

# **SEND Teaching Assistant**

## **Candidate Information Pack**

# **Huyton with Roby CE**

## **Primary School**



# About Liverpool Diocesan Schools Trust

## We believe

Jesus said, 'Let the children come to me.' (Mt 19).

We believe that we are fulfilling this command when we enable children of all faiths and none to flourish in our schools. The Liverpool Diocesan Schools Trust (LDST) has an important role to play in improving the attainment of pupils across the Diocesan region.

## What is our Purpose?

**Working together with our school communities, providing an excellent education and life-enhancing relationships with the Christian faith and Jesus Christ.**

We do this through:

- Being a family of schools that is committed to well-being and supporting each other, so that all children, learners and staff across our Trust, flourish.
- Connecting with each other to share practice and provide an excellent education that is built on distinctly Christian values.
- A commitment to inclusion, ensuring that all learners thrive through an education that teaches wisdom, instils hope, nurtures community, and embeds dignity and respect.
- Strong bonds of collaboration, innovative approaches to education and a shared purpose amongst schools, families, and communities.

## What is our vision?

As a Diocesan Trust, our Christian values are intrinsically linked to our commitment to provide an innovative, high quality education, so that children and learners make excellent progress and fulfil their academic potential, by ensuring that:

- We live out our **Christian values** to **develop future citizens** who can contribute positively to a caring, compassionate nation.
- We share a Trust-wide commitment to providing an **education** that enables children and learners to **flourish and achieve** - academically spiritually, morally, socially, culturally, physically.
- We celebrate **diversity, address inequality, overcome disadvantage** and **raise aspirations** so that learners can achieve their **highest academic potential**.
- Access to an **inspirational curriculum** and **excellent teaching** enables our children to acquire a **deep body of knowledge** and a zest for **life-long learning**.

- Our schools can thrive under outstanding **local leadership**, accountable to the Executive team and Board of Directors.
- We identify **talents** and provide opportunities for **staff** to develop, pursue career developments and contribute significantly to **wider improvements**
- We maintain a strong emphasis on **safeguarding** and the **mental health and well-being** of all our pupils and staff.
- Our schools are self-sustaining, **inclusive learning communities** of professionals who **connect and collaborate** to **share best practice** and **innovative approaches rooted in informed evidence**.

## Our Core Values

### We value Difference

We are respectful of the:

- **Uniqueness** of each individual school
- **Differences** within each school and community

### We value Local

- Providing aligned support and central services to empower local leaders to make local decisions that meet the needs of the local communities

### We value Collaboration

- We value the opportunities to **collaborate** and work as a **team** to improve outcomes across our Trust

### We value Inclusion

- We welcome **all** and are committed to ensuring that **each pupil** receives an educational experience related to their **own** personal gifts or needs
- We celebrate **diversity** and the individual talents of our pupils and staff

We welcome pupils of all faiths and none

**We are a fully inclusive organisation and encourage applications from individuals from minority communities.**

# About Huyton with Roby CE Primary School



*'Teach children how they should live, and they will remember it all their lives.'*

*Proverbs Chapter 22 verse 6*

Our mission is to see each child reach their full potential within a secure and caring environment. We seek to develop in our children an understanding of the Christian faith. We aim to be a welcoming and stimulating school that has strong links with home, our churches and the wider community.

Huyton with Roby is a popular and successful school. As a Church of England school our Christian values underpin all that we do, and we have close links with two local churches. We joined LDST in February 2018 to deepen these links and to continue to improve the education we provide to our children.

We are very proud of our 2022 OFSTED where we were rated as Good. This rating rewards the hard work and commitment of our staff to school improvement. We will continue improving and reach our goal of being Outstanding, so that all our children reach their full potential.

Our staff are committed to raising standards for all pupils. They pride themselves on working effectively together and in partnership with parents, to provide a caring and supportive learning environment.

We want children to enjoy their education and develop an enthusiasm for learning. To facilitate this we take full advantage of our fantastic surroundings including; a meadow, an adventure trail, and woodland. By integrating these into learning we provide a range of rewarding learning experiences that encourage, challenge and extend the abilities of our children.

We are proud of our school and encourage you to visit our website, which we hope will give you a real insight into what makes us a truly successful and happy school.

# Job Description

Title: SEND Teaching Assistant Level 2

Salary: Pay Band D SCP5 – SCP6 £25,584 - £25,989 FTE pro rata.

(Actual salary approx. £19,464, - £19,957 per annum)

Plus SEN Allowance £1539 per annum FTE pro rata.

Hours: 32 hours per week as required by the school, 39 weeks per year within a school day of 8.30 – 3.30, Monday to Friday.

Accountable to: SENDCO / Headteacher

Location: Huyton with Roby Primary School

## MAIN PURPOSE

To work with and supervise the physical/general care of individuals and groups of children under the direction the teacher, providing general support to the teacher in the management of pupils in the classroom. When required to take part in the planning, development and implementation of programmes of support for pupils with special educational needs.

## MAIN DUTIES

### Support for Pupils

Supervise and provide particular support for pupils, including those with special needs, ensuring their safety and access to learning activities.

Deal with the personal care and comfort of pupils as required in relation to welfare, health, hygiene, toileting, dressing, feeding, mobility and administering of medicines.

Establish good working relationships with pupils acting as a role model.

Encourage pupils to interact with others and engage in activities led by the teacher.

Assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes.

Promote inclusion and acceptance of all pupils, self esteem and independence.

Provide feedback to pupils in relation to progress and achievement under the guidance and direction of the teacher.

Support the use of specialist equipment and procedures including, moving and handling to meet a child's individual needs.

Respond to pupils minor medical problems administering basic first aid where appropriately trained.

### **Support for the Teacher**

Create and maintain a purposeful, orderly and supportive environment in accordance with lesson plans.

In liaison with the teacher, utilise strategies to support pupils in achieving learning goals.

Assist with the display of children's work.

Provide detailed and regular feedback to teachers on pupils' achievements and progress in agreed format.

Promote good pupil behaviour, dealing promptly with conflict and incidents and encouraging pupils to take responsibility for their own behaviour in line with established school policy.

Provide clerical/administrative support (e.g. photocopying, word processing, filing, collecting money etc.)

Undertake routine tests and invigilate exams and undertake routine marking of pupils' work.

Establish constructive relationships with parents/carers.

Undertake pupil record keeping as requested.

To contribute to the review of pupils' needs.

Be involved in the planning, development and implementation of programmes of support for pupils with special educational needs.

To escort pupils as necessary and assist in movement around the school.

### **Support for the Curriculum**

Provide support for structured and agreed learning activities/learning programmes, taking into consideration pupils learning styles.

Support Literacy/Numeracy programmes, recording achievements and progress and providing appropriate reports and feedback for the teacher.

Support the use of IT 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 School**

To be aware of and comply with school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.

Contribute to the school ethos, aims and development/improvement plan.

Be aware of and support difference and ensure all pupils have equal access to opportunities to learn, develop and feel valued, respecting their social, cultural, linguistic, religious and ethnic background.

Work as part of a team appreciating and supporting the role of other people in the team.

Attend and participate in meetings as required.

Assist with the supervision of pupils out of lesson times, including before and after school, if appropriate, and within working hours.

Undertake personal development through training and other learning activities including performance management as required.

Accompany teaching staff and pupils on visits, trips and out of school activities as required.

Assist with the organisation, routines and upkeep of the wider learning environment.

This job description is intended to clarify the main duties and responsibilities of the post, but it is not intended to be an exhaustive list of all the tasks undertaken by the post. The jobholder will be expected to carry out such professional tasks as are commensurate with the duties and responsibilities of the post.

Liverpool Diocesan Schools Trust is committed to safeguarding and promoting the welfare of children and we expect all staff and volunteers to share this commitment to keeping children safe. Any offer of employment will be subject to statutory pre-employment checks including satisfactory references, online checks, Enhanced DBS, and Barred List checks. This post is exempt from the provisions of the Rehabilitation of Offenders Act 1974 (as amended in 2013 & 2020) and shortlisted candidates will be required to disclose any relevant criminal history prior to interview. Candidates must also be able to demonstrate their Right to Work in the United Kingdom.

<h2 style="text-align: center;">Person Specification – SEND TA</h2>	<b>Essential (E) or Desirable (D)</b>
<p><b>Skills</b></p> <p><b>Communication &amp; Influence</b></p> <p>Communicates in a clear, accurate and succinct manner to delivering information to the right person ensuring they understand the message.</p> <ul style="list-style-type: none"> <li>Ensures that method of communication is appropriate to achieve the required result.</li> <li>Provides factual information as requested or re-directs requests to a more appropriate person.</li> </ul> <p><b>Team working</b></p> <ul style="list-style-type: none"> <li>Acts in a manner consistent with team goals, standards and values, actively co-operating with colleagues in own area.</li> <li>Maintains open and honest relationships with colleagues and shows sensitivity to the needs and feelings of others.</li> <li>Actively listens to take account of others' views and opinions.</li> <li>Works with the team to generate solutions and reach consensus.</li> </ul> <p><b>Organisational Awareness</b></p> <ul style="list-style-type: none"> <li>Demonstrates a broad knowledge of the school's and Trust's activities and how they contribute to the school's performance as a whole.</li> <li>Is able to describe the current activities in their area and whole school developments.</li> <li>Demonstrates how own job performance contributes to the school's vision.</li> </ul> <p><b>Adaptability</b></p> <ul style="list-style-type: none"> <li>Responds positively to change.</li> <li>Helps others to understand the need and reasons for change.</li> <li>Effectively implements new ideas and methods to adapt working practices.</li> <li>Helps plan, develop, set up and monitor systems and processes to effect change.</li> <li>Challenges conventional thinking and existing practices.</li> </ul>	<p style="text-align: center;"><b>E</b></p> <p style="text-align: center;"><b>E</b></p> <p style="text-align: center;"><b>E</b></p> <p style="text-align: center;"><b>E</b></p>
<p><b>Qualifications and Experience</b></p> <ul style="list-style-type: none"> <li>NVQ 2 for Teaching Assistant or equivalent qualification/experience</li> <li>Level 2 qualification or equivalent in Maths/numeracy and English/literacy</li> <li>Training in relevant learning strategies e.g. literacy / numeracy.</li> <li>Experience working with and or caring for children of relevant age/subject area in an educational setting</li> <li>Experience of resource preparation to support learning programmes.</li> <li>Experience with speech and language programmes desirable</li> <li>Willingness to undertake appropriate first aid training.</li> <li>Experience of using technology in educational setting</li> <li>Willingness to participate in relevant training and development opportunities</li> </ul>	<p style="text-align: center;"><b>E</b></p> <p style="text-align: center;"><b>E</b></p> <p style="text-align: center;"><b>D</b></p> <p style="text-align: center;"><b>E</b></p> <p style="text-align: center;"><b>E</b></p> <p style="text-align: center;"><b>D</b></p> <p style="text-align: center;"><b>D</b></p> <p style="text-align: center;"><b>D</b></p> <p style="text-align: center;"><b>E</b></p>

<p><b>Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>• Understanding and working knowledge of national/foundation stage curriculum and other learning programmes (within specified age range/subject area) e.g. knowledge of core subject areas etc.</li> <li>• Understanding and working knowledge of principles of child development, learning styles and in particular barriers to learning.</li> <li>• Understanding of the range of support services/providers.</li> <li>• Understanding of inclusion, especially within a school setting.</li> <li>• Ability to relate well to children and adults</li> </ul>	<p><b>D</b></p> <p><b>E</b></p> <p><b>D</b></p> <p><b>E</b></p> <p><b>E</b></p>
<p><b>Professional Values and Practice</b></p> <ul style="list-style-type: none"> <li>• Demonstrates high expectations for all pupils.</li> <li>• Ability to build and maintain successful relationships with pupils, treat them consistently, with respect and consideration and demonstrate concern for them development as learners.</li> <li>• Ability to work collaboratively with colleagues and carry out the role effectively, knowing when to seek help and advice.</li> <li>• Ability to improve your own practice through observations, evaluation and discussion with colleagues.</li> </ul>	<p><b>E</b></p> <p><b>E</b></p> <p><b>E</b></p> <p><b>E</b></p>

# How to Apply

## Application Process

The application process for this role is a 2-stage process:

- Application form
- Interview

To be considered for this role you must complete the LDST application form. We are unable to accept CV applications, or applications from agencies.

Once the closing date has been reached all applications will be reviewed. The candidates who best demonstrate the skills listed in the person specification in their application will be invited to interview.

To ask any questions, or to submit your completed application form, please email [huytonwithroby@LDST.org.uk](mailto:huytonwithroby@LDST.org.uk) or call 0151 477 8460.

LDST reserves the right not to progress candidates to the next stage of the process, or not to appoint to the role if candidates fail to demonstrate the essential criteria in the person specification.

Applicants from overseas are advised to obtain an overseas criminal check before they apply for a visa as the post is in the education sector.

**Closing Date: Friday 13<sup>th</sup> March 2026 – midday**

**Shortlisting: Monday 16<sup>th</sup> March 2026**

**Interview Date: Thursday 26<sup>th</sup> January 2026 (times TBC)**

**Start Date of Post: As soon as possible.**

## **Our Trust Prayer**

Heavenly Father,  
Let peace, friendship and love grow in our schools.  
Send the Holy Spirit to give  
excellence to our learning  
love to our actions and  
joy to our worship.  
Guide us to help others,  
so that we may all  
Learn, Love and Achieve, Together with Jesus.  
Amen