Lunchtime Level 1 Teaching Assistant

Tweendykes School & Sixth Form

We are Humber Education Trust.



Application Pack

We are Humber Education Trust.



Our vision is to develop a high performing Multi Academy Trust that delivers the very best educational experience for all children and young people.

We grow, develop, support and improve our schools across the Trust, with a clear focus on raising standards, encouraging innovation and strengthening the ethos of the Trust to ensure that we have a positive impact on all of the children and young people within the Trust.

As a partnership, our strength lies in a common purpose: high aspirations, moral values, care and support; yet celebrates our individual uniqueness. As a trust, we drive these aims further and faster for the benefit of our pupils and our communities.

We are delighted to be recognised as one of the top performing Multi-Academy Trusts in the country*.

Humber Education Trust is supported by a strong Trust Board who provide effective support and the challenge required to ensure that we build on our track record of excellence to provide strategic partnerships to improve quality, share best practice and operate effectively and efficiently. We believe passionately that every penny that comes into a school should be spent on the development and provision of a first-class standard of education for all.

Humber Education Trust is a growing trust of 17 schools (13 primary schools and 4 special schools). We have a strong moral purpose and a determination to provide the best education possible for the children in our care.

- We always put the needs of children first
- We celebrate what joins us and also what makes our schools unique
- We embrace links with other education providers as we seek the best outcomes for children
- We have high aspirations for everyone in the school community
- We personalise the support offered to pupils, staff members and schools alike
- We believe in system leadership
- We are passionate educators of everyone in the school community
- We welcome challenge as this promotes positive change
- We are determined to achieve the best outcomes for every individual
- We are relentless in our pursuit of excellence

Thank you for showing an interest in working within our Trust. I wish you well with your application.

*(based on KS2 outcomes and Trusts with more than 10 schools)



Rachel Wilkes OBE

Chief Executive Officer

Adelaide Primary School · Broadacre Primary School · Bude Park Primary School · Cambridge Park Academy · CPA · Clifton Primary School · Frederick Holmes School · Ganton School · Highlands Primary School · Kingswood Parks Primary School · Maybury · Neasden Primary School · Parkstone Primary School · St. Nicholas Primary School · Tweendykes School & Sixth Form · Woodland Primary School

Visions and Values

We are Humber Education Trust.

Our strength lies in a common purpose: high aspirations, moral values, care and support; yet celebrates our individual uniqueness. This is inclusion in its truest sense. We recognise that as every child needs different things to achieve the same end point, their full potential, so too do the schools that nurture and develop those children.

One size does not fit all.

Our commitment stretches across the breadth of our community with children firmly at the heart of all that we do. We are outward looking, embracing links with other education providers and agencies as we all seek the best outcomes for children.

We believe in innovative staff development opportunities at all levels, so that our teams enable our pupils and families to shine. We are passionate educators, both of ourselves and of others, prioritising resources to have the greatest impact, every minute of every day, on the children we serve.

We welcome challenge as this promotes positive change. Our determination to achieve the best outcomes for every individual means that we are relentless in our pursuit of excellence. Only our best is good enough.

This is us. Humber Education Trust.



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Where everybody counts, every moment matters.

Tweendykes
School & Sixth Form

Lunchtime Level 1 Teaching Assistant

LEVEL 1 TEACHING ASSISTANT

TWEENDYKES SCHOOL & SIXTH FORM

Grade & Scale point: 3, scp 4-5
Salary: £26,016 - £26,428 FTE, £4,540 - £4,612 Actual, £13.48 - £13.70/hr
Hours of work: 7.5 hours per week Monday – Friday 12.00pm-1.30pm
Contract: Fixed term contract until 23 July 2027, Term-time + 5 days (195 days)
Start date: ASAP following pre-employment checks

Tweendykes School & Sixth Form is a thriving community special school for children and young people aged 3–19 with severe learning difficulties. We are proud of the outstanding quality of education and support we provide and are seeking to strengthen our team through the appointment of a (Specialist) Level 1 Teaching and Learning Support Assistant to work during the lunchtime period.

Many of our pupils have complex medical needs alongside learning and communication difficulties. In this rewarding role, you will work across the school, supporting pupils both individually and in small groups within the classroom environment. Our pupils require high levels of adult support to access the curriculum, develop independence, and participate fully in school life, including assistance with personal care routines.

At Tweendykes, we believe that every child should come to school excited about the day ahead and leave with a sense of achievement and success. Our dedicated and highly skilled team is committed to providing the very best educational opportunities, enabling every pupil to thrive and reach their full potential.

JOB REQUIREMENTS:

- Contribute to planning and evaluation of learning, providing detailed and regular feedback to teachers on learners' attainment, progress, behaviour and attitudes to learning
- Supervises and provides specialist support for individuals with SEN, disabilities, personal and health needs, EAL, etc. ensuring their safety and access to learning activities
- Support the academic, social, emotional and development of individuals and groups of learners understanding clearly how children, young people and vulnerable adults with complex and Special Educational Needs learn
- Assist with the development and implementation of Individual Education / Behaviour Plans and Personal Care programmes
- Sets challenging and demanding expectations and promotes self-esteem and independence

THE SUCCESSFUL CANDIDATE WILL HAVE:

- Understanding of National Curriculum, EYFS Guidance and other codes of practice e.g. SEN, Equalities, Safeguarding
- Effective use of ICT to support teaching and learning
- Ability to interact well using courtesy, tact and diplomacy and negotiation skills

- Ability to establish professional, effective working relationships with a range of partners/colleagues and children and young people.

AS A MEMBER OF HUMBER EDUCATION TRUST, WE OFFER:

- Commitment to securing the very best provision and outcomes for all children.
- A Trust with expertise in every area of the curriculum, both in primary and special settings, through our trust-wide teaching and development programmes and communities of practice.
- Outstanding individually tailored continual professional development for staff at all levels.
- Staff who feel valued and supported in their roles.
- A caring and safe environment where we recognise the diverse needs of our community, ensuring our young people from all backgrounds thrive.
- Ethical working with mutual respect and collaboration.

HOW TO APPLY:

Please visit our Eteach careers page to apply for this vacancy and submit with an optional cover letter. All candidates are advised to refer to the job description and person specification before making an application. Early application is encouraged. We will review applications throughout the advertising period and therefore reserve the right to close the advert early should sufficient applications be received.

If you have any queries regarding the role or application process, please contact Anna Zdral, Hr Administrator at Tweendykes School & Sixth Form via azdral@tweendykes.het.academy

Visits to the school are encouraged, please ring to make an appointment.

Closing date for completed applications: 8am, Monday 23 November 2026
Interview date: TBC

As part of Humber Education Trust's recruitment processes, in accordance with statutory Keeping Children Safe in Education guidance, an online search will be carried out on all shortlisted candidates. Those shortlisted for interview will also be required to complete a self-declaration of their criminal record or information that would make them unsuitable to work with children.

CONDITIONAL OFFER:

Any offer of employment to this post will be subject to receipt of a satisfactory enhanced disclosure from the Disclosure Barring Service, Children's Barred List Check, Section 128 check where applicable, identity checks, medical clearance, proof of qualifications, satisfactory references and eligibility to work in the UK checks. Shortlisted candidates will be subject to an online search and required to complete a self-declaration of their criminal record.

SAFEGUARDING STATEMENT:

Humber Education Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. We particularly welcome applications from underrepresented groups including ethnicity, gender, transgender, age, disability, sexual orientation or religion.

Teaching Assistant Level 1

SCHOOL:	Tweendykes School & Sixth Form	**GRADE:**	Grade 3
JOB TITLE:	Teaching Assistant Level 1 – Special School	**DATE:**	April 2021
		Evaluation:	HET64

DIGNITY AT WORK: To show, at all times, a personal commitment to treating all stakeholders and colleagues in a fair and respectful way, which gives positive regard to people's differences and individuality (for example, age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation). Assists in ensuring equal access to services and employment opportunities for everyone and promotes the Equal Opportunities in Employment Policy adopted by the Trust.

PURPOSE: To work under the direct instruction of teaching/senior staff, usually in the classroom with the teacher, to support access to learning for pupils and provide general and specific assistance to the teacher in the management of pupils and the classroom.

PRINCIPAL ACCOUNTABILITIES:	
1.	To promote and safeguard the welfare of children, young people and/or vulnerable adults
SUPPORT FOR PUPILS	
2.	Attends to the pupils' personal needs, and implement related personal programmes, including social, health, physical, hygiene, first aid and welfare matters
	Supervises and supports pupils ensuring their safety and access to learning
	Establishes good relationships with pupils, acting as a role model and being aware of and responding appropriately to individual needs
	Promotes the inclusion and acceptance of all pupils
	Encourages pupils to interact with others and engage in activities led by the teacher
	Encourages pupils to act independently as appropriate
SUPPORT FOR THE TEACHER	
3.	Prepares classroom as directed for lessons and clear afterwards and assists with the display of pupils' work
	Be aware of pupil problems/progress/achievements and report to the teacher as agreed
	Supports the teacher in managing pupil behaviour, reporting difficulties as appropriate
	Undertakes pupil record keeping as requested
	Gathers/report information from/to parents/carers as directed
	Provides clerical/admin. support e.g. photocopying, typing, filing, collecting money, etc.
SUPPORT FOR THE CURRICULUM	
4.	Supports pupils to understand instructions
	Supports pupils to access learning in the classroom
	Supports pupils in using basic ICT as directed
	Prepares and maintains equipment/resources as directed by the teacher and assists pupils in their use

SUPPORT FOR THE SCHOOL	
5.	Is aware of and complies with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
	Is aware of and supports difference and ensure all pupils have equal access to opportunities to learn and develop
	Contributes to the overall ethos/work/aims of the school
	Appreciates and support the role of other professionals
	Participates in training and other learning activities and performance development as required and attends relevant meetings as required
	Assists with the supervision of pupils out of lesson times, including before and after school and at lunchtimes
	Accompanies teaching staff and pupils on visits, trips and out of school activities as required
	The Health and Safety at Work etc. Act 1974 and associated legislation places responsibilities for health and safety on the school, as your employer and you as an employee. In addition to the employer's overall duties, the post holder has personal responsibility for their own health and safety and that of other employees; additional and more specific responsibilities are identified in the Health and Safety policy adopted by the school.

GENERAL:
The above principal accountabilities are not exhaustive and may vary without changing the character of the job or level of responsibility. The post-holder must be flexible to ensure the operational needs of the school are met. This includes the undertaking of duties of a similar nature and responsibility as and when required, throughout the various work places in the school.

DIMENSIONS:

1. **Responsibility for Staff:** None

2. **Responsibility for Customers/Clients:**
The postholder is responsible for working with the pupils, their parents and other staff members, following agreed plans and protocols.

3. **Responsibility for Budgets:** None

4. **Responsibility for Physical Resources:**
The postholder is responsible, along with all other staff, to safeguard and protect the school's resources to the best of their ability and not to misuse or misplace school property.

WORKING RELATIONSHIPS:

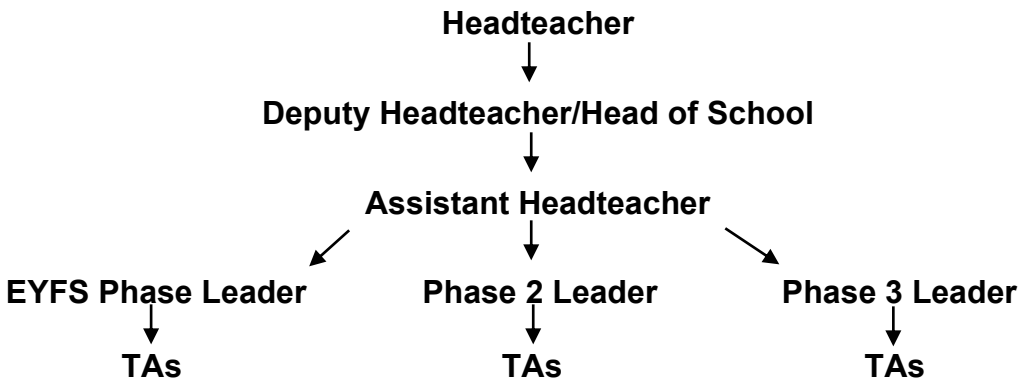
1. **Within School:**
All school staff, pupils, parents, governors and the community.

2. **Within Trust:**
Other school-based staff.

3. **With External Bodies to the School/Academy:**
Educational support staff, educational support services, other schools and educational establishments, other public services and community representatives.

Teaching Assistant Level 1

ORGANISATION CHART:



	Not applicable	Low	Moderate	High	Very High	Intense
PHYSICAL DEMANDS: Physical Effort and/or Strain – (tiredness, aches and pains over and above that normally incurred in a day to day office environment).		✓				
WORKING CONDITIONS: Working Conditions **–** (exposure to objectionable, uncomfortable or noxious conditions over and above that normally incurred in a day to day office environment).		✓				
EMOTIONAL DEMANDS: Exposure to objectionable situations over and above that normally incurred in a day to day office environment.			✓			

PERSON SPECIFICATION

	The information listed as essential is used as part of the job evaluation process. The requirements identified as desirable are used for recruitment purposes only. **Codes: AF = Application Form, I = Interview, CQ = Certificate of Qualification, R = References (should only be used for posts requiring DBS's), T = Test/Assessment, P = Presentation*	**Essential**	**Desirable**	**How identified**
1.	**Qualifications:**			
	GCSE English and maths Grade A-C (or equivalent – e.g. Certificate in Adult Literacy / Numeracy Level 2)		✓	**AF, CQ**
	Safeguarding Level 1		✓	**AF, CQ**
	Training in the relevant strategies e.g. literacy and/or in particular curriculum or learning area e.g. bi-lingual, sign language, dyslexia, ICT, maths, English, CACHE etc		✓	**AF**
	First Aid Certificate		✓	**AF, CQ**
2.	**Relevant Experience:**			
	Experience of working with or caring for children of relevant age	✓		**AF, I**
	Experience of working with and supporting children in a learning environment who have SEN		✓	**AF**
3.	**Skills (including thinking challenge/mental demands):**			
	Motivation to work with children and young people	✓		**I, R**
	Ability to form and maintain appropriate relationships and personal boundaries with children and young people.	✓		**I, R**
	Ability to support pupils learning consistently whilst recognising and responding to their individual needs.	✓		**AF, I, R**
	Good numeracy/literacy skills	✓		**AF, I, R**
	Use of other basic equipment/technology – iPads, photocopier	✓		**AF**
4.	**Knowledge:**			
	A knowledge and commitment to safeguarding and promoting the welfare of children and young people	✓		**I, R**
	Knowledge of curriculum and P scales	✓		**AF, I**
	Knowledge of relevant polices/codes of practice and awareness of relevant legislation	✓		**AF, I**
	Working knowledge of national/foundation stage curriculum and other relevant learning programmes/strategies		✓	**AF, I**
	Understanding of principles of child development and learning processes		✓	**AF, I**
	Knowledge of Child Protection procedures and issues	✓		**AF, I**
	Awareness of Health and Safety issues	✓		**AF, I**
5.	**Interpersonal/Communication Skills:** **Verbal Skills**			
	Ability to establish professional, effective working relationships with a range of partners/colleagues and children and young people	✓		**AF, I**
	Ability to establish good professional relationships and effective working relationships with a range of partners/colleagues and pupils at a variety of levels.	✓		**AF, I, R**
	Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these	✓		**AF, I**
	Ability to relate well to children and adults	✓		**AF, I**

PERSON SPECIFICATION

The information listed as essential is used as part of the job evaluation process. The requirements identified as desirable are used for recruitment purposes only. **Codes: AF = Application Form, I = Interview, CQ = Certificate of Qualification, R = References (should only be used for posts requiring DBS's), T = Test/Assessment, P = Presentation*		**Essential**	**Desirable**	**How identified**
	Written Skills			
	Good written skills	✓		**AF, I**
6.	**Other:**			
	Participates in development and training opportunities	✓		**AF**
	Flexible approach to working arrangements. The postholder must be flexible to ensure the operational needs of the school are met.	✓		**AF**
The requirements listed below are not considered during the job evaluation process, but are essential requirements for the role that will be assessed during the recruitment process.				
7.	**Disclosure of Criminal Record:**			
	The successful candidate's appointment will be subject to the school/academy obtaining a satisfactory Enhanced and Barring List Disclosure from the Disclosure and Barring Service.	✓		DBS Disclosure

I have read and accept the role of Teaching Assistant Level 1:

Name: Signed: Date:

Tweendykes
School & Sixth Form

Join Our Team

We value our employees



The following **benefits** are available to employees within our academies:

Financial

- Competitive Salary
- Teacher's Pension & Local Government Pension Scheme
- Occupational Sick Pay
- Generous Leave of Absence Policy

Family Friendly

- Maternity, paternity and adoption leave
- Parental and dependent care leave
- Flexible working

Employee Benefits - Permanent Contracted Employees & Fixed Term

- Staff Wellbeing EAP - 24/7 support
- Confidential GP, nurse and counselling service
- Physiotherapy
- SAS Gym and 12 week weight management programme
- Preparing parents programme
- Financial wellbeing support
- Discounts on high street brands and stores via online discount platforms
- Discounted Gym Membership
- Discounted hotels via Hilton, Hampton by Hilton and Marriott Hotels

Professional Development

- Continuous Professional Development for all staff including mentoring and professional coaching
- Access to further qualifications, leadership courses, apprenticeships
- Supportive, diverse staff team, committed to collaboration and improvement, who will work with you to achieve your goals and make a difference to children and young people

The opportunity to make a real difference to the lives of our students

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