# Teaching Assistant Level 2

**Part-time, Permanent, 39 weeks (term-time plus INSET days)**
**£28,598 (SCP G11) - £31,022 (SCP G14) pro-rata**
**Part-time hours available from 2 to 4 days per week (*but full working days required)***
**Working days; Monday 9am to 4.35pm; Tuesday to Friday 9am to 3.35pm**

**Closing Date: Thursday 30 October 2025**
**Interview Date: Friday 7 November 2025**

Evergreen School is a special school with two purpose-built campuses in Warwick. We have over 280 wonderful children and young people enrolled who are aged 4 to 19 years old. This is an exciting time to join our school as we continue to develop and expand, with a new curriculum and fantastic facilities including a swimming pool, hydrotherapy pool, sensory studios, Café and soft-play rooms.

We are looking for several part-time teaching assistants to join our team at the Deansway campus, where our pupils are primary aged. You may already have SEN experience or be in a mainstream setting, or have gained your experience, knowledge and skills somewhere else.

**This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is subject to an enhanced DBS disclosure (with child and adult's barred list check) and prohibition from teaching check. References and online checks will be completed at shortlisting stage.**

## We will offer the successful candidate:




If you feel that you have the personal qualities, experience, commitment and resilience to achieve our visions and aims, please **complete the online application form**. Please ensure that you refer to the criteria in the person specification when you complete your application.

https://www.evergreenschool.co.uk/about-us/vacancies/

**please note, CV's are not accepted, see attached Recruitment Pack for further information*

## About our School

Evergreen School is an all-through community special school across 2 separate campuses in Warwick. We have over 280 children and young people on roll ranging in age from 4 to 19 years old. Although our campuses aren't strictly split by age, our Deansway Campus provides for predominantly primary-aged children and our Brittain Lane Campus provides for secondary-aged children and young people.

We think that Evergreen School is a wonderful and exciting place to be and we know that we have the most incredible pupils. All of us here are learning all of the time. If you have the very highest standards and expectations for yourself and everyone around you, a passion for learning and developing and believe that working with children and young people is the greatest privilege anyone can ever have, then we think you will love it too.

*"My leadership philosophy centres around growth mindset, where each individual is encouraged and empowered to grow and develop. I want our children and young people to be excited, and most importantly happy turning up to school each day. Our children and young people deserve to have wonderful experiences of the world around them, learn new skills that are being delivered in an innovative way, thrive and be prepared to live in and contribute to their local community, grow as individuals, follow their interests and be the heartbeat of their curriculum. This individualised and tailored approach is the essence of specialist provision." (Nick, Executive Head Teacher)*

Class groups all have a teacher, senior teaching assistant and additional support staff and we have school nurses, and a pastoral team that work across the campuses. A multi-disciplinary team including speech and language therapists, physiotherapists, occupational therapists and a wide range of other professionals support the work of the teaching team.

Our pupils benefit from a broad range of educational resources and learning spaces. At our Deansway Campus, we have a swimming pool which is equipped with a sensory multi-media system, brand new outdoor play area, a soft play room, cookery rooms and sensory room. We also have a fantastic forest school site, and eco project which is a shared provision with the Woodloes Primary School next door. Our secondary campus also has a hydrotherapy pool, gym, music bus, two fantastic forest school spaces, sensory garden and Community Book Café open to the public.

The school has a range of facilities which enable outside professionals to liaise and meet with parents and staff. A variety of clinics are held at the school regularly. We are very well served by computer-driven technology, with large plasma screens and iPads in every classroom. There is high speed broadband internet and Wi-Fi access throughout the school.

We are committed to family involvement and strive to maintain strong links with families and carers. A home-school communication system is in place via ClassDojo as well as a texting service. The school holds termly parents' evenings, regular workshop sessions and in class learning opportunities alongside the class teams. We have a very active and supportive 'Friends' of the school group (PTA).

**We are committed to Safeguarding and promoting the welfare of those we serve, as well as complying with best practice in the application of safeguarding. Therefore, as this role requires working with children, an enhanced DBS Disclosure will be required as part of the pre-employment checking process, and re-checking will be required when determined by the relevant policy. We will request references at the shortlisting stage. One reference must be from your current employer and from the Headteacher (if from a school).**

***We live and breathe our vision of:***

***"putting our children, young people and families at the heart of everything we do."***

# Job Description

## Role Profile

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| Job Title: | **Teaching Assistant Level 2** | | |
| Salary Grade: | **Scale G** | JEID | **S0058** |
| School: | **Evergreen School** | | |
| Primary Location: | **Evergreen School** | | |
| Responsible to: | **Executive Headteacher / Head of School** | | |
| Responsible for: | **n/r** | | |
| Purpose of Role | Work under the overall supervision of the responsible teacher, assist and support teaching and learning, provide for general care, safety and welfare of pupils and work with individuals or groups of pupils with complex health care and/or learning needs | | |
| Responsibilities | **A duty to comply with the school's Code of Conduct, Child Protection and Safeguarding policies and practices.**<br><br>**Key Tasks – Curriculum Support**<br>• Contribute to curriculum planning and evaluation and assist in implementation<br>• Assist in the delivery of lessons/sessions and interact with the teacher and pupils as required<br>• Undertake agreed learning activities/teaching programmes, adjusting according to pupil responses<br>• Support and use ICT in learning activities and develop pupils' competence and independence in its use<br>**Key Tasks – Pupil Support**<br>• Support individuals or groups during independent / group work eg explain tasks, reinforce key objectives / concepts or vocabulary, use practical apparatus, support less able pupils, extend / challenge more able, keep pupils on task, interested, motivated and engaged<br>• Encourage pupils to engage and learn in a fun and safe way through a developmentally appropriate curriculum e.g. early years play philosophy or community based practical life skills.<br>• Ensure pupils unique characteristics and interests are valued and their 'voice' is heard<br>• Occasional support to whole class for short periods, e.g. story reading, sensory story, circle time games, ICT sessions or physical activities<br>• Help pupils develop communication skills using a total communication approach that is consistent with advice from SaLT and class teacher<br>• Promote inclusion and acceptance of all pupils, encourage them to interact and work co-operatively and engage in activities<br>• Promote independence and development of self-esteem<br>• Assist in the personal, social, emotional development of pupils and development of self-esteem<br>• Assist with the development and implementation of personalised learning intentions which are smaller steps towards the pupils EHCP outcomes | | |

- Support pupils to manage their emotions and responses to the environment through collaborative team work developing individual support plans
- Support implementation of ISP and work together to implement strategies to manage pupil behaviour positively and effectively
- Work with the class team and the family to implement the individual support plans and log effectively pupils behaviour (IRIS) review and reflect on supporting the pupils proactively
- Using specialist skills / knowledge / training, provide support in specialist areas
- Encourage and reinforce positive interactions between pupils working towards any SEMH short steps set at the annual review of EHCP.
- Identify and report uncharacteristic behaviour patterns on IRIS
- Assist with pupil supervision on trips off the premises, under overall guidance of the teacher
- Working with children / pupils with complex special needs, monitor and provide for their general care, safety and welfare, including tasks connected with their social inclusion and providing for their personal, physical and health care needs, including toileting support and over mealtimes
- As a very last resort use physical intervention strategies to prevent imminent or immediate risk to harm of the pupil/s by following training e.g. team teach
- Comply with the school's Code of Conduct, Child Protection and Safeguarding policies and practices

**Key Tasks – Teacher Support**

- Assist with lesson / activity planning, delivery and evaluation
- Monitor individual / group achievement of learning intentions and feedback to the teacher/pupil
- Contribute to pupil assessment through observation and reporting in line with the school assessment systems
- Record information relevant to assessment and review of pupils' progress
- Collaborate with team members to compile assessments and reports to support the annual review of the pupils Educational Health Care Plan
- Active involvement in day to day management of the learning environment including responsibility for the care and preparation of teaching aids, equipment, materials and differentiated resources
- Undertake routine and non-routine administrative tasks
- Liaise with parents / carers, specialist teachers and other professional staff and share and provide information

### Other Professional Requirements

- Undertake training as considered appropriate to the needs of the post
- Undergo staff performance and review scheme interviews as part of continuing professional development.
- Any other reasonable duties at the discretion of the Headteacher / Deputy Headteacher

## Person Specification

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| **The person specification provides a list of essential and desirable criteria (skills and competencies) that a candidate should have in order to perform the job.** Each of the criteria listed below will be measured through; the application form (A), a test / exercise (T), an interview (I), a presentation (P) or documentation (D). |

| **Essential Criteria** | Assessed By; |
|---|---|
| Have good communication and listening skills and be able to present information verbally and in writing to others | **A, I** |
| Can plan own work when required | **I** |
| A commitment to keeping children and young adults safe | **A, I** |
| Can transfer theory / training into practice | **A, I** |
| Can solve problems and can exercise initiative and independent action | **A, I** |
| Is pro-active in offering ideas | **A, I** |
| Following appropriate training and risk assessment, able to operate specialist equipment, eg hoists, complex feeding equipment | **I** |
| Be aware and accepting of cultural differences | **I** |
| Recognise discrimination and be able to demonstrate an awareness of, and commitment to, Equal Opportunities in service delivery | **I** |
| Understanding of and commitment to the safeguarding of children and young adults | **A, I & D** |
| Successful applicant will be subject to an enhanced DBS before the appointment can be confirmed | **A, I & D** |

| **Desirable Criteria** | Assessed By; |
|---|---|
| Hold a recognised and relevant NVQ2 qualification and have undertaken other appropriate training (preferably leading to national standards at NVQ3) or be able to demonstrate equivalent knowledge, experience and skill | **A, D** |
| Have additional communication skills which support total communication approach | **A, D, I** |
| Have experience of Teaching Assistant work | **A, D** |
| Have attended further training on aspects of the curriculum or areas of specific special need | **A, D** |
| Understand school's policies and how they relate to local and national frameworks / policies, (eg child protection, health & safety, equal opportunities, SEN) | **A, I** |
| Have a good level of knowledge and understanding of SEN and areas of the curriculum | **A, I** |
| Can use ICT effectively to support learning and use other technology equipment | **A, D** |