



Teaching and Learning Assistants (Level 2)

Recruitment Pack

(Starting September 2026)



Welcome

Belper School and Sixth Form Centre is a warm, inclusive and inspiring place to learn and work. We combine strong academic standards, a rich and inspirational curriculum and a caring and supportive ethos to provide the very best education we can for our wonderful students. At the heart of the school is a strong sense of belonging and shared responsibility, which gives Belper its distinctive character and underpins everything we do.

Our lively and successful school of just over 1200 students, including around 180 Sixth Formers, has proudly served the community of Belper and the surrounding villages for over 50 years. Belper is a vibrant market town in Derbyshire, on the edge of the Peak District. Situated within the Derwent Valley World Heritage Site, it is known for its creative and inclusive spirit, hosting an annual arts festival and a popular Pride event, values which closely reflect our own.

Our vision is captured in the phrase:

“Create your future. Be who you are, become who you aspire to be.”

Supported by our *Be Belper Values*, this vision shapes daily life in the school. We are committed to nurturing a love of learning and boundless curiosity in every student. Through our broad curriculum, rich subject content and extensive extracurricular opportunities, we inspire students to discover their interests and develop their talents. We also place great importance on building resilience, independence and self-belief so that students leave us as confident, well-rounded young people ready to make a positive contribution to their communities and the wider world.

We have a distinctive ethos that is reflected in the unique ways we build mutual respect and trust across the school. Belper is a non-uniform school, and students address staff by their first names. This is a deliberate and important part of our culture which helps foster positive relationships and ensures every child feels known, valued and respected. While we value academic achievement highly, we also see it as our duty to develop responsible, compassionate and respectful citizens.

Visitors often comment on the calm, positive and purposeful atmosphere around the school, and we are incredibly proud of our students, who are consistently kind, polite and engaged in their learning. As Ofsted noted in May 2025, *“There is a calm and productive atmosphere around school. Staff have high expectations of pupils’ behaviour and conduct. Pupils are trusted to behave well, and they do.”*

We know that to provide the very best education, we must recruit, retain and invest in exceptional staff. Staff wellbeing is a genuine priority and is closely linked to our high levels of retention. We are proud that Ofsted’s May 2025 inspection recognised the positive culture we have built:

“Staff are proud to work at the school. They appreciate leaders’ consideration of their work-life balance. They feel well led and managed”

Thank you for your interest in Belper School and Sixth Form Centre. We hope this gives you a sense of the warm, supportive and inspiring community we have created, and we look forward to welcoming colleagues who share our values and ambition for young people.

Mrs Matilde Warden BSc (Hons) NPQH
Headteacher



The Role Teaching and Learning Assistant - Level 2

We are seeking a Teaching and Learning Assistants to join our dedicated, supportive and enthusiastic Enhanced Learning team. Previous experience is desirable but not essential as full training will be provided, however experience of working or volunteering with children and Maths and English GCSE grade 4 (c) or equivalent is essential for this role.

This is an exciting and rewarding opportunity for someone seeking a new challenge and offers the opportunity to provide real benefit and meaning to our fantastic students. You will be supporting students with their learning and behaviour in class, contributing to the setting of targets for their development. This is currently a 2-year fixed term contract due to the number of students who have been identified as benefiting from support and the increasing number of EHCPs.

Our Commitment to Staff

We know that to provide the very best education for our students, we must recruit, retain and invest in exceptional staff. Staff wellbeing is a genuine priority at Belper and is closely linked to our high levels of staff retention. We work hard to create a positive, supportive culture where colleagues feel valued, trusted and cared for.

We are proud that Ofsted's May 2025 inspection recognised the culture we have built: *"Staff are proud to work at the school. They appreciate leaders' consideration of their work-life balance. They feel well led and managed."*

What We Offer

- Access to the Local Government Pension Scheme (LGPS) with an employer contribution of 20.80%
- Ongoing CPD and professional development opportunities
- Access to our Employee Assistance Programme, offering a range of wellbeing and advice services
- Free on-site parking
- Cycle to Work Schemes
- A friendly, inclusive staff community with social events and activities

We encourage continuous, professional development and run a programme of ongoing training throughout the year including INSET days, with the opportunity to complete additional training.

This role is 5 days a week 39 weeks per year (term time plus INSET days) 28.75 hours per week, for more details please read the person specification and supporting documents for the post carefully, if the role of Teaching and Learning Assistant within our school appeals then we would like to hear from you.



APPLICATION METHOD

Role Type: Fixed term for 2 years, with the potential to become permanent depending on pupil numbers

Start Date: September 2026, Following pre-employment checks

Closing date: 9am, 16 June 2026

Provisional Interview date: 22 June 2026

Applications: Applications can be made online via the `Apply Now` button on My New Term. <https://www.belperschool.co.uk/our-school/staff/>

Belper School and Sixth Form Centre is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment. As this post involves regulated activity, references and online searches will be conducted for shortlisted candidates, successful appointments are subject to an enhanced Disclosure and Barring Service check and relevant recruitment checks that comply with guidance in the most recent version of Keeping Children Safe in Education. We are committed to equality of opportunity in employment and services.

All Candidates must be able to provide evidence of their Right to Work in the UK prior to commencement of employment. As part of our need to comply with UK immigration rules, you will be required to provide Home Office stipulated documentation at the point of interview.



PERSON SPECIFICATION AND JOB DESCRIPTION FOR THE POST OF TEACHING ASSISTANT LEVEL 2

Post title:	Teaching and Learning Assistant - Level 2
Grade:	Grade 7: £18,023 to £19,336 per Annum (Actual Salary)
Job Family:	Student Support Services
Responsible to:	SENDCO
Hours of work:	28.75 hours per week Monday: 8.35am – 3.05pm with 45 minutes for lunch Tuesday: 8.35am – 3.05pm with 45 minutes for lunch Wednesday: 8.35am – 3.05pm with 45 minutes for lunch Thursday: 8.35am – 3.05pm with 45 minutes for lunch Friday: 8.35am – 3.05pm with 45 minutes for lunch
Work Area (Enhanced Learning Centre, ACCESS, Focus Room, Faculty):	Enhanced Learning Centre and ACCESS
Weeks of contract:	39 weeks per annum (being 38 weeks of term time plus 1 week of INSET days)

Role Description

Purpose of the Post

- To support access to learning for students and provide support to the class teacher/senior staff in the management of students in the classroom or any setting where teaching and learning takes place
- To assist in the delivery of the school's SEND (special educational needs and disabilities) service

Key Tasks and Responsibilities

- To work under the guidance and overall supervision of teaching staff and/or senior staff

- To provide specialist skills as appropriate (i.e. literacy and numeracy) Training will be provided.
- To contribute to the planning of learning activities
- To assist with curriculum resources in the Enhanced Learning Centre, ACCESS or faculty for use with a wide range of students at all ages of secondary school who have a wide range of needs
- To undertake work/core/support programmes to enable access to learning
- To assist the class teacher, Level 3 Teaching and Learning Assistants and/or senior staff as appropriate in the management of the children and young people in the classroom or any setting where teaching and learning takes place
- To contribute to maintaining children and young people's records
- To contribute to the management of children and young people's behaviour, dealing with any disruption and reporting to the class teacher any difficulties which are unable to be overcome
- To work with students within the classroom to enable them to access the curriculum
- To work with students as individuals or small groups on study or support programmes, withdrawn from mainstream under the direction of the SENDCo or Head of Faculty as appropriate
- To enable students to maintain appropriate personal and social organisation
- To meet the physical and medical needs of students according to their individual care plan whilst encouraging independence wherever possible. This may include assisting with changing for activities and with personal hygiene, and may include supporting students getting in and out of wheelchairs and hoists, provided that appropriate training has been provided
- To encourage students to interact and work co-operatively with each other where appropriate
- To promote the social and educational development of students
- To accompany students on educational visits as appropriate
- To assist with the development, implementation and review of student support plans as appropriate
- To assist with reports, reviews and assessments as appropriate
- To respond knowledgeably to any questions from students or parents about process and procedures
- To promote the inclusion of all students within the classroom and the school
- To establish productive working relationships with students, acting as a role model and setting high expectations. This includes supporting students consistently, while recognising and responding to their individual needs, promoting independence and employing strategies to recognise and reward achievement and self-reliance
- To help to support and provide care and welfare for students in the Enhanced Learning Centre or ACCESS who may have complex disabilities, SEND needs, medical needs, behaviour and/or emotional difficulties or social development needs to enable them to participate in learning activities
- To help to supervise students in the Enhanced Learning Centre or ACCESS outside usual school hours including before school and during lunchtimes as appropriate
- To assist with the Homework Club after school as appropriate

- To attend meetings (faculty, staff, pastoral, annual reviews, multi-agency etc) at the request of the line manager as appropriate
- To carry out other duties which may be reasonably requested by the line manager from time to time
- To undertake training as required at the request of the line manager
- To keep records and to input, collate and organise data as required
- To liaise with staff in respect of curriculum input and student behaviour
- To liaise with the school office as required

Line management or supervisory responsibilities (if applicable)

- None but may be required to assist in basic training or induction of new colleagues

Supervision received (if applicable)

- Supervision by the class teacher as appropriate
- Line manager is SENDCo

Corporate Responsibilities

- To be aware of and comply with school policies and procedures
- To work towards the school vision and in support of the school's ethos and aspirations
- To comply with the school Code of Conduct
- To comply with health and safety policies and procedures
- To maintain confidentiality and observe data protection and associated guidelines
- To receive safeguarding training and comply with school policies and procedures
- To carry out the duties and responsibilities of the post in compliance with the Equalities Act and the school's equal opportunities policies
- To act with honesty and integrity and in accordance with the school's financial regulations
- To act appropriately and professionally, and to treat others with courtesy, respect and consideration

Person Specification

A – application form R- references I – interview T – task

Knowledge and Skills	Essential / Desirable	Evidence
<ul style="list-style-type: none"> Evidence of ability to effectively work within a team to successfully address the needs of young people 	E	ARI
<ul style="list-style-type: none"> Ability to assist students in making successful transitions between key stages, educational establishments and aid progression through the school as necessary 	E	ARI
<ul style="list-style-type: none"> Ability to help identify potential barriers to learning and help to plan strategies to overcome these 	E	ARI
<ul style="list-style-type: none"> Ability to work with students on a one-to-one/small group basis and contribute to the setting of targets for development as part of the learning action planning process. Ability to contribute to individual/group action plans for students and help to implement and evaluate as appropriate 	E	ARI
<ul style="list-style-type: none"> Ability to manage, motivate and support students who may have complex disabilities, SEND needs, medical needs, behaviour and/or emotional difficulties or social development needs, to enable them to develop relationships with others and to participate in learning activities 	E	ARI
<ul style="list-style-type: none"> Ability to support and lift children safely and to use medical equipment and materials, in compliance with safe lifting and associated training 	E	ARI
<ul style="list-style-type: none"> Demonstrable levels of literacy and numeracy skills equivalent to GCSE grades 9 (A*) to 4(C) 	E	ARI
<ul style="list-style-type: none"> Ability to communicate effectively to a range of staff, students and outside agencies and to effectively work with a range of agencies to promote the learning and progress of young people 	E	ARI
<ul style="list-style-type: none"> Initiative and judgement to know when to request further advice in order to help maintain student progress 	E	ARI
<ul style="list-style-type: none"> Understanding of a range of SEND and behaviour needs and their implications within the classroom environment 	E	ARI
<ul style="list-style-type: none"> Knowledge and understanding of child development and learning 	E	ARI
<ul style="list-style-type: none"> Knowledge of school policies including literacy and numeracy expectations and how to support students to develop literacy and numeracy skills 	D	ARI

<ul style="list-style-type: none"> • Ability to use ICT effectively to support learning 	D	ARI
<ul style="list-style-type: none"> • Ability to work accurately under pressure and to meet deadlines 	D	ARI

Personal Qualities	Essential / Desirable	Evidence
<ul style="list-style-type: none"> • Able to communicate tactfully, diplomatically, professionally and effectively in a range of ways with a range of stakeholders including staff, students, parents and external advisors and providers 	E	ARI
<ul style="list-style-type: none"> • Ability to communicate effectively to engage and influence students with SEND needs and to be an active listener 	E	ARI
<ul style="list-style-type: none"> • Able to work co-operatively as part of a team and to form good working relationships 	E	ARI
<ul style="list-style-type: none"> • Patient and approachable 	E	ARI
<ul style="list-style-type: none"> • Willing to undertake training and to share knowledge and expertise with other staff 	E	ARI
<ul style="list-style-type: none"> • Takes care and pride in all work, and has good attention to detail 	E	ARI
<ul style="list-style-type: none"> • Systematic, well-organised and able to manage time effectively 	E	ARI
<ul style="list-style-type: none"> • Able to work accurately and calmly under pressure and to manage deadlines 	E	ARI
<ul style="list-style-type: none"> • Flexible and adaptive to changing circumstances and requirements 	E	ARI

Qualifications	Essential / Desirable	Evidence
<ul style="list-style-type: none"> • Grade 4 (C) or above in GCSE English or equivalent 	E	ARI
<ul style="list-style-type: none"> • Grade 4 (C) or above in GCSE Maths or equivalent 	E	ARI
<ul style="list-style-type: none"> • 5 GCSEs grades 9 (A*) – 4 (C) or equivalent 	D	ARI
<ul style="list-style-type: none"> • Further qualifications (A Level, L3 or above) 	D	ARI

Corporate Competencies	Essential / Desirable	Evidence
<ul style="list-style-type: none"> • General knowledge and understanding of the requirements of a school environment 	E	ARI
<ul style="list-style-type: none"> • Ability to relate to students aged 11 to 18 	E	ARI
<ul style="list-style-type: none"> • Punctuality and reliability 	E	ARI
<ul style="list-style-type: none"> • Understanding of the importance of safeguarding and the welfare of children, and a commitment to remaining up to date with requirements of the role in this area 	E	ARI
<ul style="list-style-type: none"> • Understanding of the importance of financial rules and procedures and a commitment to remaining up to date with the requirements of the role in this area 	E	ARI
<ul style="list-style-type: none"> • Understanding of the importance of health and safety rules and procedures and a commitment to remaining up to date with the requirements of the role in this area 	E	ARI
<ul style="list-style-type: none"> • Understanding of the importance of Equalities Act requirements and a commitment to remaining up to date with the requirements of the role in this area 	E	ARI
<ul style="list-style-type: none"> • Understanding of the need for confidentiality and knowledge of data protection principles 	E	ARI