



The Harbour School

Teaching Assistant

Recruitment Pack





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Valuing People



High Quality
Learning
Environment



Pursuit of
Excellence



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Boundaries of
Learning



Achievement
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About The Harbour School



Kayleigh Hardy-Headteacher

The Harbour School currently caters for boys from 5-16 years who have an Education, Health and Care plan (EHCP) for social, emotional and mental health needs. We currently have 100 pupils on roll who attend from all over the Cambridgeshire area and sometimes from outside the county. Our school is situated in rural Cambridgeshire. The generous grounds, including the wooded area and pond, are fully utilised through enrichment activities throughout the school day.

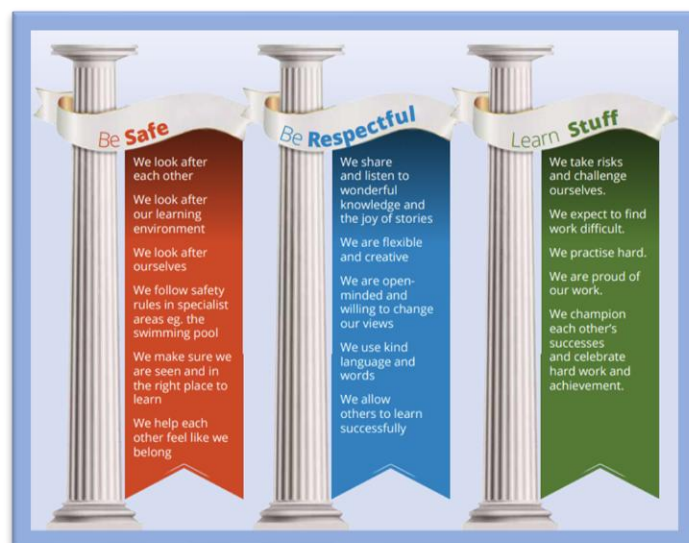
Meridian Trust is one of the highest performing academy groups in the country and the largest in the area we have defined. We are committed to high quality professional development and career opportunities for all staff. We strive to work

at the heart of all of the communities we work with. This role will inevitably involve a considerable amount of partnership working within the trust to search out great

practice to ensure wonderful opportunities for our young people.

It is essential for the successful candidate to have a strong passion for working within an SEMH school, having the drive to bring out the best in all the children attending the school and ensuring it is an enjoyable, positive experience for all bringing as many opportunities as possible to the students.

If you would like an informal discussion about working for Meridian Trust or about this role, please contact: office@theharbour.academy



A Brief History

Meridian Trust, formerly known as Cambridge Meridian Academies Trust (CMAT), is a values-led Trust and has risen to be one of the highest performing academy groups in the country. Our Trust was first formed as an educational trust to create a federation of schools in 2006 with a desire to provide high quality and dynamic education for everyone, right in the heart of our community. Through various government policies, our commitment to collaboration has remained consistent.

Meridian Trust was formed in 2011 to deliver more widely on that clear vision to provide high quality and dynamic education for all at the heart of the communities we serve. Our steady growth since then reflects our commitment to the communities we serve and our track record of success. The period since 2018 has seen an increase in speed of growth as many long term projects matured and our relationship with Sharnbrook Academy Federation emerged.

We are currently a family of 36 academies (including 19 primary, 3 special and 13 secondary schools & one all through). The secondary schools include a University Technology College, an Upper School, four 11-16 schools and six 11-18 schools. We also have 2 new secondary free schools in development. All within 20 miles of Cambridge and Peterborough and the main communication routes between. We merged with Cambridge Primary Education Trust to become the Meridian Trust in April 2022. In addition to operating schools, we are the home of the Cambridgeshire and Peterborough Teaching School Hub, and train more than 150 new teachers each year through Meridian Trust ITT. We retain a

strong commitment to growing and supporting staff throughout their training and career development. We have a proven track record of school improvement and transforming the lives of children and young people over the last 10 years.

Students thrive in Meridian Trust academies as a result of the implementation of our values, our successful and proven systems and our commitment to valuing people. We are among the highest performing multi-academy trusts in the country for student progress. Our academies are well-run and our staff benefit from excellent access to professional development.

Our commitment to the education system goes beyond just our own academies. We operate 'The Cambridge Partnership', one of the largest initial teacher training providers in the country which has recently merged with the SAF ITT, and 'Leadership East' these further strengthen our capacity and commitment to professional development. We also provide support through various SLAs to a number of other trusts and academies.

As a strong, regional multi-academy trust we currently operate schools across Bedfordshire, Cambridgeshire, Lincolnshire, Peterborough, and Northamptonshire. We are proud to have strong partnerships within all these communities.



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Trust Vision, Mission and Values

Our values and who we are:

Meridian Trust is a successful multi-academy trust founded on its commitment to people and communities.

Our proven approach over more than a decade has elevated us to a respected and admired academy trust, a national leader in education and a source of great pride to the communities we serve.

Every child is known, equally valued and supported to achieve their potential in all our academies. Every community we serve benefits from the facilities and services we provide.

Our staff benefit from strong networks, excellent career opportunities and a human approach where they are equally valued and supported.

We ensure that well-run schools retain and develop their distinct contextual identity, while sharing and contributing to Meridian Trust values, practices, curriculum approaches and operational systems.

Our Vision:

High-quality educational provision for all at the heart of local communities.

Our Mission:

To deliver, promote and inspire high quality educational provision in schools at the heart of their local communities so that:

- Young people become successful learners and confident, empowered individuals;
- Young people are encouraged to think for themselves and act for others,

equipping them with the values, attributes, knowledge and skills to make a rewarding contribution to society;

- Every school is a hub for community activities, a centre for extended services and a source of immense pride for students, their families, and other local stakeholders;
- Our staff benefit from strong networks, excellent career opportunities and a human approach where they are equally valued and supported;
- Well-run schools retain and develop their distinct contextual identity while sharing and contributing to the Meridian Trust values, practices, curriculum approaches and operational systems.

The enactment of our values for staff:



Valuing People

Engaged, developed, supported, and consulted.



High Quality Learning Environment

Experts who strive for continual development. Collaborative networks, trusted to deliver.



Achievement for all

Set ambitious goals and model what success looks like. Eager to improve.



Pursuit of Excellence

Make connections, provide opportunities. Generous and sharing of knowledge and expertise.



Extending the Boundaries of Learning

Are accountable for the outcomes we contribute towards and strive for the very best.



Valuing People



High Quality Learning Environment



Pursuit of Excellence



Extending the Boundaries of Learning



Achievement for all

Why work for us

Meridian Trust aims to be the employer of choice for the communities we serve. Since 2010 we have nurtured and developed the careers of many people. You can read about some of those journeys in the 'Meridian Trust People' section of this website. We are committed to making a difference to young people's lives and the communities we serve. Help us make our mission a reality.

Benefits:

As a multi-academy trust of 36 schools, Meridian Trust can provide a wide network of opportunities for collaboration and career development for both teaching and support staff. With an initial teaching training facility and a teaching hub network within our Trust, there are ample opportunities to both, get into teaching, and develop within the profession.

- As well as the above we also offer:
- Unlimited access to CPD via Meridian Learning
- Free annual eye tests
- Access to a free Employee Assistance Programme, offering mental health and wellbeing support
- Unlimited value cycle to work scheme

To see the full range of benefits available, please visit [Employee Benefits - Meridian Trust](#)

How to apply

To apply please complete the online form on MyNewTerm . Your supporting

statement should address and evidence the selection criteria detailed in the Person Specification.

Closing Date: tbc

Interviews: tbc

Applying: Applications via Mynewterm

For any questions about the application process please contact:

Email: cgrimes@theharbour.academy

* Meridian Trust reserves the right to close the applications early in the event that a suitable candidate is sourced.

Meridian Trust is committed to safeguarding and promoting the welfare of children. All appointments will be subject to satisfactory pre-employment checks including enhanced DBS disclosure. We are committed to diversity & inclusion and equality of opportunity for all staff and applications from individuals are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, race, religion or belief and marriage and civil partnerships. Meridian Trust is committed to safer recruitment practice and pre-employment checks will be undertaken before any appointment is confirmed. This post is subject to an enhanced disclosure and barring service check. We expect all adults who work for the Trust to share our commitment to safeguarding and the health and wellbeing of our students.



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JOB DESCRIPTION AND PERSON SPECIFICATION

Job Title:	Teaching Assistant – Level 2
JD Reference:	STD TA 02
School/Academy:	The Harbour School
Weeks:	39 Weeks – Term time plus 5 training days
Hours of work:	32.5
Salary:	Grade 5
Responsible to:	SLT

Role:	To support the teaching of students
Purpose of job:	Working under the direction of the Class Teacher to enable access to learning for students and to aid the Class Teacher in the management of students and the classroom

Responsibilities and Accountabilities:

Support for Students:

- Under the guidance of the Class Teacher undertake work/care/support programmes to enable access to learning for students
- Take responsibility for adapting and delivering learning activities with individuals or small groups who would receive help from a different learning approach as agreed
- Encourage and promote the inclusion and acceptance of all students
- Aid the learning of students by:
- Clarifying and explaining instructions
- Ensure that the child can use the equipment and materials supplied
- Motivate and encourage the child as needed
- Support students in respect of local and national learning strategies, e.g., literacy, numeracy, KS3, KS4, ICT etc
- Develop the correct resources to support the students
- Help students to concentrate and to finish the work set
- Liaise with the Class Teacher about Individual Education Plans (IEPs)
- Supply feedback to students about progress and achievement under the guidance of the Teacher
- Provide personal and intimate care to students including tasks associated with continence and menstrual management, washing, toileting and dressing.
-

Support for Teachers:

- Organise the learning environment and develop classroom resources as needed

- Monitor and track progress and provide feedback to aid in developing IEPs for children with additional needs
- Supply detailed and regular feedback to teachers on students' achievement, progress, problems, etc
- Contribute to the management of student behaviour, including anticipating and preventing potential problems from arising
- Undertake support activities for the Teacher as needed

Support for the Curriculum:

- Undertake programmes linked to local and national learning strategies – e.g., literacy, numeracy, KS3, KS4 – recording achievement and progress and feeding back to the teacher
- Support the use of ICT in learning activities and develop students' competence and independence in its use
- Supply targeted support to enhance learning and improve attainment

Support for the School:

- Be aware of, and follow, policies and procedures, e.g., child protection, health, safety and security, confidentiality, and data protection, reporting all concerns to a suitable person
- Accompany staff and students on visits, trips and out-of-school activities as needed
- Develop and keep effective relationships with other staff, parents, and carers
- Attend relevant meetings as needed

Support for School/Academy/Place of work:

- Participate in staff events by arrangement
- Attend Staff Meeting
- Contribute and take part in Trust events and activities where possible
- Develop and keep effective working relationships with other staff and parents/carers
- Adhere to the Trust values
- Follow school policies, practices, and procedures

Data security:

- Act in accordance with legal provisions regulating confidentiality and security of data and information in accordance with GDPR regulations

Health and Safety:

- Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions
- Co-operate with the Trust on all issues to do with Health, Safety & Welfare
- Work/operate all equipment within Health and Safety and other legal regulations, including risk assessment
- Contribute to the maintenance of a safe and healthy environment

Continuing Professional Development:

- In conjunction with the line manager, take responsibility for personal professional development, keeping up to date with research and developments related to school/academy/place of work efficiency, which may lead to improvements in the day-to-day running of the Trust
- Undertake any necessary and identified professional development taking full advantage of any relevant training and development available, particularly when related to the use of ICT, for data management and record keeping
- Maintain a professional portfolio of evidence to support the Performance Management process – evaluating and improving own practice

Child Protection and Safeguarding

- The post holder will have a shared responsibility for the safeguarding of all children and young people. The post holder also has an implicit duty to promote the welfare of all children and young people
- Inform the Child Protection Officer of any issues relating to the safety and well-being of students

The post holder will undertake any other duties equal to the grade of the post, in consultation with the line manager.

This job description is subject to review and may be changed following consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the Trust in relation to the post holder's professional responsibilities and duties.

The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.

All staff will be subject to an enhanced check with the Disclosure & Barring Service.

Updated: February 2026



Person Specification Teaching Assistant Level 2	Assessment Key: A = Application Form I = Interview
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Education and Qualification		Essential	Desirable	Assessment
1	Good educational background with GCSE or equivalent in English Language and Maths	✓		A
2	Level 2 or above Teaching Assistant qualification or willingness to work towards this		✓	A
Experience		Essential	Desirable	Assessment
3	Experience of supporting children in a classroom environment, including those with a range of learning needs or challenging behaviour		✓	A/I
4	Experience of working with children across all key stages with evidence of having achieved successful pupil outcomes		✓	A/I
Knowledge and understanding		Essential	Desirable	Assessment
5	An understanding of the education system	✓		A/I
6	A good knowledge of the SEND Code of Practice		✓	A/I
7	Understanding of how children learn	✓		A/I
8	Understanding of phonics, numeracy, and literacy development	✓		I
9	A sound grasp of the concept of inclusive practice	✓		I
10	Knowledge of the concept of confidentiality	✓		I
11	Awareness of child protection issues	✓		I
12	First aid certificate		✓	A
Skills and abilities		Essential	Desirable	Assessment
13	Good at making and sustaining positive relationships with children	✓		I



14	Good at developing children's self-esteem and motivation so that they become resilient, independent learners	✓		I
15	Able to work closely with pupils who are finding learning difficult, or those who have experienced a feeling of failure	✓		I
16	Good written and oral communication skills	✓		I
17	Ability to contribute to team meetings and contribute ideas	✓		I
Personal Qualities		Essential	Desirable	Assessment
18	Willingness to undergo further training and development	✓		I
19	Positive and enthusiastic approach towards work	✓		I
20	Ability to act on own initiative	✓		I
21	Kindness and empathy towards students and colleagues	✓		I
22	Ability to work as part of a team effectively	✓		I
Child Protection		Essential	Desirable	Assessment
23	Support the Academy policies on safeguarding and child protection	✓		A/I
Other		Essential	Desirable	Assessment
24	Flexibility of working hours	✓		A/I

JOB DESCRIPTION AND PERSON SPECIFICATION

Job Title:	Teaching Assistant – Level 3
JD Reference:	STD TA 03
School/Academy:	The Harbour School
Weeks:	39 weeks Term time plus 5 training days
Hours of work:	32.5
Salary:	Grade 6
Responsible to:	SLT

Role:	To support the teaching of students.
Purpose of job:	Working under guidance, provide support in addressing the needs of students who need help to overcome barriers to learning.

Responsibilities and Accountabilities:

Support for Students:

- Under the direction of the Class Teacher, provide specialist learning support to individuals, small groups, or children with additional needs who would benefit from a different learning approach
- Encourage and promote the inclusion and acceptance of all students
- Assist with the development and implementation of IEPs
- Liaise with specialist services on behalf of individual students, e.g., educational psychologists, and speech therapists, by agreement with the Class Teacher
- Provide feedback to students in relation to progress and achievement
- Provide personal and intimate care to students including tasks associated with continence and menstrual management, washing, toileting and dressing.

Support for Teachers:

- Work with the Teacher in lesson planning, evaluating, and adjusting lessons/work plans as appropriate
- Monitor and evaluate students' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives
- Provide detailed and regular feedback to the Teacher on student achievement, progress, and other matters, e.g., IEPs
- Contribute to behaviour management within the school and take charge of situations to allow the Teacher to continue to work with the rest of the class

- Undertake support activities for the Teacher as required

Support for the Curriculum:

- Implement agreed learning activities/teaching programmes, adjusting activities according to student responses/needs
- Implement local and national learning strategies e.g. literacy, numeracy, KS3, KS4 and make effective use of opportunities provided by other learning activities to support the development of relevant skills
- Provide additional tuition for children who need extra support with ICT
- Help students to access learning activities through specialist support

Support for the School:

- Be aware of, and comply with, policies and procedures, e.g., child protection, health, safety, and security, confidentiality, and data protection, reporting all concerns to an appropriate person
- Supervise students on visits, trips and out-of-school activities as required
- Develop and maintain effective relationships with staff, parents, carers, or relevant external agencies
- Attend and participate in regular meetings as required
- Recognise own strengths and areas of expertise and use them to advise and support others

Support for School/Academy/Place of work:

- Participate in staff events by arrangement
- Attend Staff Meetings
- Contribute and participate in Trust events and activities where possible
- Develop and maintain effective working relationships with other staff and parents/carers
- Adhere to the Trust values
- Follow school policies, practices, and procedures

Data security:

- Act in accordance with legal provisions regulating confidentiality and security of data and information in accordance with GDPR regulations

Health and Safety:

- Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions
- Co-operate with the Trust on all issues to do with Health, Safety & Welfare
- Work/operate all equipment with Health and Safety and other legal regulations, including risk assessments

- Contribute to the maintenance of a safe and healthy environment

Continuing Professional Development:

- In conjunction with the line manager, take responsibility for personal professional development, keeping up to date with research and developments related to school/academy/place of work efficiency, which may lead to improvements in the day-to-day running of the Trust
- Undertake any necessary and identified professional development taking full advantage of any relevant training and development available, particularly when related to the use of ICT, for data management and record keeping
- Maintain a professional portfolio of evidence to support the Performance Management process – evaluating and improving own practice

Child Protection and Safeguarding

- The post holder will have a shared responsibility for safeguarding all children and young people. The post holder also has an implicit duty to promote the welfare of all children and young people
- Inform the Child Protection Officer of any issues relating to the safety and well-being of students

The post holder will undertake any other duties commensurate with the grade of the post, in consultation with the line manager

This job description is subject to review and may be changed following consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the Trust in relation to the post holder's professional responsibilities and duties.

The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.

All staff will be subject to an enhanced check with the Disclosure & Barring Service.

Updated: February 2026

Person Specification Teaching Assistant Level 3	Assessment Key: A = Application Form I = Interview
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Education and Qualification		Essential	Desirable	Assessment
1	Good educational background with GCSE or equivalent in English Language and Maths	✓		A
2	Level 3 or above Teaching Assistant qualification or willingness to work towards this		✓	A
Experience		Essential	Desirable	Assessment
3	Experience of supporting children in a classroom environment, including those with a range of learning needs or challenging behaviour		✓	A/I
4	Experience of working with children across all key stages with evidence of having achieved successful pupil outcomes		✓	A/I
5	Experience of working closely with parents in successful home-school partnerships that support pupils' needs		✓	A/I
Knowledge and understanding		Essential	Desirable	Assessment
6	Understanding of the education system	✓		A/I
7	A good knowledge of the SEND Code of Practice		✓	A/I

8	Understanding of how children learn	✓		A/I
9	Understanding of phonics, numeracy, and literacy development	✓		I
10	A sound grasp of the concept of inclusive practice	✓		I
11	Knowledge of the concept of confidentiality	✓		I
12	Awareness of child protection issues	✓		I
13	First aid certificate		✓	A
Skills and abilities		Essential	Desirable	Assessment
14	Skilled at making and sustaining positive relationships with children	✓		I
15	Skilled at developing children's self-esteem and motivation so that they become resilient, independent learners	✓		I
16	Able to work closely with pupils who are finding learning difficult, or those who have experienced a feeling of failure	✓		I
17	Capable of planning intervention work, assessing the needs and achievements of children and maintaining appropriate records	✓		I
18	Excellent written and oral communication skills	✓		I
19	Ability to contribute to team meetings and contribute ideas	✓		I
Personal Qualities		Essential	Desirable	Assessment



20	Willingness to undergo further training and development	✓		I
21	Positive and enthusiastic approach towards work	✓		I
22	Ability to act on own initiative	✓		I
23	Kindness and empathy towards students and colleagues	✓		I
24	Ability to work as part of a team effectively	✓		I
Child Protection		Essential	Desirable	Assessment
25	Support the Academy policies on safeguarding and child protection	✓		A/I
Other		Essential	Desirable	Assessment
26	Flexibility of working hours	✓		A/I