



September 2025
Teaching Assistant (Level 2)

Salary: £18,646 to £20,275
32.25 hours per week, Term time only (38 weeks)



Welcome from the CEO of Central England Academy Trust



Thank you for your interest in joining Central England Academy Trust as the Teaching Assistant Level 2 at Higham Lane North Academy.

This is an exciting and unique opportunity for a highly effective and experienced senior leader to be part of the opening and shaping of a brand new 11 – 16 school.

Our growing Trust currently consists of a diverse family of four schools in the Nuneaton area: a primary special school, a secondary special school and two mainstream secondary schools. We have a fifth school – a primary special school in Birmingham - joining us in September 2025.

Our Trust's core values summarise what is important to us and what we actively promote:



Collaboration: working together and with others to achieve the very best for the staff, pupils and families that we serve.



Equity: recognising the individuality and uniqueness of our staff and pupils, and that we do not all start from the same place. We strive to provide all of our staff and pupils with what they need in order to have equal access to opportunities, to thrive and to succeed.



Aspiration: to be ambitious for all of our staff and pupils and have the highest expectations of them, supporting them to achieve to the very best of their potential.



Trust: ensuring that everyone in our MAT feels safe and supported in all that they do.

I hope this application pack provides you with the information needed to consider applying for this position, and I wish you every success with your application.

Best wishes

A handwritten signature in black ink, appearing to read 'A. Dickinson'.

Andrew Dickinson
Chief Executive Officer

Employee Benefits of working at Central England Academy Trust

We strive to be an employer of choice, and are committed to ensuring our employees feel valued, appreciated and at the heart of what we do.



We have a number of core benefits which include:

Professional Development

- We support all our schools and services to offer professional development that is rooted in the evidence of what improves teaching and learning
- We listen to what your career aspirations are and how we can support you within your role
- We provide Trust-wide CPD in key areas, including SEND, behaviour and teaching and learning
- We support staff in accessing a wide range of qualifications, including Diplomas, Masters and National Professional Qualifications (NPQs)

Appraisal

- Our staff appraisal focuses on supporting our employees to be the very best they can be. There is no performance-related pay in our Trust, and we put staff at the heart of what we do so they can put children at the heart of what they do

Apprenticeship Levy

- As a large employer we pay into the Apprenticeship Levy Fund and are therefore able to offer a wide range of apprenticeships to both new and existing staff.

Pension Schemes

- A contributory pension scheme relevant to your role: Teachers' Pension Scheme for teaching staff, and the Local Government Pension Scheme for non-teaching staff.

Employee Support Schemes

- Subsidised eye care for extended VDU users
- A Gym Membership Scheme
- A Cycle to Work Scheme
- An Employee Assistance Programme, providing practical and emotional support.
- An Employee Benefits Scheme, offering discounts on everyday essentials
- A Health Cash Plan benefit, providing reimbursements for various health-related expenses, including dental treatments, optical care, physiotherapy and more

Teaching Assistant



Are you seeking a career that is not only meaningful and purposeful but also has a lasting impact on the lives of children with additional needs?

Do you thrive in a dynamic, fast-paced environment where each day brings new challenges and opportunities?

If so, we have an exciting and rewarding opportunity for you to join the founding team of Nuneaton's brand-new secondary school as a Level 2 Teaching Assistant. In this key role, you'll be at the heart of working with our SENDCO and teachers to provide an excellent education for our children with special educational needs.

Main Purpose:

Under the guidance of the SEND Coordinator and in collaboration with the relevant teacher, you will be responsible for supporting pupils with additional needs, either individually or in small groups, to help them access the full curriculum. This support will take place both inside and outside the classroom.



How to apply



Please complete the Application Form, as well as the Equality Details Form, that you will find on the School's website (www.hlina.co.uk) and email them to jobs@hlina.co.uk, indicating in the message title the post you are applying for. If you would like to have a chat about this post, please contact Kirstie Robinson, Headteacher Designate, on 024 7638 8123.

The closing date for applications is midday, Thursday 22nd May 2025
Interviews will take place in June 2025.

Please address the following points when completing the 'Additional Information' section of the application form: -

- Why you feel your personal qualities and experience make you an excellent candidate for this position.

About Higham Lane North Academy



‘Everyone will excel through our high expectations and high levels of care and support. Higham Lane North Academy is a school where everyone is included and everyone belongs.’

Kirstie Robinson
Headteacher

We are aspirational and ambitious for the children of Higham Lane North Academy. We are committed to, and believe very strongly, that our pupils are given the very best education with which to build the foundations of their futures.

Our core values of wisdom, pride, integrity, compassion and kindness will be the foundation of every policy, interaction and decision at Higham Lane North Academy between all members of staff, pupils and within the community. The North Way, based on supportive routines and expectations for success will be palpable throughout the school, meaning that teachers can flourish and thrive as they educate our pupils to be the best they can be.

Why be a key part of Higham Lane North Academy?

We hold a strong commitment to supporting you to be the best that you can be as a professional. Not only will we continue to support your ongoing professional development, but we are unwavering in our commitment to provide you with the opportunity to be valued as an integral part of a team with your contributions recognized and celebrated within a culture of wisdom, pride, integrity, compassion and kindness.

The first year and beyond at Higham Lane North Academy

In the first year we will be a fairly small team of approximately 18 – 20 teaching and support staff. As more pupils join the school, inevitably the team will grow. The first year provides us with a unique opportunity to work closely together and beyond subjects to support each other.

Your Environment

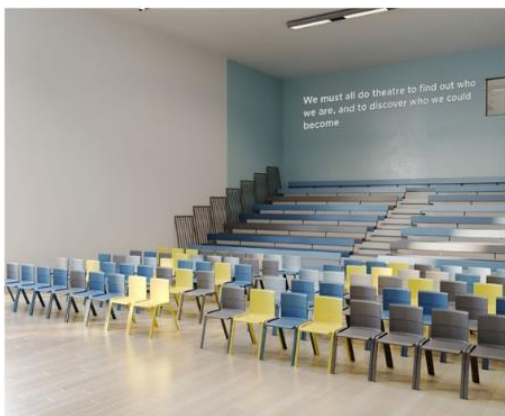


The school building and grounds

Higham Lane North Academy's building and grounds have been planned to create a learning environment that will provide high-quality educational provision, academic excellence, exceptional pastoral care and personal development in a school that will be at the heart of the community. Our convenient location provides easy access from the new Northern Link road that will link new housing developments in the north and east of Nuneaton, from the A5, and by bus. There will also be a dedicated walking/cycling lane along the new access route and a secure compound for bike storage.

The impressive, state of the art facilities include:

- An impressive assembly hall
- A well-stocked library and learning space
- Designated staff work room areas with facilities
- IT-rich classrooms
- Spacious dining hall with outdoor canopy
- Drama studio
- Dance studio
- Curriculum habitat areas
- Outdoor learning spaces
- Indoor sports hall
- Four outdoor tennis/basketball/volleyball/netball courts
- Four outdoor multi-use pitches for sports such as rugby, football and athletics plus a grass running track around the largest of these with capacity for field events
- Outdoor amphitheatre
- Separate optional entrance for children with SEND
- Designated SEND garden
- Meadow grass planting and flowering lawns creating an ecological corridor across the site



Duties and responsibilities



BROAD DESCRIPTION:

Working under the management of the SEND Coordinator with guidance from the relevant teacher, take responsibility for addressing the needs of students with additional needs, individually or in groups, to ensure that they can access the full curriculum, working both inside and outside the classroom.

Responsibility for people (other than employees supervised/managed):

The post has considerable impact on the well-being of individuals or groups through providing support to pupils with additional personal/special needs and contributing to the assessment of pupil need and progress.

Responsibility for staff:

The postholder has no direct responsibility for supervising other staff though may be expected to demonstrate tasks or advise/guide new employees, those on work experience or trainees.

Responsibility for budget:

The post has no direct responsibility for financial resources other than occasionally handling small amounts of cash, processing cheques, invoices etc.

Responsibility for physical resources:

The post has some responsibility for physical resources, through the preparation and care of teaching materials/resources, delivery of interventions and secure and accurate record keeping.

TYPICAL TASKS, DUTIES AND RESPONSIBILITIES

Curriculum support:

- Contribute to curriculum planning and evaluation and assist in implementation.
- Assist in the delivery of lessons/sessions and interact with the teacher and pupils as required.
- Undertake agreed learning activities/teaching programmes, adjusting activities according to pupil responses.
- Support and use ICT in learning activities & develop pupils' competence and independence in its use.

Support for pupils:

- Support individuals or groups during independent /group work, e.g. 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.
- Help pupils to develop communication skills.
- Promote inclusion and acceptance of all pupils, encourage them to interact and work co-operatively and engage in activities.
- Assist in the personal, social, emotional development of pupils and development of self-esteem.

Duties and responsibilities



- Create, write, update and review targets on pupil passports termly and distribute to staff.
- Use specialist skills/ knowledge/ training to provide support in specialist areas.
- Encourage and reinforce positive interactions between pupils working within any behaviour targets set.
- Identify and report uncharacteristic behaviour patterns.
- Assist with pupil supervision on trips off the premises, under overall guidance of the teacher.
- Provide for general care, safety and welfare of pupils, which includes tasks connected with their social inclusion and support with personal care and physical care (such as placing students in and out of standing frames)
- To train and achieve identified medical competencies (with training and supervision from school nurse) and provide care for specified pupils.
- Following appropriate training and risk assessment, be able to operate specialist equipment, e.g. hoists.
- Supervise students during social times.
- Support the learning of students as directed by teachers.
- Monitor individual/group achievements of key objectives and provide feedback to the teacher.
- Contribute to pupil assessment through observation and reporting.
- Attend annual review meetings.
- Support implementation of strategies to manage pupil behaviour and help manage pupil behaviour.
- 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, e.g. produce worksheets, displays.
- Liaise with parents/carers, specialist teachers and other professional staff, share and provide information.
- Keep up to date keyworker meeting records

QUALIFICATIONS, TRAINING AND LIKELY ABILITIES

- Hold a recognised and relevant NVQ level 2 qualification and have undertaken other appropriate training (preferably leading to national standards at NVQ level 3) or be able to demonstrate equivalent knowledge, experience and skills.
- Minimum GCSE (or equivalent) English and Maths at grades A-C
- Have good communication and listening skills and be able to present information verbally and in writing to parents and external agencies.
- Have experience of TA work.

- Have attended further training on aspects of the curriculum or areas of specific special need.

Have good level of knowledge and understanding of at least one area of learning (e. English, Maths, Science).

Understand school's policies and how they relate to local and national frameworks/policies (e.g. child protection, health and safety, equal ops, SEN).

Note: These are broad descriptions of typical duties and activities associated with this role. They are not intended to provide an exhaustive list of responsibilities.



**Every child at HLNA will
have a champion.**



Person Specification

Qualifications and training



- Minimum GCSE (or equivalent) English and Maths at grades A-C.
- Hold a recognised and relevant NVQ level 2 qualification and have undertaken other appropriate training.(preferably leading to national standards at NVQ level 3)
- or be able to demonstrate equivalent knowledge, experience and skills;

Experience



- Have experience of TA work with secondary age SEND students.
- Experience of working with ASD and ADHD students.
- Experience of working with children with learning difficulties including students with physical disabilities

Skills and knowledge



- Have good communication and listening skills and be able to present information verbally and in writing to others.
- Can plan own work when required.
- Can work effectively within a team.
- Can transfer theory/training into practice.
- Can follow instruction and /or can exercise initiative (and independent action) as appropriate.
- Is pro-active in offering ideas.
- Understand school's policies and how they relate to local and national frameworks/policies (eg SEND, child protection, health and safety, equal ops,);
- Can use ICT effectively to support learning and keep records
- Knowledge of specialist schools' systems – e.g. SIMS, etc.
- Knowledge of school policies, systems, procedures and protocols and services provided
- Be fully aware of responsibilities relating to the duty of care

Personal qualities



- Strong commitment to supporting children with additional or special educational needs.
- Good communication and listening skills and able to present information, verbally and in writing.
- The ability to motivate, influence and inspire students to achieve their best performance.
- The ability to be well organised, keep efficient records and to meet deadlines.
- To be able to work effectively as a member of a team.
- The ability to take responsibility for your own professional learning.
- Energy, commitment, perseverance, enthusiasm and Resilience
- A good Health and Attendance record

Higham Lane North Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. All successful applicants will be subject to an enhanced DBS check and will also be taken through the School's vetting procedure. Higham Lane North Academy is also strongly committed to protecting personal data. Our Privacy Notice, which can be found under the GDPR section on the School website, describes why and how we collect and use personal data and provides information about individuals' rights.



Build Progression

01



2024

June

- Lift shafts poured
- Section A steels in place
- Staircases installed
- Drainage installed for school and pitches
- Final fences starts to be installed

02



2024

July

- Steels completed through out
- Concrete slabs laid
- Roof started (insulation and sealing)
- Building insulation (interior walls) installed.
- New road to school started

03



2024

September

- Section A internal partitions started
- Window installation started
- Roof being sealed
- Final concrete slab laid
- Building insulation (interior walls) continued
- New road being built

04



2024

November

- Brick work continued
- Internal boarding finished
- Skimming of walls started
- Wall colours, carpets and blinds chosen

05



2025

January

- Solar panels fitted to roof
- Walls plastered
- Car park area prepped
- Gates installed
- Walk-in fridge and freezer installed in kitchen

06



2025

March

- Walls have been plastered
- Car park bricks laid
- Base coat of paint applied in rooms
- Gold cladding added to the exterior
- Lifts installed



[Contact Us](#)

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