Our Staff

Unity Education Trust is committed to supporting all staff in their personal, professional and career aspirations by providing a range of development opportunities. We foster a culture which encourages you to develop your talent and strengths throughout your journey with us.

We are committed to providing the highest quality support to ensure our schools excel and give our students the education they deserve. Our Headteachers have a good deal of autonomy as school leaders within a framework developed collaboratively with our Director of Education and the Education Directorate.

Each Unity Education Trust school benefits from a comprehensive programme of support and challenge, including a strong emphasis on CPD and a regular programme of training events to improve performance across all sectors within our schools.

We believe it is very important that each of our academies plans in such a way that financial and human resources are deployed to support their educational strategies fully. This is supported by our experienced Central Service team, who are available to advise on financial planning, audit, HR, legal and property matters.



Job Description

Social, Emotional and Mental Health (SEMH) TA

JOB DESCRIPTION

Job Title	Teaching Assistant
Location	Magdalen
Grade	D
Responsible to	Responsible to the Headteacher or Senior Teacher or Senior Teaching Assistant but works to and with a qualified teacher on a day to day basis.
Effective Date	January 2026

Role and Context

Job Purpose	<p>The Base Teaching Assistant will have shared responsibilities within the classroom for the learning, progress, standards and safeguarding of the pupils admitted to the Base, whilst attending the Base. Teaching assistants will assist in the delivery of a varied, interesting, targeted curriculum design to support pupils SEMH needs.</p> <p>The Teaching Assistant will assist the lead teacher in completing outcomes from focused SEMH screening alongside National Curriculum and SEND assessments, in addition to supporting child centred learning that captures the needs and the interests of the pupils.</p> <p>The Teaching Assistant will create a sense of safety through routines and emotional support to ensure that all of the special educational needs of the students are met. They will support the lead teacher and follow the routines, approaches and strategies as set out in individual pupils plans.</p> <p>The Teaching Assistant will support pupil's self-esteem, whilst delivering individual and small group literacy and numeracy, SRE and therapeutic led activities and lessons. The approaches and support will have an explicit focus on social and emotional needs of the child.</p> <p>Close partnerships will be maintained and they will work collaboratively with others to develop effective professional relationships through participation with senior management teams, schools and external partners. This may include working with the home school with the support of the Lead teacher and other professionals.</p>
Context	<p>The Base will be a class that will support, deliver and use therapeutic approaches to provide an appropriate environment and differentiated provision and resources for identified students with an identified Social, Emotional and Mental Health need. Using individual approaches and whole setting social approaches to develop, support and enhance emotional learning for every pupil.</p> <p>They will be of an age reflective of the age of the students of the school within which the Base functions. The Base is designed for up to eight pupils in the group.</p> <p>The Base will work closely and collaboratively with the home school, the family and the child to allow for the students on role to access mainstream classes and integrate as much as possible into the life of the main school. The Base's</p>

	environment and provision must be an outstanding example of how those Social Emotional and Mental Health needs can be met.
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Principal Accountabilities, Responsibilities and Relationships

Accountabilities

1. Assist in the delivery of the curriculum in a way which is differentiated and adjusted so that the student is able to access one that is broad and balanced, willingly and without anxiety.
2. Assist the Lead teacher in activities, lunchtime supervision, supporting in lessons and working with children. Also delivering the implementation of detailed individualised plans and interventions intended to best meet the varied needs of the pupil and support them to thrive in the classroom.
3. Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns through following school protocol/procedures
4. To demonstrate a knowledge of specific learning difficulties and pupils specific learning programmes and activities as necessary when dealing with pupils in the school.
5. To monitor objectively the quality of relationships between pupils, between staff and pupils, and between staff, with the constant aim of improvement.
6. To be conversant with, and work towards, fulfilling the school's aims and objectives as laid out in that policy document.
7. As directed by Head teacher/Deputy Head to promote learning through preparation of specific activities and to check on children's progress with these activities.

Main Responsibilities

1. To provide assistance to Teacher within the Base;
 - By working with pupils on an individual or group basis
 - By assisting in the preparation of specific areas of the curriculum
 - By assisting in the planning, assessment and recording of educational activities
 - By assisting in the efficient preparation of classroom materials, resources and equipment.
 - By devising activities within the framework of the overall planning set by the teacher
 - To utilise and engage in the use of ICT in helping deliver the curriculum to groups and individuals.
 - To provide co-regulation to pupils at all times to support development of self-regulation.
2. To be responsible for the safety of children by exercising adequate support and supervision.
3. To establish with the staff team appropriately high levels of expectation by setting down clear guidance for pupils for establishing high standards of behaviour and achievement within school.
4. Attending meetings as required to discuss children on an individual basis and contribute towards establishing a unified and consistent approach throughout the school. This may include attending staff meetings on occasions and may also include contributing to a pupil's Annual Review in either written or verbal form.
5. Participate fully in the daily observation and recording of pupils' behaviour and progress in the appropriate manner and to give feedback to teachers and other staff teams where appropriate.

6. To assist in the professional development of colleagues and self by involvement in relevant aspects of the school's Staff Support and Development Programme.
7. To take part in the initial and advanced Norfolk Steps training and to ensure that this is updated on an annual basis as directed by the Head teacher.
8. To ensure that the advanced skills in behaviour management are constantly revisited so that staff are able to work individually with pupils who exhibit high levels of disturbance.
9. To coordinate with teachers display work for classrooms and corridors once completed by pupils.
10. Where directed to ensure that pupils access to learning outside of the classroom is supported.
11. To work with outreach pupils in or from partner schools in line with behaviour status.
12. Perform any other tasks that the Headteacher or his appointed Deputy may reasonably request.

Relationships

1. Develop effective, consistent relationships that promote emotional safety for pupils.
2. Use a calm, consistent approach using language and scripts to embed consistency for pupils.
3. Use supportive approaches to enable transparent and aspirational expectations and outcomes for pupils.
4. Use language tone and body language to create strong, safe relationships with pupils.
5. Have high expectations for behaviour and promoting self-efficacy for pupils, supporting them to thrive in a mainstream provision in the future.
6. Build strong pupil/adult relationships on a foundation of promoting positive, safe behaviour.
7. Use approaches based on understanding and supporting complex SEMH needs.
8. Provide co-regulation to pupils at all times to support the development of their self-regulation.

Person Specification

This should describe the qualifications, experience, skills and knowledge which are essential to do the job to a fully competent level.

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> ▪ Good numeracy/literacy skills; ▪ Completion of DfES Teacher Assistant Induction Programme; ▪ NVQ 2 or equivalent in teaching assistance or experience; ▪ Training in the literacy/numeracy strategy; ▪ First Aid training/training in specific medical procedures. 	
Knowledge/Experience	<ul style="list-style-type: none"> ▪ Have completed or have ability to complete training in Norfolk STEPS STEP ON and STEP UP approaches. ▪ Experience in behaviour 	<ul style="list-style-type: none"> ▪ Experience of working in an educational setting in key stage 1 or 2

	<p>management strategies</p>	<ul style="list-style-type: none"> ▪ Knowledge and understanding of the SEN COP (2014) and the Equalities Act (2018) ▪ Experience of successfully meeting the needs of pupils with SEND ▪ Experience and knowledge of basic literacy and numeracy skills and how to develop them in students using known and successful strategies and interventions ▪ Knowledge of Education, Health and Care Plans and the statutory regulations that are involved ▪ Experience of working with external agencies ▪ Experience of leadership and management within a school setting ▪ Experience, knowledge and use of strategies and systems for supporting SEMH needs ▪ Experience and knowledge in approaches to support and develop social skills ▪ Have experience in management and leadership within schools ▪ Have a clear working understanding of safeguarding protocols and procedures ▪ Have Understand therapeutic approaches within schools
<p>Aptitudes/behaviours</p>	<ul style="list-style-type: none"> ▪ Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal ▪ To show compassion, care, kindness engendering a sense of hope, belonging and understanding to all children. ▪ To show empathy, understanding and care to all children at all times, especially when in crisis. ▪ To have professional regard for the ethos, policies and practices 	<ul style="list-style-type: none"> ▪

	<p>of the school in which you teach and maintain high standards in your own attendance and punctuality</p> <ul style="list-style-type: none"> ▪ A clear ability to demonstrate solution focussed thinking and resilience to meet the needs of children ▪ Have a calm manner when working with pupils ▪ Be able to foster effective working relationships with a range of other professionals ▪ Be able to work under pressure ▪ Show resilience and the ability to work under pressure. ▪ Proven ability to be creative ▪ Have excellent interpersonal skills ▪ Have a commitment to safeguarding and welfare of children. ▪ Demonstrate commitment to pupils and their learning and well-being ▪ Be able to show compassion in your approaches to children. ▪ Ability to build relationships with young people. ▪ Ability to be self-reflective ▪ Show ability to communicate effectively with care to young people ▪ To demonstrate strong self-regulatory skills and strategies to manage your emotional responses. 	
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General Information

- The job descriptions detail the main outcomes required and should only be updated to reflect **major changes** that impact on the outcomes of the job
- Job holders must be aware of and comply with all current guidance, policies and procedures relating to safeguarding and ensure that they are in accordance with statutory and school safeguarding requirements at all times.
- All work performed/duties undertaken must be carried out in accordance with relevant Academy policies and procedures, within legislation, and with regard to the needs of our customers and the diverse community we serve.

- Job holders will be expected to be flexible in their duties and carry out any other duties commensurate with the grade and falling within the general scope of the job, as requested by management.



Joining Us

LOCATION

The post will be located at Magdalen Academy. The Unity Education Trust reserves the right to transfer staff to alternative posts appropriate to the grade and/or alternative work places as is considered reasonable.

PROBATIONARY PERIOD

New employees of The Unity Education Trust will be required to serve a probationary period of six months.

REMUNERATION

The current salary for the post is within the range:

Salary: £19,457 - £19,859 Annual Actual (£25,989 - £26,403 FTE)

This post is Scale D. Point 6 – Point 7. Subject to satisfactory service, salaries will rise within the scale by annual increments up to the maximum of the scale. Salary is paid in 12 equal instalments on or just before the 19th of each month. Payment is by credit transfer

HOURS OF WORK

The normal working week is one of 32.5 hours, Term Time + 1 week. This is a permanent position.

DRESS CODE

The post-holder will be expected to wear appropriate business attire and will be supplied with appropriate Staff ID. This must be worn at all times to ensure that students, staff and visitors are able to identify UET colleagues.

BENEFITS

- Comprehensive induction
- Commitment to your ongoing training and career progression
- Pension scheme
- Eye care vouchers (if criteria are met)
- Paid for enhanced DBS
- Wellbeing support
- FastTrack treatment service including physiotherapy

Terms and Conditions

PRE-EMPLOYMENT CHECKS

All staff must be prepared to undergo a number of checks to confirm their suitability to work with children and young people. The Trust reserves the right to withdraw offers of employment where checks or references are deemed to be unsatisfactory.

EQUAL OPPORTUNITIES

UET has a policy that seeks to ensure that all employees are selected, trained and promoted on the basis of ability, the requirements of the post and other similar and objective criteria. The gender, marital status, ethnic origin, age, religion or sexual orientation of an applicant or employee does not affect the employment opportunities made available except as permitted by legislation. UET also requires full and fair consideration to be given to people with disabilities in the recruitment process. Applicants declaring a disability who meet the minimum (essential) criteria for the vacancy will be invited for interview.

DISCLOSURE AND BARRING SERVICE CHECK

This post is subject to a Disclosure and Barring Service Check. Disclosure and Barring Service and Disclosure of Convictions Policy for employment of persons with criminal convictions – refer to our website www.unityeducationtrust.uk

Immigration, Asylum and Nationality Act Information – refer to our website www.unityeducationtrust.uk

How to apply

Click on the **Apply Now** button. You can save your application and return to it later. Please ensure you have completed your application before the end date.

No CVs accepted – please complete an application form if you wish to be considered for this role.

Candidates are advised that they may be subject to an online check from information in the public domain.

We aim to be an equal opportunities employer and welcome applications irrespective of race, gender, religion, disability, sexual orientation and/or age. We value the individuality and creativity that every worker potentially brings to the workforce.

This post will come under the requirements of the Childcare (Disqualification) 2009 Regulations and the successful applicant will be required to complete a declaration form to establish whether they are disqualified under these regulations.

Unity Education Trust is committed to safeguarding and promoting the welfare of children. All applicants must be willing to undergo safeguarding screening appropriate to the post, including checks with Disclosure & Barring Service and at least 2 references which cover the last 3 years; for all our services we will request references from where you have worked with either children or vulnerable adults. Please be advised that references may be requested prior to interview for roles within our schools.

This post is covered by Part 7 of the Immigration Act (2016) and therefore the ability to speak fluent English is an essential requirement for this role.

We reserve the right to withdraw this vacancy at any time ahead of the closing date if there is a sufficient level of response. Therefore, we recommend you submit your application as early as possible.

We also reserve to right to interview shortlisted candidates ahead of the closing date.

Interview process

Application will be considered upon receipt.

Interview process

- Candidates will be shortlisted
- References will be requested

The interview process will include:

- Tour and Task
- Interview
- Classroom Familiarisation

If you would like an informal discussion. Please contact Louise Arrowsmith, Executive Headteacher by emailing head@maq.unity-ed.uk



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