

Level 2 SEND Teaching Assistant

Discovery Special Academy

Job Ref: DSA339

————— *'To transform children's life chances.'* —————



**TEES VALLEY
EDUCATION**
www.teesvalleyeducation.co.uk



Letter From Katrina Morley OBE

- Chief Executive Officer
Tees Valley Education Trust



Dear Applicant,

Thank you for expressing your interest in joining Tees Valley Education Trust.

At Tees Valley Education Trust, we hold a steadfast belief that excellence is a birthright. Every child, regardless of their circumstances, deserves access to a world-class education. Our academy Head Teachers operate in an atmosphere of trust, honesty, and integrity, underpinned by an unwavering commitment to excellence for all children and young people. As a Trust, we embrace a philosophy of “no excuses or barriers” in education, ensuring that every child has the opportunity to thrive.

Our academies are located in areas of significant deprivation, and we are passionately committed to the transformative power of education in changing lives. By joining us, you will become part of a brilliant and dedicated team. Across our Trust, all staff—regardless of role—work together with a shared vision: to transform children’s life chances.

We are equally committed to supporting our staff. At Tees Valley Education Trust, we ensure that our leaders and teachers have the time and resources to fulfill their professional duties and responsibilities. We offer a vibrant, supportive, and friendly atmosphere where you will be encouraged to develop both personally and professionally.

Enclosed with this recruitment pack, you will find the job advert, job description, person specification, safeguarding information, and guidance on how to apply. If you wish to apply, please ensure that you complete the application form in full. Kindly note that we do not accept curriculum vitae; only information provided in the application form will be considered.

Thank you once again for considering a position with Tees Valley Education Trust. We look forward to receiving your application.

Yours faithfully,

A handwritten signature in black ink, appearing to read 'Katrina Morley', written in a cursive style.

Katrina Morley OBE
Chief Executive Officer
Tees Valley Education Trust

Introduction

Tees Valley Education's foundation and journey to date

Tees Valley Education Multi-Academy Trust (TVEd) was established in 2005, building on five years of successful collaboration between Brambles and Pennyman Primary Academies. This partnership laid the foundation for a trust committed to excellence in education and community impact. Later that year, Dormanstown joined the trust, further strengthening its reach and capabilities. In 2018, Wilton Primary Academy became part of the trust, marking another significant milestone in its growth.

That same year, TVEd proudly opened Discovery Special Academy, the first free school in Middlesbrough, providing tailored education to children with special educational needs. In August 2022, Discovery Special Academy transitioned into a state-of-the-art, purpose-designed building, enabling the expansion of its provision to include secondary-age children.

2025 is a milestone year for the Trust as it proudly marks its 10th anniversary. Over the past decade, the Trust has dedicated itself to fostering positive change and making a meaningful impact in the community. This special anniversary offers an opportunity to reflect on its achievements, celebrate the partnerships and support that have made them possible, and renew its commitment to building a brighter future. The Trust looks forward to continuing its journey towards leaving a 100-year legacy of innovation, growth, and service for generations to come.



Strategic Partners

The Trust is committed to excellence and innovation, we therefore, invest heavily in a range of strategic partnerships. These are designed to:

- Maximise progress and entitlement of all children and young people
- Support continuous staff development
- Offer community and social impact, at scale
- Collaborate with and engage in a range of research and learning partnerships
- Lobby, influence and contribute to regional and national policy
- Contribute to a 100-year legacy around the Trust USP's – SEND & Inclusion, The Arts and STEM



PTI



Schools
North East



SSAT



Teesside
University



Ambition
Institute



IQM

CHARTERED
COLLEGE OF
TEACHING

Chartered
College of
Teaching



Fair Education
Alliance



Apple



PIXL



Whole
Education



Forum
Strategy

View all [Strategic Partners](#) here

Mission & Values

Mission

Our mission is to deliver educational excellence for all of our children by fostering a culture of creativity, curiosity, care, courage and commitment.

Vision

'To transform children's life chances'



Diamond Standards



Commitment

To be dedicated, hard working and always try our best.



Courage

To be adventurous, bold and brave



Care

To be kind to ourselves, each other and our communities.



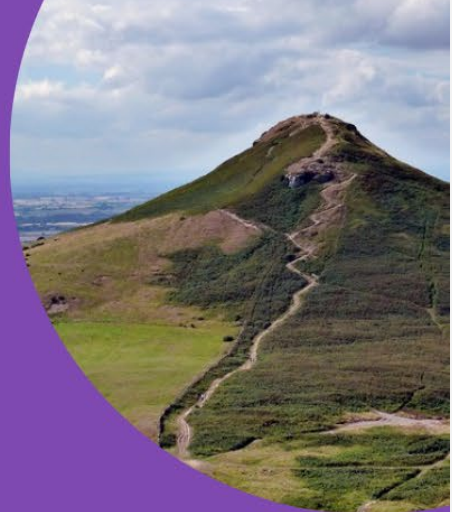
Curiosity

To be inquisitive, excited and explore.



Creativity

To use our talents to imagine, innovate and inspire.



TVEd Staff Charter



Complimentary refreshments for staff



Free annual flu vaccination available for all staff upon request



Trust and academy deadlines are publicised well in advance



Sensible pragmatic approach to data collections



Dedicated planning, preparation and assessment (PPA) for all teaching staff



Wellbeing service free for all staff including counselling, life style support and medical referrals



Dedicated space for teaching and learning



Open door policy



A range of staff social, sports and fun sessions including team celebrations



Opportunities for professional development through excellent CPD support



Constructive and research based approach to drop ins and lesson observations within a learning community



Communication policy to protect time outside of the academy



On site parking



End of term team celebration events



Diamond Standards to celebrate all staff who have excelled in one if not all of the 5C's



Dedicated staff room and facilities



Always well informed with all elements of school life through regular communications



Staff are recognised for their over and above contribution they make in line with existing policies

ADVERTISEMENT

Level 2 SEND Teaching Assistant

Status: Permanent

Required: 1.9.2025

Salary: NJC point 6-7 £25,989 - £26,402 (NJC POINT 6 - Actual Salary PRO-RATA £21,241)

Hours: 35 hours per week, term time only +1 weeks (5 x PD Days)

Reporting to: Executive Headteacher

About the Trust

The Trust was established in 2015 and provides education and enrichment activities to more than 1100 children across five Academies, located in Middlesbrough and Redcar and Cleveland local authority areas. Academies within the Trust are:

- Brambles Primary Academy (3 to 11 years),
- Discovery Special Academy (2 to 16 years),
- Dormanstown Primary Academy (3 to 11 years),
- Pennyman Primary Academy (3 to 11 years), and
- Wilton Primary Academy (3 to 11 years).

About the role we are looking to appoint:

Discovery Special Academy is seeking to appoint a pro-active, enthusiastic, energetic and reliable Level 2 Teaching Assistant to join the Tees Valley Education Trust. This position would be to work with children from nursery to Year 11 with complex learning, sensory, communication and behaviour needs. Experience working with children with significant sensory and behaviour needs is required. As a Level 2 Teaching Assistant, you will work alongside the class teacher, helping pupils to get the most out of their learning and supporting individuals or groups of pupils.

You will be contributing to and participating in the team working ethos of the provision whilst maintaining its core values by:

- Supporting families to ensure that their children attend school regularly and make good progress;
- supporting children to be kept safe and work positively with a range of stakeholders to protect children;
- and enabling children to be successful through supporting excellent attitudes towards learning and behaviour.

What we are looking for:

We are looking for people who have experience of working with children with complex SEND, are interested in their development and learning and have good organisational and communication skills. We ask that all staff working with our children hold qualifications in English and mathematics that are at least equivalent to GCSE grade 'C'. Qualification as a teaching assistant (or equivalent) is essential.

What the Trust will provide the successful candidate:

- A workplace where all staff are valued and treated with respect as outlined within the Trust's Diamond Standards
- A passionate, enthusiastic and supportive Leadership Team

- A listening and learning organisation where all staff are encouraged to be curious and share ideas for the Trust/academies/team to improve
- Hard working, committed and dedicated staff who strive to gain the best outcomes for all children across the Trust's academies
- Dedicated approach to children's learning to encourage them all to be the best they can be
- Career enhancement opportunities within areas of interest as well as supporting ongoing professional development and training specific to job role
- Dedicated line manager to discuss work streams and capacity
- Free access to the Trust's Wellbeing offer, which includes counselling, access to GP and Mindfulness.
- Benefits of the Trust's Staff Charter which can be found at [TVED Staff Charter](#).

Safeguarding requirements for the role:

Tees Valley Education Multi Academy Trust is committed to safeguarding and promoting the welfare of children. All appointments will be subject to a satisfactory enhanced DBS check.

This post is exempt from the Rehabilitation of Offenders Act 1974 and, therefore, all convictions, cautions and bind-overs, including those regarded as "spent" must be declared. The Trust's Recruitment of Ex-Offender policy can be requested or visit the Trust's website.

Applications are invited from prospective candidates who demonstrate that they are able to meet the essential criteria set out in the person specification and who have the vision, values and tenacity to join an outstanding team and help continue the journey towards excellence.

JOB DESCRIPTION

To work under the instruction/guidance of teaching/senior staff to undertake work/care/support programmes, to enable access to learning for pupils and to assist the teacher in the management of pupils and the classroom. Work may be carried out in the classroom or outside the main teaching area. This includes 1:1 work supporting children with complex sensory, social and emotional needs.

MAIN DUTIES AND RESPONSIBILITIES

- Use skills/training/experience to support identified individual/groups of pupils including those with special needs, ensuring their safety and access to learning activities
- Promote the education and well-being of pupils identified as having, or at risk of developing, social, emotional and mental health difficulties
- Help pupils to overcome distressed behaviours and dysregulation
- Assist in the development and implementation of individual support/behaviour/care plans
- Establish constructive relationships with pupils and interact with them according to individual needs
- Supervise pupils who may be working outside normal timetables or who need 1:1 support outside of the classroom
- Promote the inclusion and acceptance of all pupils
- Encourage pupils to interact with others and engage in activities led by the teacher
- Set challenging and demanding expectations and promote self-esteem and independence
- Supervise pupils and ensure they are happy and safe at playtimes and lunchtimes

SUPPORT FOR THE TEACHER

- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of pupils' work
- Use strategies, in liaison with the teacher, to support pupils to achieve learning and wellbeing goals
- Monitor pupils' responses to learning activities and accurately record achievement/progress as directed
- Provide detailed and regular feedback to teachers on pupil achievement, progress, problems etc.
- Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
- Establish constructive relationships with parents/carers
- Provide general resource support

SUPPORT FOR THE CURRICULUM

- Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses
- Undertake programmes linked to agreed learning strategies, recording achievement and progress and feeding back to the teacher
- Support the use of accessible technology (e.g. augmentative and alternative communication aids) in learning activities and develop pupils' competence and independence in its use
- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use

SUPPORT FOR THE ACADEMY

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school
- Attend and participate in relevant meetings as required
- Participate in training and other learning activities and performance development as required
- Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtime
- Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher

The job holder may be required to undertake additional duties as could be reasonably required in exceptional or emergency situations.

The job holder may be required to work flexibly between the hours of 8am and 6pm.

The job holder may be required to work across the academy group.

The job holder may be required to undertake additional training e.g. first aid, Positive Handling.

PERSON SPECIFICATION

QUALIFICATIONS		E/D
GCSE grade C or above in English and Mathematics (equivalent qualifications considered)		E
NVQ level 2 or above qualification (or equivalent) in a relevant area		E
EXPERIENCE		
Experience of working with children with complex SEND including distressed behaviours		E
Experience of working in a relevant classroom environment		E
Experience of supporting pupils with sensory needs		D
KNOWLEDGE, ABILITIES AND SKILLS		
Ability to relate well to children		E
Knowledge and experience of a range of strategies to support children with SLD and complex needs such as: PECS, Makaton, Eye Gaze, Sensory Integration		E
Basic understanding of child development and learning		E
Ability to supervise and assist individual/groups of pupils and support with behaviour and therapy needs		E
Ability to work as part of a team, following instructions and on own initiative		E
Good communication skills including the use of standard English		E
Ability to relate well to parents/carers		E
Ability to use time effectively to enable work to be prioritised, accurate and for deadlines to be met		E
Knowledge of the concept of confidentiality		E
Commitment to safeguarding and protecting the welfare of children and young people		E
Working knowledge of classroom roles and responsibilities		D
Ability to assess children's development		D
Be able to plan and deliver structured learning activities and after school activities for individuals and groups of children		D
Experience of delivering interventions and being able to provide feedback on progress		D
First Aid Certificate		D

E– Essential D - Desirable

Important: In the first instance, applications are assessed against the criteria listed above, in addition to overall presentation, use of standard English and grammatical accuracy. Where applications do not meet the expected standard, they will be rejected before being matched to the person specification.

HOW TO APPLY AND EXPLANATORY NOTES OF THE PROCESS

An application form is attached below. Application packs can be downloaded or printed directly from the Trust website www.teesvalleyeducation.co.uk or requested from the academy. Only applications via the Trust's official application form will be accepted. Please do not submit a CV as substitute for part or full application form, the information will not be accepted or considered.

If you are submitting your completed application form by e-mail to Recruitment@discoveryspecialacademy.org.uk - please be aware the academy cannot be responsible for any formatting anomalies when printing. If you are unable to submit an electronic application form, handwritten or electronic printed copies should be posted or hand delivered to the following address for the attention of Miss Jennifer Duncan.

Discovery Special Academy
Sandy Flatts Lane
MIDDLESBROUGH
TS5 7YN

Shortlisting Process

After the closing date, short listing will be conducted by a panel, who will match your skills/experience against the criteria in the Person Specification. You will be selected for interview entirely on the contents of your application form, so please read the Job Description and Person Specification carefully before you complete your form.

Shortlisted candidates will receive:

- Letter confirming interview details.
- Details of original ID documentation is required to confirm candidates. Photocopies or certified copies are not accepted.
- Criminal Record Self-Declaration Form, which must be brought on the day of the interview in a sealed envelope.

References for successful Candidate/s

We may seek references for shortlisted candidate/s and we may also approach previous employers for information to verify particular experience or qualifications before the interview. Any relevant issues arising from references will be taken up post interview.

Interview process

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children, including:

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Emotional resilience in working with challenging behaviours
- Attitudes to use of authority and maintaining discipline

Conditional Offer: Pre-Employment Checks

Any offer to a successful candidate will be conditional upon:

- Verification of right to work in the UK
- Receipt of at least two satisfactory references (if these have not already been received)
- Verification of identity checks and qualifications
- Satisfactory enhanced DBS check
- Verification of professional status such e.g. QTS Status, NPQH (where required)
- Satisfactory completion of a Health Assessment
- Satisfactory completion of the probationary period (where relevant)
- Where the successful candidate has worked or been resident overseas in the previous five years, such checks and confirmations as may be required in accordance with statutory guidance.

Please contact the academy office on 01642 248333 to arrange a visit.

For your information, the recruitment timetable is detailed below:

Closing date: Monday 23rd June 2025 at 9am

Shortlisting date: Monday 23rd June 2025 at 9am

Interview date: Friday 27th June 2025

EQUALITIES INFORMATION AND OBJECTIVES STATEMENT

As an academy we ensure that our vision, values and ethos meet the expectations of the equality and diversity guidelines and legislation set out by the Equality and Human Rights Commission. This includes the following 9 protected characteristics:

1. Age
2. Disability
3. Gender Reassignment
4. Marriage and Civil Partnerships
5. Pregnancy and Maternity
6. Race
7. Religion or belief
8. Sex
9. Sexual Orientation

Objectives Statement

1. To support children's sensory, academic and communication skills to enable them to develop holistically.
2. To ensure high expectations across all aspects of the academy (as outlined in objective 1) to ensure children make the best progress according to their individual starting points.
3. To continue to monitor attendance of all groups of children in the academy.
4. To review levels of parental and pupil engagement in learning and academy life, across all activities and ensure equality and fairness in access and engagement.
5. To ensure the academy environment is as accessible as possible to pupils, staff and visitors.



TEES VALLEY
EDUCATION
www.teesvalleyeducation.co.uk
