



PRINCE ALBERT HIGH SCHOOL

RECRUITMENT PACK



**INCLUSION TEACHING
ASSISTANT**

CONTENTS

- | | | | |
|-----------|---|-----------|----------------------|
| 03 | Welcome from Phillipa Sherlock-Lewis, CEO | 08 | Person Specification |
| 04 | Our Values and Philosophy | 10 | Explanatory Notes |
| 05 | Safeguarding Policy | 13 | Contact Us |
| 06 | Job Description | | |



WELCOME FROM OUR CEO

Thank you for taking the time to download the application pack and expressing your interest in the current Inclusion Teaching Assistant vacancy at Prince Albert High School.

I am a mom of five wonderful children and I passionately want the very best for each and every one of them, they are all unique individuals which means no one model suits them all. What I want for them is the same as any parent would want for their child; the very best. The best school, the best teachers, the best opportunities, the best sports coaches, the best dinner staff and the best pastoral care in order to ensure they are happy, safe and successful, today and in the future.



I have worked as a teacher and leader in numerous schools across Birmingham for the last 22 years. Being the Chief Executive Officer for The Prince Albert Community Trust is an exceptionally privileged position which enables me to strive and achieve for PACT children what I want for my own. One of our mantras is “we work this hard because we believe that our schools have to be good enough for our own children...we hope someone will work this hard for our children.”

Key to achieving our PACT vision “enable every student to succeed at school and in life” is one of my core principles; developing people. I believe by inspiring and developing staff we will inspire and develop our students and so we work extensively to personalise the learning for all. I feel blessed to work with the children, staff, and trustees of the PACT. My role allows me to work with and for all of our schools. Having a strategic overview of their strengths and areas for development, we work tirelessly to support each other across the PACT working in true collaboration.

We actively seek and positively welcome challenge, feedback and suggestions. Please feel free to see any of our staff, myself, or our feedback section on our websites and help us on our journey. The door is always open.

A handwritten signature in black ink that reads "Phillipa Sherlock-Lewis". The signature is written in a cursive, flowing style.

Phillipa Sherlock-Lewis

OUR VALUES

Everything in our school is about purpose and that is underpinned by our three values:



Integrity

We are honest to our work, ourselves and others. We always do the right thing because simply because it is the right thing to do - not for reward or to avoid sanction.



Excellence

We have the highest expectations of ourselves and each other. We are happy to get feedback and learn to be better. We are proud of our identity and to be ambassadors of our community.



Service

We believe that to lead is to serve and service brings joy. We promote kindness and grace in every interaction - inside and outside of school. We give back to our community to make our education valuable.

PHILOSOPHY

Our philosophy emphasises the importance of articulation, vocabulary and the art of debate. This is promoted through the curriculum, enrichment, and students' interaction with every member of staff:



We are a no shouting school

We believe that shouting is a loss of control and therefore model emotional constancy in every interaction. We do not raise our voices at students.



Deliberative language and choice

We pay close attention to words. We use language that is relentlessly positive, unambiguous, emotionally constant and growth-orientated.



Routines are codified

Our routines are the backbone of our culture. They provide an effectiveness, consistency and clarity that liberates staff and students.



Behaviour is separate from the individual

We believe that behaviour is a choice which can be improved, rather than based on an innate personality trait. We model better choices through our value of excellence.



We sweat the detail on everything

We enter the building in service to a calm start. We speak to each other in service of respect and grace. We present our work in service to our value of excellence.



We remain close to the work

Our staff, including senior leaders, are visible and present. They exemplify and model our expectations of excellence in every interaction.

SAFEGUARDING

CHILD SAFEGUARDING POLICY

At Prince Albert Community Trust we are committed to Safeguarding and Promoting the Welfare of all its students. Each students' welfare is of paramount importance. We recognise that some children may be especially vulnerable to abuse e.g. those with Special Educational Needs, those living in adverse circumstances.

We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at PACT, their behaviour may be challenging, we will always take a considered and sensitive approach in order that we can support all our students.

The Trust's Child Safeguarding Policy applies to all adults, including volunteers, working in or on behalf of the Trust.

Everyone in the education service shares an objective to help keep children and young people safe by contributing to:

- Providing a safe environment for children and young people to learn in education settings; and
- Identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in the education setting'

KEEPING CHILDREN SAFE IN EDUCATION 2025

The Trust pays full regard to 'Keeping Children Safe in Education' guidance 2025. We ensure that all appropriate measures are applied in relation to everyone who works for the Trust who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history, social media, and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and an Enhanced DBS check.

For the full policy visit the school's website by clicking on the school's logo on the right:



ROLE INFORMATION

Post: Inclusion Teaching Assistant

Salary: Grade 3, Scale point 9-22 + SEN Allowance

Conditions of Employment: These are stated in the most recent Conditions of Employment of Teachers other than Headteachers taken from the most recent School Teachers Pay and Conditions and any subsequent orders and guidelines related to teachers' conditions of service.

Accountable to: Executive Headteacher, Head Teacher, Deputy Headteacher and Assistant Headteachers, Trust Lead for Inclusion, Lead Practitioner for Inclusion.

JOB DESCRIPTION: INCLUSION TEACHING ASSISTANT

Job Description:

Prince Albert Community Trust is committed to safeguarding and promoting the welfare of children and young people and requires all staff to share this commitment. This post is subject to safer recruitment measures, including a DBS check.

Core Purpose:

This level is applicable to experienced teaching assistants whose working role calls for competence across a varied range of responsibilities.

To support teaching staff in the development and education of pupils including the provision of specialist skills as appropriate.

Key Areas of Responsibility

- Support for Pupils (either individually or in groups)
- Support the progress of individuals or groups through the delivery of evidence-based interventions.
- Establish and maintain relationships with individual pupils and groups
- Support pupils during learning activities including providing support for nurture group children.
- Contribute to the health and well-being of pupils
- Support pupil's social and emotional development
- Support children with specific Special Educational Needs
- Contribute to one-page profiles and SEN reviews
- Manage the medical care needs of children with complex medical needs in line with the school policy and advice from the school nurse and specialist nursing teams
- Provide support for bilingual/ multilingual pupils through the Trust EAL policy)
- Support pupils to access the curriculum

Support for Teachers

- Support the teacher by independently planning and evaluating interventions
- Support the delivery of learning activities including interventions
- Observe and report on pupil performance
- Share notes from external agency visits including key strategies to implement
- Support the nurture group provision, taking a leading role when cover is required
- Support in preparing and maintaining the learning environment
- Contribute to the management of pupils' behaviour
- Support in maintaining pupils' records including intervention reviews, SEN reviews, Toolkit assessments, SEN records in the pupil's individual file
- Liaise regularly with parents/carers of students you support
- Liaise with outside agencies regarding pupils you support
- Support the maintenance of pupils' safety and security
- Provide evidence of pupil's learning and undertake routine marking in line with school policy
- Provide general administrative support, for example, photocopying, filing, scanning

JOB DESCRIPTION: INCLUSION TEACHING ASSISTANT

Support for the School

- Support the implementation of the First aid policy by acting as a first aider and managing the first aid supplies and first aid bags across school
- Support the implementation of the Support pupils with medical conditions policy by ensuring medication checks are carried out and all allergy alert cards are signed by parents
- Maintain the central medical file and class Inclusion folders
- Contribute to the review of interventions every term with SLT, ensuring that all interventions are reviewed on the school system
- Provide support for colleagues and work effectively as part of a year group team and the wider Inclusion Team
- Develop and maintain working relationships with other professionals
- Develop a positive relationship with parents as appropriate
- Review and develop own professional practice
- Work as required across the Trust and in all Key Stages within the Trust

Supporting the Curriculum

- Support the use of information and communication technology in the classroom
- Support the adaptations to the curriculum by creating supportive resources e.g., symbol key rings, now and next board, task boards, visual timetables, fiddle toys, pencil grips.

General

- Individuals have a responsibility for promoting and safeguarding the welfare of children and young people he/she is responsible for or comes into contact with.
- To ensure their tasks are carried out with due regard to Health and Safety
- To participate in appropriate professional development including adhering to the principle of performance management.
- To adhere to the ethos of the school
- To promote the agreed vision and aims of the school
- To set an example of personal integrity and professionalism
- Attendance at appropriate staff meetings and parent's evenings
- Any other duties as commensurate within the grade in order to ensure the smooth running of the school

Discipline, Health and Safety:

- Maintaining good order and discipline among the pupils and safeguarding their health and safety both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere
- Ensure any disclosure of child protection is dealt with quickly and effectively and in accordance with school policy and procedure
- Ensure that all pupil data in your care is treated in line with school policy and procedure
- Ensure at all times that school health and safety policy and procedure are adhered to

PLEASE NOTE: THIS JOB DESCRIPTION IS NOT PRESCRIPTIVE AND MAY BE REVIEWED AND CHANGED, IN CONSULTATION WITH THE POST-HOLDER, TO MEET THE CHANGING NEEDS OF THE SCHOOL

Data Protection

Ensure compliance with the Data Protection Act (2018) and General Data Protection Regulations and the Freedom of Information Act(2000).

PERSON SPECIFICATION: INCLUSION TEACHING ASSISTANT

Category	Essential	Desirable
Qualifications & Training	<ul style="list-style-type: none"> NVQ level 3 for teaching assistants or equivalent A good standard of education particularly in English and Mathematics 	<ul style="list-style-type: none"> Other relevant training
Experience (relevant work and other experience)	<ul style="list-style-type: none"> Experience of supporting children in a classroom environment, including those with special educational needs. Some experience of successfully delivering targeted interventions to small groups or individuals. Experience of using Information Technology to support Teaching and Learning Experience of working closely with parents 	<ul style="list-style-type: none"> Experience of working independently Experience of supporting others in a team Experience of using the Birmingham Toolkits to make assessments. Experience of supporting pupils within a secondary school setting.
Skills & Abilities	<ul style="list-style-type: none"> The ability to make effective contributions to the team as appropriate. Knowledge of policies and the SEN Code of Practice 2014. Ability to maintain a professional attitude to work and understand the importance of effective communication with colleagues. Demonstrate a good understanding of child development and learning processes. The ability to plan next steps in learning and informally review progress. Ability to take initiative, grasp new concepts and adapt to change Knowledge of strategies to recognise and reward efforts and achievements towards self-reliance and self-regulation that are appropriate to the age and development stage of the pupils. Ability to establish positive relationships with young people and their families and understands the importance of links with home. Ability to use language and other communication skills that pupils can understand and relate to. Ability to carry out and report on systemic observations of pupil's knowledge, understanding and skills. Ability to monitor the pupils' response to the learning activities and, where appropriate, modify or adapt the activities to achieve the intended learning outcomes. 	<ul style="list-style-type: none"> Some understanding of reasonable adjustments.

PERSON SPECIFICATION: INCLUSION TEACHING ASSISTANT

Criteria	Essential	Desirable
	<ul style="list-style-type: none"> • Ability to keep clear and up to date records of pupil's achievements. • Ability to provide Nurture group cover – with support – in the absence of the nurture group teacher. • Ability to use the learning environment to enhance the learning experience. • Ability to work within and apply all school policies e.g., safeguarding, behaviour, marking & feedback • Knowledge of the legal requirements for maintaining the health, safety and security of yourself and others in the learning environment 	
<p>Personal Qualities</p>	<ul style="list-style-type: none"> • Genuine enthusiasm for the profession and a love of children • A flexible and positive attitude • A good sense of humour • Competent and organised • Patient • Fun! 	
<p>Training</p>	<ul style="list-style-type: none"> • Willingness to participate in further training and developmental opportunities offered by the PACT to further knowledge 	
<p>Other</p>	<ul style="list-style-type: none"> • An understanding that each pupil is unique and deserve to be treated in a kind, caring and compassionate way. • Willingness to maintain confidentiality on all school matters 	
<p>Suitability to work with children</p>	<ul style="list-style-type: none"> • Responsible for promoting and safeguarding the welfare of children and young persons for whom you are responsible or come into contact with • Not barred from working with children 	

EXPLANATORY NOTES

Applications will only be accepted from candidates completing the **Trust's Application Form**. Please complete ALL sections of the Application Form which are relevant to you as clearly and fully as possible. CVs will **not** be accepted in place of a completed Application Form.



SAFEGUARDING CHILDREN AND YOUNG PEOPLE

We are committed to safeguarding and promoting the welfare of children and young people. We expect all staff and volunteers to share this commitment and to undergo appropriate checks, including an enhanced DBS check.

- Candidates should be aware that all posts in Prince Albert Community Trust involve some degree of responsibility for safeguarding children and young people, although the extent of that responsibility will vary depending on the nature of the post. Please see the job description enclosed in this Application Pack for further details.
- Accordingly, this post is exempt from the Rehabilitation of Offenders Act 1974 and therefore all convictions, cautions and bind-overs, including those regarded as "spent" must be declared.
- If you are currently working with children, on either a paid or voluntary basis, your current employer will be asked about disciplinary offence, including those related to children or young people (whether disciplinary sanction is current or time-expired), and whether you have been the subject of any child protection allegations or concerns and if so the outcome of any investigation or disciplinary proceedings. If you are not currently working with children, but have done in the past, that previous employer will be asked about these issues.
- Where neither your current or previous employment has involved working with children, your current employer will be asked about your suitability to work with children, although it may be answered not applicable where it is appropriate; if your duties have not brought you into contact with children or young people for instance.



INTERVIEW PROCESS

After the closing date, short listing will be conducted by a Panel. You will be selected for interview entirely on the contents of your application form, so please read the Job Description and Person Specification carefully before you complete your form.

All candidates invited to interview must bring the following documents:



1. Documentary evidence of **right to work** in the UK



2. Documentary evidence of **identity** that will satisfy DBS requirements



3. Documentary proof of current **name** and **address**



4. Where appropriate any documentation evidencing **change of name**



5. Documents confirming any educational or professional **qualifications** that are necessary or relevant for the post

Please note that originals of the above are necessary, photocopies or certified copies are not sufficient. We will seek references on shortlisted candidates for Trust based positions and may approach previous employers for information to verify experience or qualifications before interview. Any relevant issues arising from references will be taken up at interview.



CONDITIONAL OFFER: PRE-EMPLOYMENT CHECKS

Any offer to a successful candidate will be conditional upon:

- Verification of right to work in the UK
- Receipt of at least two satisfactory references (if these have not already been received)
- Verification of identity checks and qualifications
- Satisfactory Enhanced DBS check
- Satisfactory online check
- Verification of professional status such as QTS Status, NPQH (where required)
- Satisfactory completion of a Health Assessment
- Satisfactory completion of the probationary period (where relevant)
- Where the successful candidate has worked, or been resident overseas in the previous five years, such checks and confirmations as may be required in accordance with statutory guidance



HOW CAN I APPLY?

To apply for this role, please complete the online application form available through My New Term

Adverts Open
11 June 2026



Deadline for Applications
25 June 2026

Shortlisting
TBC



Interviews
TBC

All candidates are required to complete an application via MyNewTerm. All applications will receive an email confirmation of receipt of application via MyNewTerm. The candidates selected for interview will be informed after shortlisting via MyNewTerm and full details of the interview programme will be provided. Candidates not successfully shortlisted will be updated via MyNewTerm.

Please note that PACT does not provide feedback to applicants who have not been shortlisted for a post.

The information supplied in your application, as well as any supporting documents provided at the interview stage, will be used as part of the PACT recruitment and selection process. All information is stored securely, and all data submitted by unsuccessful candidates will be destroyed responsibly after 6 months from the date of interview.

WE RESERVE THE RIGHT TO WITHDRAW FROM THIS RECRUITMENT PROCESS AT ANY GIVEN POINT.

SPECIAL CONDITIONS OF EMPLOYMENT

Rehabilitation of Offenders Act 1974



This job is exempt from the provisions of the Rehabilitation of Offenders Act 1974. Appointment to this job is subject to an enhanced DBS disclosure being obtained, and any relevant convictions cautions, and reprimands being considered. Any arrests, convictions caution or reprimands of relevance, obtained by the jobholder after enhanced DBS clearance has been acquired, must be disclosed to the Headteacher by the jobholder. Failure by the jobholder to do so, or the obtaining by the jobholder of a relevant conviction caution or reprimand, may be managed in accordance with Prince Albert Community Trust's Disciplinary Procedure.

Health And Safety



The jobholder is required to exercise their duty of care by taking responsibility for their own health and safety, and the health and safety of other people who may be affected by their acts or omissions (failure to act). Full guidance regarding health and safety is set out in Prince Albert Community Trust's Health and Safety Policy, and in any risk assessments relevant to the jobholder's role or circumstances. Both can be accessed via the jobholder's line manager and must be observed.

Equality and Diversity



Prince Albert Community Trust is committed to equality and values diversity. As such, it is committed to fulfilling its Equality Duty obligations and expects all staff and volunteers to share this commitment. This Duty requires the Trust to have due regard to the need to eliminate unlawful discrimination, harassment and victimisation, advance equality of opportunity and foster good relations between people who share characteristics, such as age gender, race and faith, and people who do not share them. Staff and volunteers are required to treat all people they encounter with dignity and respect and are entitled to expect this in return.

Training and Development



PACT has a shared responsibility with the jobholder for identifying and satisfying training and development needs. The jobholder is expected to actively contribute to their own continuous professional development and to attend and participate in any training or development activities required to assist them in undertaking their role and meeting their safeguarding and general obligations.

Mobility



The jobholder may be required to transfer to any job appropriate to their grade at such a place as in the service of the Trust they may be required, in accordance with legitimate operational requirements and/or facilitating the avoidance of staffing reductions. This job description may be subject to review and / or amendment at any time to reflect the requirements of the job. Any amendments will be made in consultation with any existing jobholder and will be commensurate with the grade for the job. The jobholder is expected to comply with any reasonable management requests.

CONTACT US

Prince Albert High School
Holford Drive
Perry Barr
B42 2TU

T: 0121 817 8952

E: hr@the-pact.co.uk or enquiry@pahigh.co.uk

W: <http://www.pahigh.co.uk>



Prince Albert Community Trust



Prince Albert High School



@pacommunitytrust

