

Rivers Education Support Centre



Application Pack

Teaching Assistant

March 2026





Teaching Assistant (Full Time)

Thank you for your interest in the post of **Teaching Assistant**. This Application Pack consists of the following documents: *Copy of the advertisement, Information about Rivers ESC, Job Description, Person Specification, Staff Benefits and Links to our CP, Safer Recruitment Policy and KCSiE*. We look forward to reading your application and thank you for your interest in our school.

Closing date: Sunday 12th April @ 6.00pm. Please note we reserve the right to close this vacancy early should sufficient applications be received so early application is advisable.

Interview date: w/c 20th April 2026.

Start Date: Monday 01st June 2026.

How to apply: If applying via our website or via Teach in Herts website, please complete both the application form and person specification forms and return them by email to Mrs Heather Dunne at heather.dunne@riveresc.herts.sch.uk. If applying via My New Term, please use their application process.

Visits: Visits to the school are most welcome, please contact Heather to arrange.

References: Please ensure that you provide email addresses for both your referees as we will request references by email. *Once of which must be the Headteacher of your current or most recent school that you have worked at (as per KCSiE)*. A mobile number for them would also be useful.

If you have any queries regarding this post, or general enquiries about the recruitment process, please contact Mrs Heather Dunne, HR Manager on 01992 534 841 or heather.dunne@riveresc.herts.sch.uk

Criminal Declaration Form: All applicants invited to interview will be required to complete a Criminal Declaration Form prior to interview.

Safeguarding: Rivers ESC is committed to the safeguarding and welfare of children. Applicants must be willing to undergo child protection screening appropriate to this post including an online/social media check, 2 satisfactory employment references (past employers) and completing a satisfactory Enhanced DBS (Disclosure & Barring Service) with Barred List Check. Please note that this role 'exempt' from the **Rehabilitation of Offenders Act 1974** and therefore, you are required to declare any convictions, cautions, reprimands, and final warnings that are not 'protected' (i.e. filtered out) as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013).

Link to Rivers ESC Child Protection Policy:

<https://www.riversesc.herts.sch.uk/attachments/download.asp?file=298&type=pdf>

Link to Rivers ESC Safer Recruitment Policy:

<https://www.riversesc.herts.sch.uk/attachments/download.asp?file=320&type=pdf>

Link to Keeping Children Safe in Education 2025:

https://assets.publishing.service.gov.uk/media/68add931969253904d155860/Keeping_children_safe_in_education_from_1_September_2025.pdf

March 2026





Teaching Assistant

Advert

Hours: Part or Full Time (minimum of 4 days).

Salary: H5: Actual F/T 5 Days salary: £23,311 . P/T 4 Days salary: £18,901.

We are seeking a compassionate, adaptable, and proactive Teaching Assistant to join our dedicated team. Your role will be to support pupils across KS3 & KS4 (individually and in small group), helping them access learning, regulate behaviour, and develop strategies to manage social and emotional challenges.

You will work closely with teachers, pastoral staff, and external agencies to ensure every pupil receives consistent, high-quality support. This role is ideal for dedicated professionals who have a passion for supporting young people who face difficulties in mainstream education.

Supporting our young people who have been through challenging times, is rewarding as we see them develop and succeed in reaching their full potential, gaining educational outcomes, and returning to mainstream wherever possible.

There is a high staff to pupil ratio - classes are small (max of 5 pupils). We offer a supportive management team with "an open door SLT", Rights to Disconnect policy, & offer opportunities for staff to effect real change, and grow professionally.

Rivers ESC works with a varied cohort of pupils including children classed as missing education, permanently excluded from mainstream schools, and many of the pupils have social, emotional and behavioural difficulties (SEBD).

Key Responsibilities

- Provide tailored in-class and out-of-class support to pupils with social, emotional, and behavioural needs
- Assist teachers in delivering engaging and accessible learning activities
- Build positive, trusting relationships with pupils to promote engagement and wellbeing
- Support the development and implementation of behaviour strategies and personalised plans
- Help create a calm, safe, and inclusive environment
- Contribute to the monitoring of pupil progress and the maintenance of accurate records
- Work collaboratively with staff to promote positive behaviour, attendance, and motivation

About You

- We are looking for someone who is:
- Patient, emotionally resilient, and committed to supporting vulnerable pupils
- A strong communicator with the ability to model positive behaviour
- Able to remain calm and consistent in challenging situations
- Skilled at building rapport and maintaining professional boundaries
- A team player with a flexible, solution-focused approach
- Experienced in working with children/young people with SEMH & SEN needs (desirable but not essential)

March 2026



What We Offer

- A supportive and experienced team
- Ongoing training in behaviour management, safeguarding and SEND
- Opportunities for career development within the ESC and wider education settings
- A role that makes a real difference to young people's lives

The duties and responsibilities listed in the job description are as present. The post holder is expected to accept any reasonable alterations that may from time to time be necessary.

Rivers ESC is committed to safeguarding and promoting the welfare of children. All applicants must be willing to undergo safeguarding screening appropriate to the post, including an enhanced Disclosure and Barring Service (DBS) check, 2 employment references, medical, and online/social media checks.

We welcome visits to our school from potential applicants. Please contact HR Manager heather.dunne@riversesc.herts.sch.uk to arrange.

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.



WELCOME TO RIVERS

EDUCATION SUPPORT CENTRE

Transforming futures through compassionate leadership, purposeful education, and collaborative partnerships.

At Rivers, we support children and young people aged 5–16 across multiple sites in East Hertfordshire and Broxbourne. Our students face barriers to learning in mainstream education, often due to social, emotional, or mental health (SEMH) needs. We provide a safe, structured, and nurturing environment where they can reconnect with learning and rebuild their confidence.

A deeply embedded culture of care, creativity, and resilience runs through every aspect of what we do at Rivers. We never give up on a child. Our team constantly adapts provision to meet individual needs, regularly reviewing timetables, strategies, and systems to reflect the changing needs of our students. This flexibility, combined with a strong therapeutic ethos, makes Rivers a truly transformative place, for both students and their families.

Safeguarding is at the heart of our work. With 10 Designated Safeguarding Leads across the organisation, we have robust systems in place to ensure the safety and wellbeing of every child in our care.

Our leadership is strategic, visible, and responsive. While senior leaders don't have regular teaching commitments, they step in to support and cover as needed, ensuring a hands-on and agile approach that keeps us connected to the day-to-day life of the centres.

One of our key strengths is our integrated Outreach Team, which works with both primary and secondary schools across a wide area. Through a tiered model of support, they offer early intervention, behaviour support, and reintegration planning. Their work helps prevent exclusions and supports successful transitions back into mainstream settings. When reintegration isn't the right path, students stay with us for a defined period, with continued outreach support to guide their next steps.

Working at Rivers is both rewarding and challenging. We support some of the most vulnerable children in our community. The work can be demanding, but it's also deeply meaningful. Our team is passionate, resilient, and committed to achieving the best outcomes for every child, whatever their journey may be.

We place strong emphasis on breaking down preconceptions and building meaningful, trusting relationships with students and families. A calm, well-structured environment, with high staffing levels, open-door classrooms, and clear boundaries, underpins everything we do. Expectations are high, and behaviour is consistently excellent.

Little Rivers (in Hoddesdon) (Primary Behaviour Support and Intervention)

Little Rivers plays a vital role in supporting primary aged students (5–11 years old) who are dual-registered with their mainstream school and our provision. It's a place designed for children with complex behavioural, social, emotional, and special educational needs, many of whom have experienced significant trauma.

Little Rivers offers a 12-week intervention, but we recognise that every child's journey is different. While reintegration into mainstream education is always the initial aim, the reality is often more nuanced. For many of our students, the level of need and the current shortage of suitable placements mean that more specialised or alternative provision is required.

Our approach at Little Rivers is holistic. We focus not only on academic progress but also on nurturing the social and emotional skills that are essential for long-term success. Every child has a personalised timetable, shaped around their individual needs and home circumstances. We work closely with families and external agencies to ensure that each child's experience is safe, meaningful, and supportive.

One of the strengths of Little Rivers is its physical environment. With two classrooms, a sensory regulation room, a spacious playground, access to an AstroTurf sports facility, a forest school area, and a horticulture space, we create a setting that is both stimulating and therapeutic. Our team is always looking for ways to enhance our outdoor provision, reflecting our ongoing commitment to creating spaces where children can thrive.



Our Key Stage 3 Centre in Hertford (*Reconnection and Readiness for Reintegration*)

Our Key Stage 3 Centre offers a nurturing and structured environment for students who have either been permanently excluded from mainstream education or are with us on a short-term, 12-week respite placement. The focus is always on supporting students to return to mainstream education wherever possible, with a strong emphasis on reintegration and continuity of learning.

Students on respite placements are reviewed fortnightly to monitor progress and ensure their needs are being met. When reintegration is the next step, our Secondary Outreach Team plays a vital role, working closely with students and their schools to share effective strategies, build staff confidence, and provide ongoing support throughout the transition.

Many of the young people we support have complex needs, and while reintegration can be challenging, we see many students successfully return to mainstream settings. The provision runs until the end of Year 9. For a small number of students, a move to our KS4 Centre may be more appropriate, particularly where specialist provision is needed or while EHCPs and placements are being finalised.

The curriculum follows the National Curriculum and includes English, Maths, Science, ICT, PE, Food Technology, and Art. Learning is highly personalised and differentiated to meet individual needs, with mixed-age teaching groups and Year 9 students typically forming the majority.

We've invested in enhanced facilities to support engagement and wellbeing, including an on-site gym and access to off-site PE providers. Practical subjects like Food Technology and Art are especially popular and are used creatively to inspire and motivate our students.



Our Key Stage 4 Centre in Hoddesdon (*Raising Aspirations and Securing Futures*) offers a unique and highly supportive environment that mirrors the structure and expectations of a small mainstream school, while providing the flexibility and personalisation needed to support some of East Hertfordshire's most vulnerable learners. Our students follow a core academic curriculum, working towards GCSEs in: **English Literature, English Language, Maths, Biology & Art.**

Alongside this, we offer:

- Functional Skills qualifications in English and Maths
- A wide range of Level 2 vocational qualifications in subjects such as Business, PE, and Teamwork
- A dedicated Employability programme, where students build CVs, prepare for interviews, and take part in a week of work experience
- The opportunity to undertake the Duke of Edinburgh Award (Bronze & Silver)

This curriculum is designed to prepare students not only for academic success but also for life beyond school. Students are supported in exploring post-16 pathways through tailored college visits and even university visits, to raise aspirations, particularly for those from families with no prior experience of higher education.

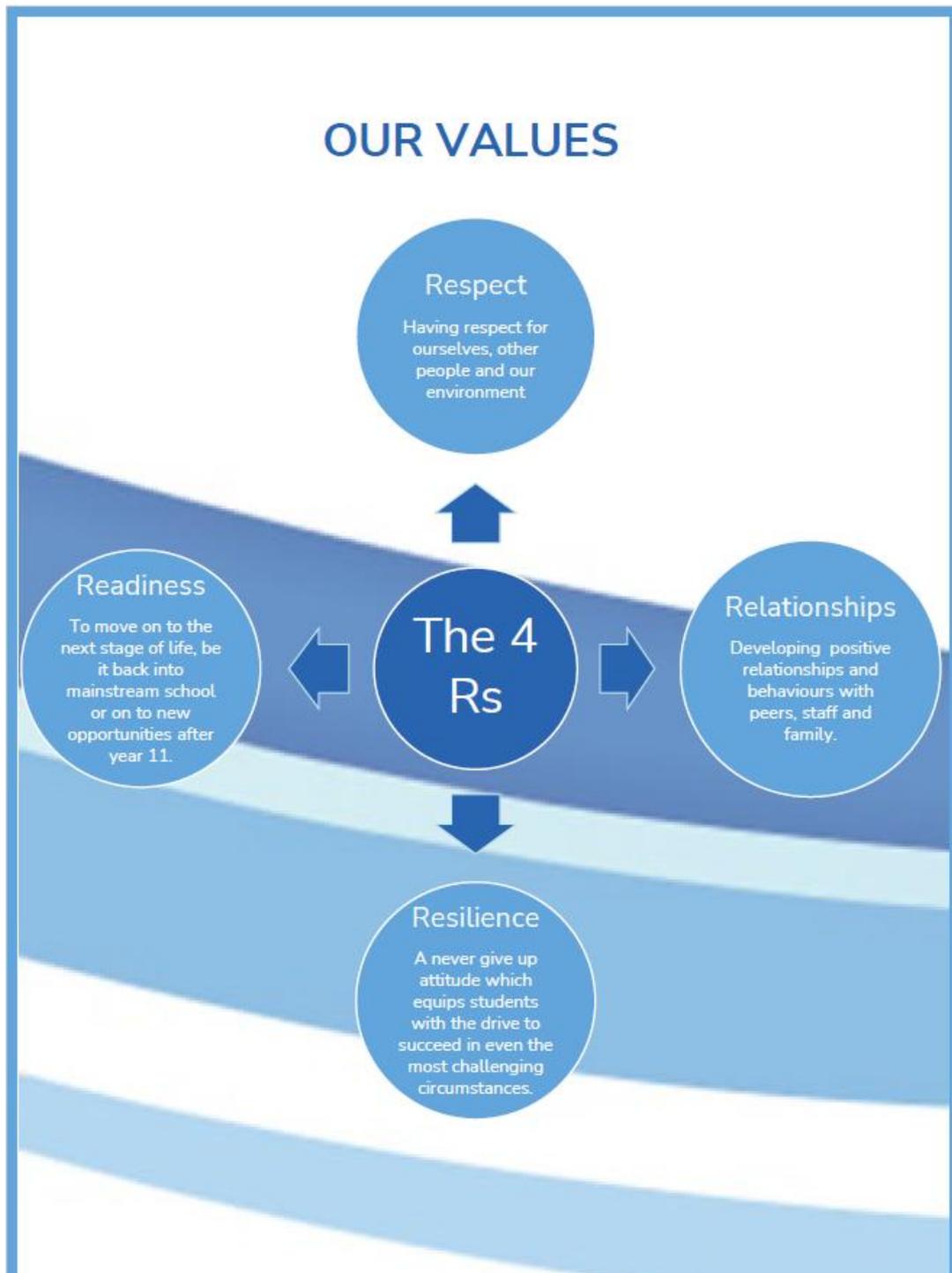
Every student has a bespoke provision map, whether or not they have an EHCP. These maps guide personalised timetables and support strategies. Some students attend full-time, while others follow blended programmes involving college placements, extended work experience, or therapeutic interventions. This flexibility ensures that each young person has a pathway that suits their individual needs and goals.

A standout feature of the centre is our family support work; working closely with families and external agencies to coordinate care and reduce barriers to engagement. Many students arrive with complex needs and low trust in education. Our approach, starting with a warm, personalised setup meeting, helps rebuild confidence and connection from day one.



Our Aims

Rivers ESC aims to provide a safe, secure, and happy environment where everyone will work hard to achieve their potential. Furthermore, we aim to build pupils' confidence by celebrating success and by nurturing a culture where it is ok to take chances and learn from our mistakes to build resilience and self-belief. We aim to inspire and enable our pupils to: Become confident, independent, and successful young people, excel in learning, engage positively with the community & be ambitious for their futures.





Teaching Assistant

Job Description

JOB TITLE:	TEACHING ASSISTANT
HOURS:	30 - 37 HOURS / 4 – 5 DAYS PER WEEK
REPORTS TO:	DEPUTY HEADTEACHER
GRADE:	H5 (TTO + 1 WEEK for attending INSET/Twilights)

Purpose of the job

- Provide support to subject leaders and teachers in the management of students' learning and behaviour.

Main Duties

Support for Students:

- To establish good relationships with students, acting as a role model and being aware of and responding appropriately to individual needs.
- To promote the inclusion and acceptance of all students, encouraging them to interact with others but also to act independently where appropriate.
- To supervise and provide individual support for pupils at unstructured times.
- To work with students providing in-class and withdrawal support for individuals and, on occasions, small groups of students of any ability and in any curriculum area, including Solutions.
- To provide support for students with personal, emotional, social, and behavioural problems, e.g. by giving time to listen to their concerns to enable students to feel valued and respected.
- To help with creating resources for students.
- To develop students' problem-solving skills by providing opportunities for developing investigative skills and encouraging students to use a variety of information sources and seek a range of solutions.
- To use ICT for learning activities and support students to develop competence and independence in the use of ICT.
- To use specialist curricular knowledge or experience to support pupils' learning.
- To administer and assess routine tests and undertake routine marking of pupils' work.
- To carry out administrative tasks as necessary.
- To supervise whole classes during the short-time absence of a teacher.
- Any other duties as specified by the Headteacher.

Support for the Subject Leader/Teacher

- To support the teacher in managing student behaviour, reporting difficulties as appropriate.
- To use strategies, in liaison with the teacher, to support students in achieving learning goals.
- Preparing the classroom as directed for lessons and clearing up afterwards.
- To support and help to maintain a purposeful, orderly, safe and supportive environment, in accordance with subject plans.
- To support and complement the work of teachers by utilising administrative time to complete the following:
 - Responding to individual needs by personalising resources for an individual or small group.
 - To supervise whole groups during the short-term absence of a teacher.

Support for the Centre:

- To ensure all students have equal opportunities to learn and develop.
- To be aware of and comply with policies and procedures relating to child protection, health and safety, security, and confidentiality, reporting all concerns to the appropriate person.
- To contribute to the vision, values, and ethos of the centre.
- To appreciate and support the role of other professionals.
- To attend relevant meetings as required.
- To undertake administrative responsibilities.
- To attend, where appropriate, whole centre events.
- To ensure a good knowledge of the whole centre calendar and forthcoming events by reading the morning briefing and liaising with appropriate staff in advance of events as required.
- To appreciate and support the role of other professionals.
- To participate in training and other learning activities and performance management as required.
- To carry out other duties as may be reasonably requested by the Senior Leadership Team/Line Manager.

Knowledge, Experience and Training:

- Experience of working in a school setting with children of the relevant age.
- Numeracy and literacy skills equivalent to Function Skills Level 2 or GCSE Grade C in English and Maths, or equivalent.
- Understanding of the curricular requirements of the school, these include statutory requirements.
- Competence in the use of ICT to support teaching and learning.
- Ability to make effective use of modern technology to support teaching and learning.
- Ability to work with a minimum of supervision and within a team.
- Ability to manage pupils in a classroom setting.
-

Equal Opportunities:

Be aware of and support difference and ensure that pupils have equal access to opportunities to learn and develop.

Health and Safety

It will be the duty of every employee while at work to take reasonable care for the Health and Safety of themselves and for other persons who may be affected by their acts or omissions at work. Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality, and data protection; and report all concerns to an appropriate person.

Safeguarding

- Rivers ESC is committed to safeguarding children and young people. All post holders are subject to a satisfactory enhanced Disclosure and Barring Service (DBS) check.

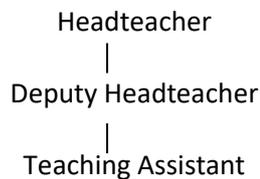
Disclosure and Barring Service

- This post is classed as having a high degree of contact with children or vulnerable adults and is exempt from the Rehabilitation of Offenders Act 1974. An enhanced disclosure will be sought through the Disclosure and Barring Service as part of Hertfordshire County Council's pre-employment checks.

Additional Information

- The jobholder is required to contribute to and support the overall aims and ethos of the school. All staff are required to participate in training and other learning activities, and in performance management and development, as required by the school's policies and practice.

ORGANISATION CHART



Supervision

- The jobholder is managed by the Deputy Headteacher. The frequency of meetings is determined by the Centre's performance management policies and practice.
- No supervision of staff.

Contacts

- The jobholder works directly with teachers and pupils and has routine and regular contact with parents and carers and with external agencies and other professionals.

The duties and responsibilities listed above describe the post as it is at present. The postholder is expected to accept any reasonable alterations that may from time to time be necessary; this may include working across all sites if needed. The postholder works under the direction of the Deputy Headteacher and is accountable to the Deputy Headteacher who will delegate areas of responsibility as required. The Deputy Headteacher is responsible for the postholder's performance management. This job description may be amended at any time after full consultation, but in any case, will be reviewed annually.



Teaching Assistant Person Specification

Aim and main purpose of the job:

To support, enthuse and inspire pupils.

Essential Criteria	Desirable Criteria
<ul style="list-style-type: none"> • Experience of working with children with SEN, within a school environment. • Understanding children with Autistic Spectrum Disorder & AHDA • Ability to work co-operatively and collaboratively, as part of a behaviour support outreach team. • Demonstrate consistently high standards of personal and professional conduct • Ability to prepare and organise resources, to support pupils within a school setting. • Good organisational skills with the ability to plan workloads and prioritise tasks. • Numeracy and literacy skills equivalent to NVQ Level 2 or GCSE Grade C in English and Maths. • Ability to keep good records and to write full and informative reports. • Good interpersonal skills and the ability to develop constructive and appropriate relationships. • Ability to work independently and in a task-focused way as directed or guided by SLT. • Willingness to undertake any further training, as required by the post. 	<ul style="list-style-type: none"> • Experience of working with pupils with Autistic Spectrum Condition • Experience of working with parents/carers and school professionals • Understanding of the principles of Hertfordshire Steps • Experience of planning and delivering intervention groups in schools • Relevant qualification





Teaching Assistant

Staff Benefits

Rivers ESC is a great place to work and comes with many benefits, including:

- Supportive Leaders and SLT Open Door Policy
- Investment and Promotion of Staff Training and Continued Professional Development
- Staff Induction Process
- Right to Disconnect practice and policy in place
- Employee Assistance Programmes - giving staff access to a comprehensive package of wellbeing services such as
 - Support and Counselling Services
 - Legal Assistance
 - Financial Assistance
 - Consumer Assistance
 - Mediation Assistance
 - Career Guidance
 - Life Coaching
 - Support for non-nationals and their families
 - Help with practical day-to-day issues and services
- Pension Schemes for Teachers and Support Staff
- Free Onsite Parking at all centres
- Free Tea/Coffee/Milk
- Free Refreshments and Food at all INSETs
- Staff Mental Health Leads
- Staff Wellbeing Fund
- Staff Wellbeing Committee
- Staff Social Events
- Staff Weekly Raffle
- Menopause Champions
- Use of onsite Gyms
- Access to Free Wi-Fi
- Exit interviews