



SPECIALIST TEACHING AND LEARNING ASSISTANT



Anthony Gell
— School —

Care Aspire Achieve

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Thank you for your interest in our vacancy. Please find included in the application pack, some information about the school, a job description and a person specification.

Anthony Gell School is committed to the safety and welfare of all its students. The person appointed must share this commitment and will be subject to a DBS check, qualifications check and identity check as well as satisfactory references.

We are looking to appointment an enthusiastic and motivated Specialist Teaching and Learning Assistant to join our excellent school. The role involves working under the direction and guidance of the SENDCo and class teachers, to supervise and provide specific support for students with additional needs which will enable them to learn independently and in group situations. The successful candidate will be committed to inclusive education and will be able to respond to the needs of our students. The specialist nature of this role will include providing support for a student with significant hearing impairment. The successful candidate may also be given the opportunity to teach BSL as an unqualified teacher.

Our role as adults who work in Anthony Gell School is to support the ethos of the school and work hard in order to give every child the chance to excel. We believe that academic excellence is fundamental to a young person's level of self-fulfilment, but school must provide much more than this. Children who attend AGS are encouraged and taught to be independent learners who can contribute very effectively to the community in which they live.

The sense of mutual respect and understanding is clearly evident throughout the school. Adults treat students as individuals and model the behaviour we expect all to display. Students and staff are proud to be associated with their school. We enjoy working together.

If this sounds like the sort of place you would like to work, or if you would like any further information before you apply, please contact Lesley Cyster, Special Educational Needs Coordinator via her email address, sendco@anthonygell.co.uk

The closing date for applications is Sunday 1st February 2026 and we plan to conduct interviews for this post during week commencing 9th February 2026.

Thank you for showing an interest in this role and joining us at AGS. If you think this sounds like the right opportunity for you, I look forward to receiving your application.

Yours sincerely



Malcolm Kelly
Headteacher

Background Information

Anthony Gell School is a very successful, fully inclusive, 11-18 Comprehensive school situated in the Derbyshire Dales within the market town of Wirksworth. The school takes its name from a 16th Century benefactor who helped first establish the school in 1576. The school benefits from the support of the Anthony Gell Foundation and occupies a generous plot close to the centre of the town. Our school is within easy reach of the major centres of Derby and Chesterfield, as well as the beautiful Peak District National Park.

Anthony Gell School is able to provide opportunities for academic excellence in a caring and supportive environment; this forms the essence of the identity of the school.

As well as serving Wirksworth and the villages nearby, Anthony Gell School attracts a large and growing number of students from further afield; with approximately one third of our intake coming to us from outside of our catchment area. The school is often oversubscribed, with more families wanting to join us than we have places for. There is a waiting list for admission into some year groups.

Anthony Gell is a school at the heart of the community, with many families maintaining close links to the school for several generations. The staff body is made up of a blend of youth and experience. Students and staff share a sense of pride in their school which is reflected in an atmosphere of mutual respect and understanding for each other, the school environment and the wider community.

Anthony Gell School is part of a family of schools within the Embark Federation. Embark is a Multi-Academy Trust (MAT), of Derbyshire schools. The Trust's core beliefs of Family, Integrity, Teamwork and Success closely match those of Anthony Gell School. Our membership of Embark has helped our school to continue to grow and develop via outstanding partnerships and collaboration.

Visitors are warmly welcomed to experience first-hand the unique ethos of the school. If you would like to arrange a visit, please do not hesitate to contact Fran Calladine via her email address: fcalladine@anthonygell.co.uk

More information about our school can be found by visiting www.anthonygell.co.uk

SEND Provision at AGS

Anthony Gell School caters for a wide range of special educational needs and disabilities within the realms of a mainstream secondary school. To enable this support to happen effectively, we provide a wide range of assistance, including: in-class support, 1:1 and small group sessions, a differentiated and broad curriculum, and specialist support.

The Aspire Faculty includes the Learning Support Department and consists of a Faculty Lead, SENDCo, Lead Practitioner and an experienced team of Teaching Assistants. We work alongside the school's excellent pastoral team, teachers, and partner agencies/professionals to support and care for our students with additional needs. The faculty also has the support of our Family of Schools Workers on referral. The Learning Support team deliver a range of targeted interventions including:

- KS3 Literacy
- KS3 Numeracy
- KS4 Numeracy/Literacy/life skills
- Handwriting support
- KS3 Social Stories
- KS3, 4, 5 Positive Support
- KS3 social skills

We launched a "Nurture" provision in 2022 for a small group of students in years 7 and 8, who benefit from additional specialist support each week. This further enhances transition to secondary school and helps develop the self-confidence and proficiency which enables greater success.

Our commitment towards inclusion enables children with SEND to attend the vast majority of their lessons and access adapted work, with additional support, in the same classrooms as their peers. This is supplemented by a smaller amount of additional support which takes place outside of the classroom.

We provide an extensive range and number of extra-curricular activities to enrich the education of our students. Some of these activities have been designed specifically for children and young people with SEND. We carefully monitor participation rates and can see that students with SEND attend all of our enrichment opportunities in good numbers.

Our students with SEND are able to benefit from a broad curriculum and they achieve success in a wide range of subjects before embarking on a variety of pathways post-16 and post-18.

Job Description

The information contained below is to help staff understand and appreciate the work content of their post and the role they are to play in the operation. However, it should be noted that whilst every effort has been made to outline all the duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings may therefore have been used, in which case all the usual associated duties are included in this job description.

Job title	Specialist Teaching and Learning Assistant
Terms	Grade 8, 39 weeks per year
Reporting to	SENDCo
Job Purpose	<p>To enhance teaching and learning to help ensure equal access for all groups of students.</p> <p>To implement agreed work programmes for individuals and/or groups of students within and outside of the classroom.</p> <p>To enable students to access learning activities and structured programmes overcoming barriers to learning, particularly students with enhanced/specific needs.</p> <p>To provide 1:1 support to a student requiring Level 3 British Sign Language communications.</p>
	<p>STUDENT PROGRESS</p> <ul style="list-style-type: none"> • Be aware of and comply with policies and good practice relating to safeguarding, responding correctly and reporting all concerns to the most appropriate person. • Comprehensively deliver a range of specialised duties within the general level of responsibility of the post, suggesting and responding positively to improved working methodology • Promote high expectations of all students • Establish constructive relationships with: staff in exchanging information; and students in facilitating their access to learning; and parents in supporting home/school links. • Work under the direction/guidance of the SENDCo to help the facilitation of support groups across Key Stages 3, 4 and 5. • Support the SENCo/Headteacher in the self-evaluation process • Work with limited supervision • Record and maintain reports, information and filing systems in relation to this post. • Provide an efficient, friendly, proficient and professional service at all times, offering an extensive specialised service to the required standards. • Plan and develop differentiated learning activities and have awareness of child development and learning. • Demonstrate the expertise and skills required to support specific students with

more complex needs.

- Liaise closely with other staff in order to plan and deliver bespoke programmes of support and provide updates on student progress/well-being.
- Manage and support the integration/reintegration of students in to mainstream classes.
- Support access to the curriculum for students with additional needs – including those with severe SEN, complex difficulties, medical needs, behavioural/emotional/social development needs.
- Monitor and evaluate students' responses to learning activities through observation, against pre-determined learning objectives.
- Support in the preparation of written reports and evaluations on named students.
- Provide feedback to staff and students in relation to progress and achievement.
- Monitor progress against targets and to intervene when/where necessary, implementing intervention/support plans, applying strategies and providing an effective and overarching coherency between all interested parties
- Support students in promoting positive attitudes and outcomes to learning
- Contribute to the management of transition arrangements
- Promote and actively monitor the safeguarding of all students
- Challenge and motivate students, promote and reinforce self-esteem and engagement.
- Establish and maintain productive working relationships with students, acting as a role model.
- Guide students to make positive choices about their learning/behaviour/attendance
- Promote positive values, attitudes and good student behaviour, dealing promptly with conflicts and incidents in line with established policies, and encourage students to take responsibility for their own behaviour choices.
- Monitor student behaviour and implement policy when standards are not adhered to.
- Use the school's rewards system to promote student achievement and self-esteem.
- Actively promote the development of students' individual and collaborative study skills necessary for them to become independent learners, through structured activity
- Liaise with the SENDCo to identify and report patterns of behaviour or learning difficulties.

All employees have the responsibility to:

- Be aware of and comply with policies and procedures relating to Safeguarding, child protection, health, safety and security, confidentiality and data protection, reporting all concerns to the appropriate person
- Participate in training and other learning activities as required
- Participate in the school's Performance Management (Appraisal) process
- Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate
- To represent the school at events as appropriate
- To support and promote the school ethos
- Ensure any documentation produced is to a high standard and is in line with the brand style
- To undertake any other duties and responsibilities as required that are covered by the general scope of the post
- To undertake any other reasonable duties at the request of the Headteacher

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

SIGNATURES

a. This job description is current at the date below but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.

b. The remuneration for this role is **Grade 8**

Signed: _____ Print Name: _____

Date: _____

Signed: _____ (Headteacher)

Date: _____

Person Specification for SPECIALIST TEACHING AND LEARNING ASSISTANT

Education and Qualifications	<p>Essential</p> <ul style="list-style-type: none"> • Level 3 qualification in British Sign Language • Level 3 qualification in a specialised area or equivalent • 5 x GCSEs A* - C (or equivalent) including English and Maths • First-Aid Qualification or ability to achieve • Professional development evidence <p>Desirable</p> <ul style="list-style-type: none"> • Additional A Levels or equivalent qualifications 	<p>Assessed by:</p> <p style="text-align: center;">A, I, R</p>
Experience	<p>Essential</p> <ul style="list-style-type: none"> • Understanding how students with SEND can be supported to facilitate high standards and improved achievement • Supporting students with SEND • Specialism in a specific area of SEND • Working with students on literacy and numeracy <p>Desirable</p> <ul style="list-style-type: none"> • Two years or more experience in a school setting, directly working with children • A full understanding of the National Curriculum • Experience of planning/preparing of work and teaching small groups of students • Working with individual students and groups of students in a school setting 	<p style="text-align: center;">A, I, R</p>
Special Aptitudes	<p>Essential</p> <ul style="list-style-type: none"> • A firm commitment to inclusive education • Effective mentor and role model • Excellent supervision skills • Has high expectations of self and others • Good understanding and awareness of statutory policies and procedures affecting schools (eg. Safeguarding, Equal Opportunities etc) • Good understanding of SEND and inclusion issues • Able to liaise effectively with other colleagues, managers, students and parents/carers • Excellent communication skills (orally and in writing) • Able to support and implement effective behaviour for learning strategies • Can prioritise workload effectively • Able to contribute and undertake specialised practices • Application of ICT 	<p style="text-align: center;">A, I, T, R</p>

	<ul style="list-style-type: none"> • Behaviour management strategies • Ability to work well independently and as part of our wider team. <p>Desirable</p> <ul style="list-style-type: none"> • Skills in creating a personalised curriculum for students • Able to support the drive to increase attendance rates of students • Track record of contributing to school improvement 	
Interpersonal Skills	<p>Essential</p> <ul style="list-style-type: none"> • Excellent attendance and punctuality • Ability to communicate effectively and appropriately with children and young people • Team worker • Excellent Communication Skills – verbal and written • Integrity and Reliability • Positive attitude • Resilience • Sense of humour • Effective time management • Reflective Practitioner • Ability to inspire 	A, I, T, R

A = Application
I = Interview
T = Task
R = References