



# **The Axholme Academy Recruitment pack**

Teaching Assistant  
July 2025

# Contents

Principal's Welcome	2
Recruitment Process Details	4
Job Description	6
Person Specification	8
The Axholme Academy Vision and Mission	10
Strategic Planning	11
Staffing	12
Teaching and Learning	15
Curriculum	16
Workload and Wellbeing	17

## Welcome from the Principal



## Welcome to The Axholme Academy

Our mission is to provide the highest standards of all round education for every student so that students at The Axholme Academy go 'Beyond Expectations'.

We focus on our students being Ready and Able to Learn and thus be highly successful and independent. At The Axholme Academy we believe that every student really does matter and every student really can achieve. No student at The Axholme Academy is seen as a statistic or can be 'lost amongst the crowd' - each student is most definitely known and valued as an individual. The Axholme Academy will provide exactly the type of education and opportunities for your son or daughter to flourish and be successful in life.

Our students are simply fantastic - they are ambitious, independent, thoughtful and responsible. The Axholme Academy has an extremely dedicated, talented and conscientious team of staff who work together to provide a high standard of teaching, excellent pastoral care and professional support services.

Success at The Axholme Academy is achieved through the energy and commitment of students and staff working closely together and also through strong relationships with

parents and carers. We match the curriculum studied closely with the talents, abilities and ambitions of our students so that individual excellence will be achieved.

Principal – Mr D Keogh  
An 11-16 Academy  
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## Recruitment Process Details

### Teaching Assistant

We are delighted to be recruiting a suitably qualified, enthusiastic and hard-working Teaching Assistant to work with students with special educational needs, under the direction of the SENDCO.

We teach an ambitious and rigorous academic curriculum with a clear focus on supporting all students to achieve positive outcomes and go 'Beyond Expectations'. You will work under the guidance of the SENDCO in addressing the need of students who require help to overcome barriers to learning both inside and outside the classroom, in order to achieve their full potential.

We'd like to hear from candidates who are:

- Passionate about making a real difference to the lives of children
- Well organised and motivated to support students of all abilities and needs
- Energetic and have a can-do attitude
- Committed to safeguarding and the well-being of everyone at the school
- Experienced at working with (or have a desire to work with) children with special educational needs, who have a real passion to support and enable the learning and development of the children in our academy
- Able to support learners within their classroom environment as well as their personal and social development during socialising periods through unstructured times including accessing the academy pledge

Applicants with experience and qualifications as well as applicants with a desire to start a career in this field will be considered. What is important to us is that we appoint someone who is totally committed to the post and can demonstrate the ability to consistently support our quality first Teaching and Learning across the academy. We need someone who will work effectively and enthusiastically with our SENDCO and other colleagues to meet the needs of students who need extra support to meet their potential.

In return, we can offer:

- a positive and supportive working environment focused on student progress and achievement with a relentless focus on going 'Beyond Expectations'.
- An exciting opportunity to join an academy with a fantastic cohort of students and a highly supportive staff and leadership team.
- Training and CPD opportunities.

The Axholme Academy is an ambitious, forward thinking and friendly Academy

5

serving the market town of Crowle and surrounding villages. We are increasingly becoming the first choice school for parents in the local area, not just those in our traditional catchment area of the market town of Crowle and surrounding villages but also those traditionally catered for by different local authorities. This has led to us increasing the number of students on roll year on year which in turn has enabled us to increase the number of staff that we employ thereby further improving the quality of our provision. As such the Academy is now oversubscribed in the majority of year groups.

In March 2023 Ofsted confirmed that The Axholme Academy continues to provide a good education for students. Please find the report attached [HERE](#).

In order to make an application please visit the vacancies section on our website [www.theaxholmeacademy.com](http://www.theaxholmeacademy.com) where you will also find further information about the Academy. Applications should be e-mailed to [hr@theaxholmeacademy.com](mailto:hr@theaxholmeacademy.com)

If this post attracts sufficient interest before the closing date, we may decide to close this vacancy at an earlier date, so an early application is advised.

Visits and informal discussions with the Principal and/or SENDCO are very welcome; please call or e-mail the Academy to arrange.

The Axholme Academy is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Any offer of employment to this post will be subject to receipt of a satisfactory Enhanced Disclosure from the Disclosure and Barring Service.

**Start Date:** September 2025

Closing Date: Wednesday 16th July 2025 12 noon

Shortlisting : Wednesday 16th July 2025

Interviews: Thursday 17th July

## Job Description

**Job Title:** Teaching Assistant (Level 2)

30.25 hrs per week term time only

**Remuneration:** Grade 4 SCP 3-5 Actual Salary £16,227

**Reporting to:** SENDCO, Deputy SENDCO, SLT

### Core Role/Activity

1. To be a teaching assistant at the Axholme Academy/within the Specialist Resource Provision (SRP)
2. To work to the best of ability at all times
3. To work towards the Academy vision

### Core Responsibilities

1. Support the academic, social and emotional progress of students and ensure health needs are met
2. Work with individual students and small groups under the guidance of SENDCO/Deputy SENDCO, class teacher, or Senior Leader to implement and deliver programmes of work.
3. Use own initiative in delivering and implementing learning activities by application of specific skills, knowledge and experience of those students with whom they are working.
4. Assist students with personal self-care.
5. Help individual students or groups of students to access the differentiated curriculum, including assisting with the planning and evaluation of learning activities.
6. Assists with general administration and supports classroom management, including creating differentiated learning resources for students with whom they are working.
7. Implements strategies within Student Pen Portraits and assist the teacher to support students with whom they are working.
8. Plan and deliver small group intervention sessions for students with Special Educational needs under the direction of the SENDCO/Deputy SENDCO.
9. Complete half termly reports on the progress of students who are involved in intervention programmes.
10. Implement 1:1 programmes devised by professionals, including but not limited to, Educational Psychology, Autism Spectrum Education Team, and Occupational Therapy; under the direction of the SENDCO/Deputy SENDCO.
11. Helps to promote student good behaviour and discipline through positive interactions with the students and role modelling appropriate behaviour at all times.
12. Shares with the teacher, colleagues and supporting professionals, parents and carers, issues of concern and positive feedback about the student's welfare and achievements.
13. Participates in CPD and disseminates specialist knowledge to colleagues within the team and whole school.

14. Work as a mentor to specified students with Special Educational Needs following the Academy mentoring policy.
15. Follow all guidelines as set out by JCQ when facilitating access arrangements within examinations.
16. Actively encourage students with additional needs to take part in activities beyond the curriculum.
17. Supervises students at breaks, lunchtimes, between lesson transitions, before and after school as directed by the SENDCO, taking own breaks at appropriate times.
18. Administers medication following the academy's clearly defined policy and follows basic first aid procedures.
19. Undertake First Aid training as required.
20. Attends and contributes to team meetings, and meetings with professionals where appropriate. Contributes to the annual review of a student's EHCP where relevant.
21. Contributes to the Academy Improvement Plan, and the Department Improvement Plan, by taking responsibility for specific areas of work under the direction of the SENDCO.
22. Supervises students on educational visits and out of classroom activities allowing those with Special Educational Needs to take part alongside their peers, following an appropriate risk assessment.
23. Follows all academy policies and procedures including but not limited to: Health and Safety Policy, Child Protection and Safeguarding Policy, Social Media Policy, Anti Bullying and Harassment Policy, and GDPR and Data Protection Policy.
24. Participates in an appropriate performance management programme.
25. Promotes the academy's expectations, vision and ethos at all times.

### **Knowledge, Skill and Experience Required**

- Knowledge of skills and strategies for working with students with Special Educational Needs
- Excellent communication skills, including an ability to communicate orally and in writing
- Time management and organisational skills
- Ability to use ICT within interventions and as a means of communication
- Knowledge of strategies which promote good behaviour and discipline
- An ability to work independently

### **Creativity and Innovation**

- Monitors and is responsive to student learning and behaviour at all times by making adjustments to activities within interventions
- Monitors and is responsive to student personal needs and communication
- Uses their knowledge of individual needs to contribute to the planning and review of the differentiated curriculum and shares this knowledge with the teacher
- Uses assessment data to plan and implement small group sessions under the direction of the SENDCO
- Maintains an up to date log of all intervention work carried out

- Recognises when it is necessary to implement de-escalation strategies as agreed by the SENDCO
- Take action to meet individual student needs as they arise to avoid undue physical or mental stress

### **Working with others**

- Communicates effectively with the SENDCO/Deputy SENDCO, teachers, other professionals and parents whenever the need arises
- Responds appropriately to all attempts of communication by the students
- Establish good relationships with teaching staff to ensure that good progress is made by all students

### **Work Demands**

All intervention sessions should be carried out as per the given timetable and all other activities are as directed within school hours, there is no requirement to work outside of school hours, however time to complete individual tasks will vary.

Disruptions may be caused by unplanned absences of staff and students and unexpected visits by parents and professionals.

### **Physical Demands**

Sits for lessons with students but may have sustained periods of physical activity, involving bending, crouching, lifting, turning, standing, walking and running, e.g. in PE lessons, when meeting a student's personal care needs, when taking students for off-site educational visits, when students embark onto and disembark from home-school transport.

Moves and handles students with physical disabilities, following approved procedures and using mechanical hoists and other aids when indicated as necessary by risk assessment.

The teaching assistant will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the assistant headteacher will carry out. The postholder may be required to do other duties appropriate to the level of the role

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post. The duties may be varied to meet the changing demands of the Academy at the reasonable discretion of the Principal.

# Person Specification

## Teaching Assistant

ATTRIBUTES	REQUIREMENTS	
	<i>Essential</i>	<i>Desirable</i>
<b>Qualifications and Training</b>	<ul style="list-style-type: none"> <li>• Good literacy and numeracy skills</li> <li>• Good basic education</li> </ul>	<ul style="list-style-type: none"> <li>• Level 2 Teaching Assistant or other appropriate qualification</li> <li>• First Aid qualification</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Experience of working with children in mainstream or specialist settings, in a paid or voluntary capacity</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of developing &amp; creating simple educational activities</li> <li>• Experience in the use of ICT</li> </ul>
<b>Skills and Knowledge</b>	<ul style="list-style-type: none"> <li>• Literacy skills</li> <li>• Numeracy skills</li> <li>• Communication skills</li> <li>• Time management &amp; organisational skills</li> <li>• Knowledge of child development &amp; children's personal development needs</li> <li>• Knowledge of strategies which promote good behaviour &amp; discipline</li> <li>• Knowledge of necessary safeguarding procedures when working with young people</li> </ul>	

## The Axholme Academy Vision and Mission:

At The Axholme Academy we aim to achieve excellence in all aspects of school life through high quality teaching and learning, a creative and challenging curriculum, and an ethos of support, in order to develop independent learners who are well prepared for the next stage of their lives.

*'Every learner is ready and able to go beyond expectations.'*

We achieve our vision through quality first teaching and a 5 year learning journey which enables every learner to be :

- Confident
- Ambitious
- Independent
- Resilient
- Responsible
- Aware
- Thoughtful
- Involved
- Reflective

We provide opportunities for every learner to achieve their best possible outcomes, make a positive contribution and be prepared for their future learning and life.

To achieve our vision we will:

- All share a relentless drive to improve the academy
- Have the highest expectations of all students and staff
- Ensure all students have high aspirations
- Recognise and reward success
- Deliver consistently high quality lessons which enable students to learn well
- Develop independent learning, communication, literacy and numeracy skills across all subject areas
- Provide a creative and challenging curriculum which is personalised to meet the needs of all students
- Create a variety of opportunities to promote students' spiritual, moral, social and cultural development
- Provide excellent information, advice and guidance to fully prepare students for their future education, employment and training

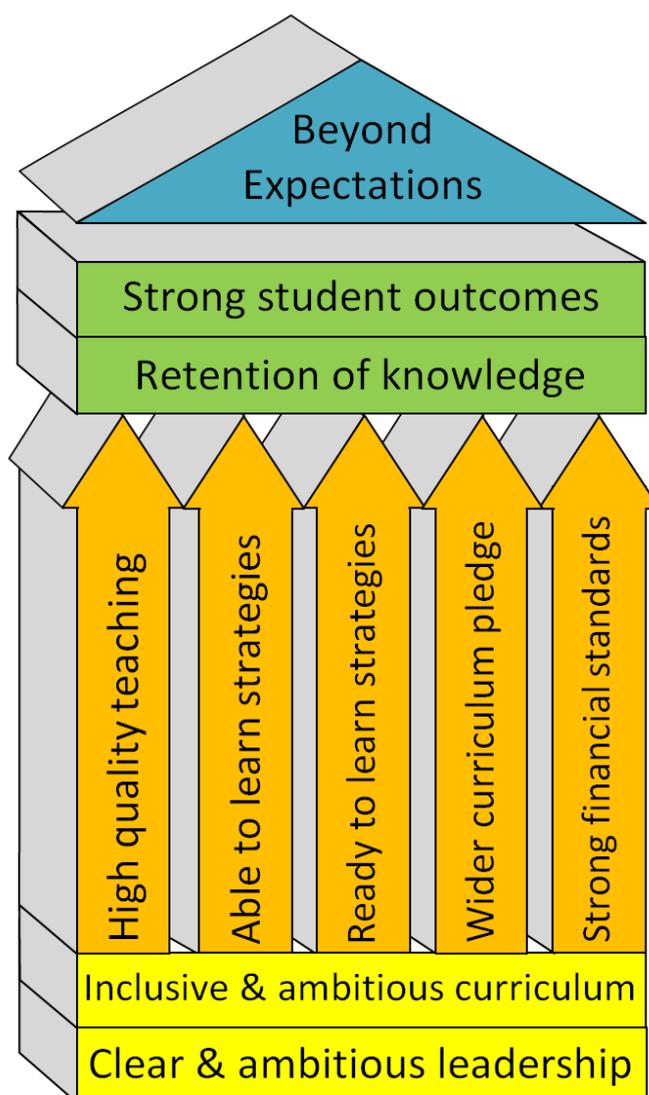
- Work with parents, carers, other schools and the wider community to provide the best opportunities for all students

## Strategic Planning

### Improvement Priorities 2022/23

Enable students to retain knowledge, make at least good progress in all subjects and gain the qualifications and cultural capital to succeed in life by:

- Embedding an ambitious, broad, well sequenced and structured curriculum
- Further improving the quality of teaching through the consistent use of high impact evidence based approaches
- Further improving students' readiness and ability to learn



## Staffing

Senior Leadership Team		
<b>Principal</b>	Damien Keogh	
<b>Vice-Principal</b>	Ben Creasy	
<b>Assistant Principals</b>	Liane Cooke Kate Causier	
<b>Business Leader</b>	Sophie Leggott	
Teaching and Educational Support Staff		
Subject	Subject Leader	Teacher
<b>Mathematics</b>	Dawn Robinson	Anna Brown Brett Pendrey Stephen Whitter Lisa Woodhall
<b>English</b>	Cat Mann	Rachel Aisbitt Kerrie Grantham Peter Kench Jane Laird
<b>Science &amp; ICT</b>	Marie Miriello	Zoe Hall Mick Liddle Anne-Marie Pendrey Brett Pendrey Ben Creasy (Computer Science)
<b>Humanities</b>	Natalie Henderson	Cheryl Carter (Geography) John Hardy (History) Richard Thorpe (History) Dan Wayte (Religious Ed)
<b>Creative Arts</b>	Hayley Childs	Adam Shah (Music)
<b>MFL</b>		Kate Causier Kristen Patrick
<b>Technology</b>		Liane Cooke (Textiles) Anne-Marie Pendrey (Food)

<b>Physical Education</b>	Lee Mason	Emma Winder Leah Underwood Julie Harrison	
<b>Teacher</b>	Emma Leigh	<b>Complementary Studies</b>	Emma Winder
<b>Vocational Lead</b>	Lee Mason	<b>Careers</b>	Liane Cooke

### Pastoral Staff/SEND/Support Staff

<b>DDSL</b>	Doreen Millward	<b>Ready to Learn Leader</b>	Ami Burton
<b>KS3 Ready to Learn Manager</b>	Samantha Ackroyd	<b>KS4 Ready to Learn Manager</b>	Danielle Shipman
<b>KS3 Able to Learn Leader</b>	Dan Wayte	<b>KS4 Able to Learn Leader</b>	Cheryl Carter
<b>SENDCO</b>	Julie Harrison	<b>Deputy SENDCO</b>	Emma Leigh
<b>HLTA</b>	Louise Parish	<b>Cover Supervisor</b>	John Hardy
<b>Teaching Assistant</b>	Steph Parkinson Diane Nunns	Hayley Coel Alex Finnegan Chloe Godfrey	Dan Leggott Anne Fisher

### Administrative and Support Staff

<b>Finance/HR Officer</b>	Amanda Audifferen	<b>Site Supervisor/ DT Technician</b>	Darren Hague
<b>Data Manager</b>	Nicky Sample	<b>Administrative Officer</b>	Kelly Boyd
<b>Attendance Officer</b>	Laura Flanagan	<b>Administrative Assistant</b>	Jo McBride
<b>Exams Officer</b>	Stacey Haith	<b>Finance/HR Assistant</b>	Rebecca Crow

<b>Administrative Assistant (SEN)</b>	Janet Kaye	<b>Communications &amp; Events Officer</b>	Ashlee Do Couto
<b>Site Assistant</b>	Mick Rudkin	<b>Network Manager</b>	Alberto Legido
<b>Science Technician</b>	Teresa Turner	<b>Technology Technician</b>	Kerry McVeigh

## Teaching and Learning



## T&L Policies/Procedures

The Axholme Academy provides Quality First Teaching to ensure our students are **Able to Learn**. We believe that students are Able to Learn when:

- The curriculum and lessons are well sequenced, structured and delivered
- Students think hard about their learning within and beyond the classroom
- Students are Ready to Learn

### Approach

Our evidence based Able to Learn Lesson Cycle (appendix 1) ensures that lessons are well structured to ensure that concepts and processes are introduced, understood and embedded.

Our **6Rs Independent Learning** Framework develops students lifelong learning skills and consists of:

1. REVIEW what has been learned to identify gaps
2. RESTRUCTURE information by producing revision materials
3. RETRIEVE information from memory by self-quizzing
4. REVISIT learning that hasn't been retained over time
5. REPEAT steps 2 and 3 until learning has been retained
6. REFLECT on how effectively you are using these independent learning activities

## Curriculum

### Our Curriculum Intent

At The Axholme Academy, our '5 Year Learning Journey' is designed to ensure that every learner is ready and able to go beyond expectations. This vision underpins three pillars upon which our curriculum is constructed, these are:

#### Pillar 1: Ready to Learn (RtL)

The Axholme Academy has Disruption Free lessons and our students are Ready to Learn. Our classrooms are spaces where learning can always take place because our approach is binary - students are either Ready to Learn or they are not. Three universal principles underpin our approach:

- Every student has the right to learn without disruption.
- Every teacher has the right to teach without disruption.
- Students are either Ready to Learn or they are not.

Our Ready to Learn strategies maximise the amount of curriculum time available for teachers to teach and for students to learn.

#### Pillar 2: Able to Learn (AtL)

The Axholme Academy provides Quality First Teaching to ensure our students are Able to Learn. We believe that students are Able to Learn when:

- The curriculum and lessons are well sequenced, structured and delivered.
- Students think hard about their learning within and beyond the classroom.
- Students are Ready to Learn.

All lessons are designed using our 'AtL Lesson Cycle'. This structure ensures that learning is introduced in small chunks, modelled using worked examples, scaffolded to develop confidence and practised to develop independence. Our approach to lesson planning and delivery has been informed by Rosenshine's Principles of Instruction, an evidence based approach proven to help students know more and be able to do more.

Strengths & Gaps Reports and Reflection Workbooks to ensure that all learners are

#### Pillar 3: Wider Curriculum Pledge:

Our wider curriculum provides all students with a range of experiences to equip them with the knowledge and cultural capital they need to succeed in life. Our pledge encourages students to be: Ambitious, Aware, Involved, Responsible and Thoughtful.

## Workload and Wellbeing



The biggest asset The Axholme Academy has is its staff; the biggest asset they have is their health and wellbeing. We aim to identify ways in which we can work together to make sure our school is a safe, caring and happy place to work which enhances individual wellbeing, through personal fulfilment and professional identity.

We believe that this will in turn benefit our students and our community. We spend more daylight hours in school than at home, so it is important that we can have ownership of many of the decisions that affect us and that we have agency in our working lives. Our approach to supporting staff wellbeing is detailed in our staff wellbeing policy.

At The Axholme Academy we aim to promote a healthy work-life balance for all staff, where hard work and dedication, as well as the challenges of working in the context of a one form entry school, are recognised.

We aim to do this by:

- Producing calendars of meetings, deadlines and events so that staff can plan ahead and manage their workload.

- Investing in staff CPD, including professional and academic qualifications, such as NPQML, NPQSL or Masters courses.
- Reducing workload:
  - No expectation to mark every piece of learning or write extensive comments.
  - No formal lesson observations
  - No grading of lessons
- Engaging staff in annual wellbeing questionnaires to listen to and identify their needs.
- Enforcing the rule that no emails should be sent out before 08:00, after 18:00 or at the weekends.
- There is no expectation for staff to respond to emails or carry out work outside of typical school working hours (08:00 - 18:00).
- Offering easy access to occupational health/professional mental health support where necessary.
- Offering staff meeting time to complete specific tasks, such as medium term planning, action planning and theme week planning

A blue banner with white text and an illustration of hands. The text is underlined and reads: "We have signed up to the education staff wellbeing charter to prioritise staff wellbeing". The illustration shows several hands of different colors (yellow, blue, green, pink) reaching towards the center, symbolizing unity and support.

**We have signed up to the  
education staff wellbeing charter  
to prioritise staff wellbeing**