Specialist Teaching & Learning Support Assistant

Frederick Holmes School

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

(Specialist) Teaching & Learning Support Assistant

(SPECIALIST) TEACHING & LEARNING SUPPORT ASSISTANT

FREDERICK HOLMES SCHOOL

Grade & Scale point: 4, Scp 5-7
Salary: £26,428 - £27,274 FTE, £20,495 - £21,151 Actual, £13.70 - £14.14/hr
Hours of work: 33.33 hours per week, Monday - Friday
Contract: Permanent,
Term-time + 5 days (195 days)
Start date: ASAP following pre-employment checks

We are committed to delivering an exceptional standard of education and are seeking to further strengthen our team through the appointment of a (Specialist) Teaching & Learning Support Assistant.

Our pupils present a diverse range of complex needs, including medical, learning, physical, and communication challenges. The successful candidate will work flexibly across the school, providing tailored support to individual pupils and contributing effectively to group learning within the classroom.

Many of our pupils require a high level of adult support to engage fully with the curriculum, as well as assistance with personal care routines, medical needs, and physical management programmes. While previous experience in these areas is advantageous, it is not essential. Comprehensive training and ongoing professional support will be provided.

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.

If you believe in the children in Hull, are passionate about our community and truly want to make a difference then we would love to hear from you.

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 Teaching & Learning Ambassadors and peer networks.
- 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. 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.

Closing date for completed applications: 8am, Monday 2 November 2026
Interview date: w/c 9 November 2026

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.

(Specialist) Teaching & Learning Support Assistant

SCHOOL: Frederick Holmes School **GRADE:** 4

JOB TITLE: (Specialist) Teaching and Learning Support Assistant **JE NUMBER:** HET61

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 instructions and guidance of teaching staff within and outside the classroom to:

- Provide effective support as required
- 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
- Provide effective support to maximise the attainment and accelerate the progress of individuals and groups of learners across all phases and stages
- Support the personal, physical, social and mental health needs of learners as per school policies, procedures and individual plans, including attending any and all relevant CPD/training to facilitate this.

PRINCIPAL ACCOUNTABILITIES:	
Support for pupils	
1	Be proactive in the promotion of the welfare, health and safety of children, young people and vulnerable adults, including assisting in the maintenance of a safe environment for pupils and staff
2	Supervises and provides specialist support for individuals with SEN, disabilities, personal and health needs, EAL ensuring etc their safety and access to learning activities
3	Assists with the development and implementation of Individual Education/Behaviour Plans and Personal/Health Care programmes
4	Supports the growth and intellectual development of all learners relevant to their starting point and individual needs
5	Establishes constructive relationships with children, young people and vulnerable adults and interacts with them according to individual needs and abilities
6	Promotes the inclusion, engagement and participation of all learners
7	Support children, young people and vulnerable adults in their learning and development eg through the acquisition of cognitive, learning and functional skills by speaking clearly and eloquently
8	Attends to all learners' personal needs including help with social, welfare, care and health matters, including toileting, dressing, feeding, mobility, etc.
9	Sets challenging and demanding expectations and promotes self-esteem and independence
10	Encourages children, young people and vulnerable adults to interact with others and engage in activities led by the teacher.
11	Provide feedback to learners in relation to progress towards academic, social, behavioural and learning to learn skills
12	Provide support via coaching and mentoring and modelling an enthusiasm for improving personal performance
13	To liaise closely with appropriate staff in relation to safeguarding, behaviour and wellbeing issues

(Specialist) Teaching & Learning Support Assistant

Support for Teachers	
1	Creates and maintains a purposeful, orderly and supportive environment (both indoor and outdoor), de-cluttering and maintaining child friendly spaces at all times.
2	Develops displays within and outside the classroom
3	Provides clerical/admin. support e.g. photocopying, typing, filing, money, administer coursework, routine tests and invigilates exams etc.
4	Assists with the planning and delivery of learning activities
5	Assists in the monitoring and marking of learners' responses to learning activities, makes use of the school's tracking data and completes accurate records
6	Provides detailed and regular feedback to teachers on learners' attainment, progress, behaviour and attitudes to learning
7	Contributes to planning and evaluation of learning and assists in the recording of learners' progress
8	Encourages pupils/students to develop as independent learners in line with their needs and abilities
9	Promotes good pupil and student behaviour, dealing promptly with conflict and incidents in line with School procedures and encourage learners to take responsibility for their own behaviour
Support for the curriculum	
1	Undertakes structured and agreed learning activities/teaching programmes, adjusting activities according to learner responses including during pupil and student breaks and lunchtimes.
2	Under the direction of senior staff delivers bespoke intervention and enrichment programmes e.g. literacy, numeracy, Guided Reading, phonics, spelling, Language Development, Early Years, social skills recording achievement and progress and feeding back to the teacher.
3	Supports the use of ICT in learning activities and develop learners' competence and independence in its use.
4	Prepares, maintains and use equipment/resources required to meet the lesson plans/relevant learning activity and assists learners in their use.
Support for the school	
1	Awareness of and complies with all school policies and procedures, including those relating to child protection, safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
2	Awareness of the diverse needs of all learners to ensure equal access to opportunities to learn and develop.
3	Supports and challenges high levels of attendance and punctuality
4	Attends all CPD training, including on-line training and/or meetings as required including First Aid, Moving & Handling, TEAM TEACH, Health & Safety and the participation in performance development
5	Contributes to the overall ethos/work/aims of the school.
6	Appreciates and supports the role of other professionals.
7	Undertakes the supervision of pupils out of lesson times, including before and after school, at lunch times and at break times
8	Leads out of school learning activities
9	Accompanies teaching staff and pupils/students on visits and out of school activities as required and takes responsibility for an individual or group under the supervision of the teacher/visit leader.
10	Participates in discussions with parents/carers and other professionals under the general direction of a teacher.
11	The Health and Safety at Work etc. Act 1974 and associated legislation places responsibilities for health and safety on Schools, as your employer and you as an employee. In addition to the school'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 Schools Health and Safety policy.

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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 academy 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 academy and before and after the school day.

DIMENSIONS:

1. Responsibility for Staff:
None.

2. Responsibility for Stakeholders/Clients:
Under the direction of the teacher/senior staff responsibility for working with a named individual or identified group of learners, their parents and other staff members, following agreed plans and protocols.

3. Responsibility for Budgets:
None.

4. Responsibility for Physical Resources:
Safe use, moving and storage of all equipment used in the course of the role.

WORKING RELATIONSHIPS:

1. Within Service Area/Section:
Responsible for pupils/students in their daily care, colleagues within the school, parents and governors

2. With Any Other Areas (where applicable)
Educational support staff and educational support services
Other schools within HET and educational establishments

3. With External Bodies to the Academy
Responsible for engaging in training
Public and Health Services
Community Representatives
Local Authority

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ORGANISATION CHART:
Headteacher Deputy Headteacher/Head of School Assistant Head Teacher/Phase leader Teachers Senior (Specialist) T&L Support Assistant (Specialist) T&L Support Assistant

	Not applicable	Low	Moderate	High	Very High	Intense	Supporting Information
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.			✓				Occasional rudeness and confrontational behaviour from pupils and very rarely, parents

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Frederick Holmes School

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, EOI = Expression of Interest Form, CQ = Certificate of Qualification, R = References, 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
	NVQ Level 2 Teaching Assistant Qualification		✓	AF
	Safeguarding Level 1		✓	AF
	First Aid / Paediatric First Aid		✓	AF
	Bespoke training relevant to role, including First Aid, Speech and Language, TOTT		✓	AF
2.	**Relevant Experience:**			
	Experience of working with or caring for children, young people and/or vulnerable adults	✓		AF
	Experience of working with and supporting children, young people and/or vulnerable adults in a learning environment who have SEN, in particular learning disabilities		✓	AF/R
	Assisting teachers in accurately assessing the performance of pupils and providing appropriate feedback to the teacher		✓	R/I
	Experience of establishing constructive relationships, communication with pupils, parents and staff, agencies and professionals		✓	AF
	Experience of assisting in the maintenance of pupils' records		✓	R/I
	Involvement in teaching of phonics in whole class and small group activities		✓	AF
	Effective use of ICT	✓		R/I
	Led out of school learning / activities		✓	AF
	Delivered intervention with positive measurable impact	✓		R/I
3.	**Skills (including thinking challenge/mental demands):**			
	Ability to be flexible to adapt to changing workload demands and new school challenges	✓		R/I
	Motivation to work with children, young people and/or vulnerable adults	✓		R/I
	Competent ICT skills	✓		R/I
	Ability to form and maintain appropriate relationships and personal boundaries with children, young people and/or vulnerable adults	✓		R/I
4.	**Knowledge:**			
	Understanding of child development and how children learn	✓		R/I
	A knowledge and commitment to safeguarding and promoting the welfare of children, young people and/or vulnerable adults	✓		R/I
	Understanding of National Curriculum, EYFS Guidance and other codes of practice e.g. SEN, Equalities	✓		R/I
	Sound knowledge of phonics and guided reading within school in order to raise attainment in reading		✓	R/I
	A knowledge of SEN and autism specific strategies, including PECS, TEACCH, Intensive Interaction		✓	AF, R/I
	Working knowledge of ICT including use of Ipads, Microsoft Office and email	✓		R/I

PERSON SPECIFICATION

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	Knowledge of Health and Safety requirements	✓		I
5.	**Interpersonal/Communication Skills: Verbal Skills**			
	Relates well to children, young people and/or vulnerable adults by recognising age / stage of development and individual needs	✓		R/I
	Ability to interact well using courtesy, tact and diplomacy and negotiation skills	✓		R/I
	Ability to establish professional, effective working relationships with a range of partners/colleagues and children and young people.	✓		R/I
	Speaks clearly and accurately using grammatically correct spoken English	✓		R/I
	Ability to work constructively and proactively as part of a team, understands classroom roles and working within this position as part of a team	✓		R/I
	Effective communication skills to model good practice for pupils and stakeholders	✓		R/I
	Written Skills			
	Highly competent written skills, including spelling and grammar, including use of ICT	✓		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.			
6	**Additional Requirements:**			
	Maintains high levels of confidentiality at all times	✓		R/I
	Makes a commitment to the wider life of the school	✓		R/I
	Ability to present a smart professional image in line with the Dress Code of the School	✓		R/I
	Engage in additional training and development including being proactive in identifying own development needs	✓		AF
	Self-motivation and personal drive to complete tasks to the required time scales and quality standards	✓		AF
	Strives for excellence and ways to improve their own performance and the performance of the school	✓		AF
7.	**Disclosure of Criminal Record:**			
	The successful candidate's appointment will be subject to the 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 (Specialist) Teaching & Learning Support Assistant.

Name: Signed: Date:

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.

HumberEducationTrust

Where everybody counts, every moment matters.

Frederick Holmes School

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

HumberEducationTrust

HumberEducationTrust

Where everybody counts, every moment matters.