



TEACHING ASSISTANT

FRIARS ACADEMY

Applicant Information Pack



www.friarsacademy.org

Friars Academy is part of Better Together Learning Trust, a charitable company limited by guarantee and registered in England and Wales with company number 08722556. The registered office is Friars Close, Wellingborough, Northamptonshire. NN8 2LA



Contents
Section 1
Welcome Letter
Academy Information
Section 2
Job Description
Person Specification



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Dear Applicant

Thank you for your interest in the position of Teaching Assistant at Friars Academy. The enclosed Applicant Information Pack contains full details of the position and useful information to inform you about our Trust, the Academy and the post.

Friars is a high performing, modern and well-equipped Academy with a strong sporting ethos. The Academy has a dedicated staff compliment of 70. We currently have 145 students on role aged 11-18 with a range of learning and cognition needs as well as autism, and a small post 16 group.

Friars enjoys a good reputation and in January 2025 OFSTED judged us as being an outstanding school in all areas. We are proud of the excellent educational links we have built within our local community. This is a wonderful opportunity for a forward thinking, energetic and dynamic person to be part of a committed team.

When completing your application please include a summary of your experience addressing all the appropriate essential qualities listed in the person specification.

We look forward to receiving your application for this post via www.mynewterm.co.uk

Yours faithfully

Mr J Budd
Head of School



Introduction to Friars Academy

Friars Academy is part of Better Together Learning Trust, a charitable company limited by guarantee and registered in England and Wales.

Friars Academy is a co-educational community special school for students aged 11-18, who have statements identifying them as having learning difficulties. There is a small post-16 unit for those students who would find transition to college at 16 a challenge. The students may be those that find learning a slow difficult process or they may be students with specific difficulties who are not achieving their full potential. The Academy at present manages a delegated budget for 150 students. The Academy occupies an attractive site close to local amenities on the edge of the town centre of Wellingborough. A team of experienced and dedicated staff work hard to provide a secure, caring and safe environment where everyone is: valued, encouraged to feel confident, appropriately challenged and prepared for the next step in life. The Academy is a happy place to work and learn, and we are proud of our students' achievements.

Students are admitted following assessment of their needs by the Local Authority in consultation with parents/carers and in accordance with the academy's admission statement.

Academy Aims

The Academy (staff and governors) aims to provide a high-quality education for students with special educational needs, in partnership with parents/carers, the community and the Local Authority.

We believe that: -

- at the heart of our Academy is the view that "Every child, every chance, every day".
- the management of behaviour and the development of self-discipline is an essential first step to creating a successful teaching, learning and working environment.
- students and staff function more effectively in a safe, positive, supportive environment.
- students have a right of access to a broad curriculum in line with National Curriculum Guidance.
- opportunities will be given to students which will enable them to fulfil their potential and prepare them for their future in becoming good citizens in our society.
- the Academy will make a valuable contribution to the local community of which it is a part.
- there is commitment to equal opportunities for all.

These aims are supported in different ways by all associated with Friars Academy: governors, staff, parents/carers and students.

Admissions

The Academy meets the needs of students who: -

- have attainments well below the expected range of their peers with additional difficulties that may include physical difficulties, speech and language delay, low self-esteem, sensory impairment and underdeveloped social skills
- have significant learning difficulties and attainments below Level 1 of the National Curriculum

- have a diagnosis of Autistic Spectrum Disorder that requires structured teaching and may require discrete provision. Students will usually be working above the P scale levels.
- Students may have challenging behaviour but this will not be their primary need. The Academy would not normally meet the needs of students with profound and multiple learning difficulties (PMLD) with additional complex needs or those who require complex medical intervention.

Provision for Students with Autism at Friars Academy

As with all students at Friars the students with A.S.D. have associated learning difficulties.

The TEACCH approach is regarded as one way of working with students with autism and as many opportunities as possible are created to help young people integrate and function in a world that is not TEACCH organised, giving greater independence in their life out of school.

Provision for Students with Severe Learning Difficulties

The Academy is well-resourced for meeting the very wide range of needs associated with students who have severe/complex learning difficulties. Students are based in key stage classes and have access to the excellent facilities that exist in the Academy. These include specialised areas concerned with Food Technology, Technology, Science, Information Technology, Physical Education and a Sensory Studio.

The main aims of this provision are as follows:

- to build on, consolidate and generalise previous learning gained at primary school level.
- to enable everyone to gain the greatest possible degree of personal independence.
- to develop interpersonal skills associated with personal and social development.
- to enable everyone to access their entitlement to a curriculum which is broad, balanced and appropriate to their needs, delivered by methods which are intended to both motivate and challenge.
- to ensure that students' achievements are nationally recognised.

The Academy Site and Buildings

Friars Academy site was converted to a purpose built secondary special school between 1996 and 1998. The Academy site is situated in a quiet residential location within a short walking distance from the town centre. The Academy and grounds are well maintained and a pleasant place to attend and work. All stakeholders are expected to take a pride in the Academy and to look after the environment.

The Academy has a very active eco-friendly approach to all aspects of the management of the site. The Academy is within easy walking distance of several local facilities and places of interest.

The Academy is well equipped to deliver the full range of subjects and offers an exciting range of practical opportunities and activities including the latest state of the art sensory studio for all students. Each classroom is equipped with ICT facilities including interactive boards and computers. There are the following fully equipped specialist rooms: Art, Resistant Material Technology, Food Technology, Life skills, ICT, Expressive Arts (for drama, dance & music), Science and a Fitness Suite. There is a hall (large enough to accommodate the whole school) which is used for PE, assemblies, formal performances and presentations and a library with ICT facilities, medical facilities, hygiene room and specialist toilet facilities. There are also newly developed outdoor learning areas, together with dedicated specialised rooms to provide further student support.

Student's artwork and other displays adorn the internal walls of Friars Academy classrooms and corridors and add considerably to the feel of our Academy. Outside there are quadrangles where students can enjoy their break/lunchtimes in a more protected atmosphere or they can experience the all-weather playground, grass areas, seats or the purpose-built fitness trail and play equipment.

From September 2010 our post-16 provision for students opened.

The Academy enjoys an on-site catering facility. Food is freshly cooked daily to provide a hot meal / packed lunch service for students and staff at the Academy.

Community Links and Support Services

Friars Academy has many links with the local and wider community through work and community experience schemes, fundraising for charities, support from local charities and close liaison with local schools, in addition to several industrial and business links.

Friars Academy has had close links for many years with our nearest mainstream secondary school Wrenn. The academy also has many ties with our primary feeder schools, especially our colleagues at Rowan Gate Special School.

Friars Academy has enjoyed longstanding relationships with many local agencies including educational psychologists, speech therapists, physiotherapists, occupational therapists, and audiologists. The careers officer and other officers from Social Services are common visitors to our Academy to aid us in caring and providing for our students.

The Academy's Parent Support Worker and the first aiders can liaise with the school nurse and other professionals who regularly visit the Academy. The school nurse is available to see parents at the Academy premises by arrangement.



Job Description – Teaching Assistant

Stage of career: *Level 1-2 – Point 3-5*

Accountable To: **Chief Executive Officer**

Performance Reviewer: Assistant Head

Day to day line management: Assistant Head

Contract 32.5 hours per week
Mon, Tue, Thu, Fri 8.30am – 3.15pm. Wednesday 8.30am – 4.30pm
With half an hour unpaid lunchtime,

Key Role/Functions:

Work in accordance with guidance given by the class teacher and or senior staff to support access to learning for students and provide general support to the teacher in the management of students and the classroom.

Specific Duties and Responsibilities:

1. Working in the Environment

Providing Personal and Welfare Care

- Assist with the planning, development and implementation of student education/behaviour plans and personal care programmes including toileting, hygiene and feeding/mealtimes, to help with development of social skills and to ensure that the school's health, safety and behaviour policies are maintained.
- Deal with conflict using different communication techniques to encourage all students to take responsibility for their own behaviour and promote independence.
- In accordance with the school's practices and policies and NHS protocols and following suitable training you may be required to provide medical assistance to a sick or injured student. This could include administering medication or carrying out routine medical procedures.

2. Supporting Students and Teaching Staff in the Learning Environment

- Supervise and support students in the learning environment including more in-depth support for those with special needs, to promote independence, inclusion, acceptance and equality of access to learning opportunities for all students.
- Assist students within the class, individually or in small groups (and sometimes outside the main classroom) in the completion and adjustment of a wider range of pre-defined learning, care and support activities to meet the requirements of students and the curriculum (for example literacy, numeracy, ICT).
- Assist with the supervision of students and planning of activities out of lesson times (for example at lunchtimes, before and after school) to enhance service delivery and encourage structured and positive play.

- Following suitable training you may be required to assist students with mobility equipment such as using wheelchairs and/or hoists to support students in their learning environment.
- Provide clerical and other support to meet service delivery requirements.
- Support teaching staff and students on visits, trips and out of school activities as required and take responsibility for a group of students under the supervision of the teacher to meet service delivery requirements.
- Administer routine tests and undertake routine marking of students' work to meet requirements of students and the curriculum.
- Create and maintain a purposeful, orderly and supportive environment in accordance with lesson plans and assist with the display of students' work to support pre-defined learning activities to meet the needs of the students and the curriculum.
- Prepare, maintain and use equipment and resources required to meet lesson plans/learning activities to meet the needs of students and the curriculum.

3. Working with People

Developing the Team

- Participate in meetings, team development activities and assist less experienced colleagues when appropriate, to support the achievement of individual and team performance and development objectives.

Building Professional Relationships

- Build and maintain positive working relationships with students, parents, carers and colleagues to maximise students' development and maintain the overall ethos of the school.

Dealing with Behaviour Issues

- Observe/use awareness of behaviour, knowledge of different behaviour management and communication strategies and adapt existing strategies/methods as necessary to deal with disruption by students in class.
- Where required and suitably trained, use appropriate physical restraint techniques in accordance with relevant policies and procedures.

4. Working with Resources

Monitoring levels and Ordering of Resources

- Monitor resource levels and contribute to the resource ordering process to ensure the timely availability of resources to meet the requirements of the curriculum.
- Maintain an awareness of the importance of the appropriate use of resources to minimise waste and maximise the effectiveness of financial resources.

5. Working With Information

Reviewing Students Performance

- Monitor, feedback, record and report on student progress, including feedback to students, and participate in the completion of student profiles and records of attainment to maximise student development.

7. Working Environment

- Job holders may frequently attend to personal hygiene and medical care needs throughout the normal working pattern and therefore be exposed to unpleasant substances.



PERSON SPECIFICATION – TEACHING ASSISTANT

Professional Qualifications/Training/Experience		Essential/ Desirable	Application/ Interview
	GCSE English and Maths Grade C or above	D	A
	Has worked with young people	D	A
	Has experience of working with SEN students	D	A
	Has worked in a school	D	A
	Has supported learning/behavioural difficulties of students	D	A
	Experience in using positive handling skills or relevant qualification	D	A/I

Demonstrating knowledge of post			
	Has knowledge/understanding of the TA role	D	AF/I
	Is willing to undertake professional development	D	I
	Is willing to run small group work outside of curriculum time	D	I

Interpersonal Skills			
	Can demonstrate commitment	E	I
	Has good interpersonal skills	E	I
	Is sensitive to others/caring	E	I
	Is an effective listener	E	I
	Can professionally challenge adults and students where necessary	E	I
	Shows initiative, adaptability/flexibility	E	I
	Is self-disciplined	E	I
	Can motivate self and others	E	I
	Can problem solve	E	I
	Is able to forward plan – be proactive	E	I
	Responds to change positively	E	I
	Respects confidentiality	E	I
	Can effectively deal with conflict in a non-confrontational manner	E	I
	Is enthusiastic	E	I
	Can take responsibility/ownership	E	I
	Has an awareness of strengths/self-development needs	E	I

E – Essential
 D – Desirable
 AF – Application Process
 I – Interview