Teaching Assistant

Recruitment Pack



The Futures Trust
BUILDING BRIGHTER FUTURES



BUILDING BRIGHTER FUTURES

Our story is one of moral purpose. We are a learning community where everyone works collaboratively to plan, spread expertise and tackle challenges together — always focused on putting the needs of our students first. Together we build brighter futures.

Our Mission

We aim to make a difference by raising the horizons and ambitions of everyone who learns, works, and lives within our diverse communities.

Our Values

The Trust is committed to building brighter futures. This commitment is underpinned by three core values:

- Student's first
- It's about learning
- No barriers

Join Us

This is an exciting time to become part of The Futures Trust. Every role here is more than a job — it's real, impactful work that makes a meaningful difference in the lives of our students and their communities. We offer trust wide career paths and invest in outstanding opportunities for our staff to learn, grow, and truly change lives.



4

Primary Schools



6

Secondary Schools



9000+

Students



1300+

Staff

Thank you for considering a career with The Futures Trust.

We are delighted to provide you with this recruitment pack, designed to offer all the information you need to embark on a rewarding journey with us.

Zoe Richards

Head Teacher

Parkgate Primary School is a thriving school that is committed to Building Brighter Futures for all of its students.

Every decision we make is about the young people we serve, their learning experience and their personal development. We are looking to expand our team of talented professionals who excel in their field to help us on the next phase of our exciting journey.

We look forward to hearing from you.



Job Details

JOB TITLE	TEACHING ASSISTANT
OPPORTUNITY	As an ARC Regional Hub for Attachment and Trauma Informed Practice, this is a wonderful opportunity to join Parkgate Primary School at a truly exciting time in our development. We are a vibrant, nurturing and ambitious school community, dedicated to '*Opening the Gate to Success'* for every child. Our culture is rooted in belonging - strong relationships, trauma-informed practice and the belief that all children can flourish when they feel seen, safe and supported. We are looking for a passionate and caring Teaching Assistant who specialises in promoting positive behaviours through a relational approach and a trauma informed lens. An individual who wants to make a meaningful difference to children's lives. In this role, you will support vulnerable children to access all aspects of school life by supporting their emotional well-being; regulating behaviour, restorative conversations, and adapting practice to stage rather than age. Working closely with our committed teachers and experienced pastoral and SEND teams, you will help create supportive, engaging learning environments where children can regulate, reconnect and confidently take the next steps in their learning journey—ensuring they make strong progress and reach their full potential. Connect before Correct!
REPORTING TO	Headteacher
LOCATION	Based at Parkgate Primary School with a requirement to travel to work at or for schools in the Trust.
SALARY /HOURS	Grade 3 - £21,570 - £22,615 per annum (pro-rata salary) 35 hours per week, Mon – Fri: 8.15 am – 3.45 pm, 39 weeks per annum
BENEFITS ENHANCING WORKING LIVES	- Competitive rates of pay - Professional development opportunities - Career pathways across the Trust - Teacher / Local Authority Pension Scheme - Online retail discount - Employee Assistance Programme - Family Friendly policies to support family & carer commitments - Flexible Working Arrangements **www.thefuturestrust.org.uk/why-work-for-the-futures-trust**



Job Details

Job Purpose

- To support Parkgate's mission of 'Opening the Gate to Success' by working as part of its pastoral and SEND teams to foster a safe, inclusive, and nurturing environment rooted in attachment and trauma – informed practice.
- To provide specialist support for pupils whose social, emotional, or behavioural difficulties arise from traumatic experiences or insecure attachment, helping them to regulate, build positive relationships, and access learning.

Duties and responsibilities

Under the direction of the Head Teacher and Overcoming Barriers to Learning Team Leader:

1. Trauma-Informed Direct Pupil Support

- Provide 1:1 and small-group work tailored for pupils with SEMH (social, emotional, mental health) needs, especially where trauma or attachment issues are identified.
- Use evidence-based approaches (e.g., Thrive, PACE and restorative practices) to help pupils develop emotional regulation, self-awareness, and resilience.
- Support pupils in **"calm areas" or "safe spaces"** — for example, Parkgate's "Corridor of Calm" — to reset, self-regulate, and re-engage.
- Reinforce pupils' use of coping strategies taught through PSHE, Thrive sessions, mindfulness, and breathing techniques.
- Build trusting relationships with pupils, modelling consistency, patience, empathy, and respect, aligning with the school's value of 'no barriers to learning'.

2. Behaviour Intervention, Planning & Monitoring

- Help develop, deliver, and review **Individual Behaviour Plans (IBPs)**, **Risk Reduction Plans**, and **Positive Handling Plans**, ensuring they are trauma-sensitive and rooted in understanding attachment disruption.
- Use the school's Relationship, Behaviour and Welfare Policy to monitor and record behaviour incidents, making connections to underlying emotional needs rather than simply responding to surface behaviours.
- Collaborate with external professionals (clinical psychologist, play therapist, family support workers, OB2L team, etc.) to coordinate consistent, trauma-informed support.
- Contribute to multi-agency assessments and planning for pupils who may need additional SEMH or trauma-informed support.

3. Facilitating Engagement in Learning

- Work with teachers to adapt classroom tasks and scaffolding to reduce triggers or dysregulation for children who have experienced trauma.
- Encourage positive reinforcement, reassurance, and restorative conversations, using the school's core values (Aspiration, Resilience, Pride, Challenge) to anchor behaviour-for-learning.
- Help design and deliver structured interventions or social-emotional learning (SEL) sessions (e.g., Thrive check-ins, PSHE) to build pupils' confidence, self-regulation, and relational skills.
- Support at transition points (e.g., warm starts on arrival, break times, movement between lessons) to reduce anxiety and promote resilience.

4. Safeguarding, Well-Being & Emotional Safety

- Be alert to signs of distress, trauma triggers, or safeguarding concerns; respond in a calm, trauma-informed way and refer concerns promptly.
- Champion children's well-being by modelling and teaching self-regulation, emotional literacy, and calming strategies.
- Support pupils through dysregulated behaviour using de-escalation strategies that prioritise relational repair and emotional safety rather than punishment.
- Encourage restorative practices and restorative conversations to rebuild relationships and trust.

5. Promoting Attachment-Aware Culture & Ethos

- Actively promote Parkgate's values (Aspiration, Resilience, Pride, Challenge) in all interactions and support pupils in understanding and internalising the school charter.
- Help maintain and build the "Corridor of Calm" provision and other safe spaces as part of the school's trauma-aware architecture.
- Work in partnership with the **Overcoming Barriers to Learning** (OB2L) team, including learning mentors.
- Support restorative practice and relational approaches across the school, encouraging staff to understand behaviour through the lens of attachment and trauma.

6. Professional Learning

- Undertake regular training attachment theory, trauma-informed behaviour management, safeguarding, and mental health first aid.
- Keep up-to-date with emerging research and practice in trauma-informed education, mental health, and attachment.
- Share knowledge and strategies with colleagues — acting as a champion or model for trauma-sensitive, relational practices.

Line management

- The job involves no direct responsibility for the supervision, direction or co-ordination of other employees. The work may involve demonstration of own duties, or providing advice and guidance to new employees or others.

Professional Development

- Maintain personal professional development to ensure that the knowledge and skills required to fulfil the role of Teaching Assistant are up to date.
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- Be a professional role model, and understand and promote the aims of the School and the values of the Trust.



Person Specification

AREAS	ESSENTIAL CRITERIA	DESIRABLE CRITERIA	MEASURED BY
EDUCATION AND QUALIFICATIONS	• GCSE English, Maths and Science at Grade C / grade 4 or above or equivalent • Educated to Advanced Level / NVQ Level 3 or equivalent		Application Form Certificates
SKILLS AND ABILITIES	• Highly organised; can prioritise and work well under pressure. • Able to communicate effectively both verbally and in writing with a range of audiences • IT literate including Microsoft word, excel and outlook. • Able to be proactive, pre-empting children's needs. • Able to understand curriculum content and make it accessible to children. • Able to implement action plans for individual and groups of children. • Able to adapt and modify materials and resources to make them accessible to children. • Able to support with the implementation of the school's Relationship, Behaviour and Welfare Policy.		Application Form Interview Task

AREAS	ESSENTIAL CRITERIA	DESIRABLE CRITERIA	MEASURED BY
SKILLS AND ABILITIES (continued)	• Able to work as an effective team member and work on own initiative. • Able to maintain confidentiality and data security. • Able to consistently produce high quality work. • Able to deal with situations calmly and efficiently.		
EXPERIENCE	• Experience of working with children in a primary school or similar setting • Experience of working with children with specific special needs		Application Form Interview
KNOWLEDGE AND UNDERSTANDING	• Understanding of relevant codes of practice and legislation • Knowledge and understanding of and proactive approach to Equal Opportunities • Understanding of how to monitor and track the progress of pupils		Application Form Interview
OTHER REQUIREMENTS	• A professional role model who is committed to their own professional development and to developing others. • Committed to and able to promote the aims of the school and the values of The Trust: Learners First, It's about Learning, No Barriers. • Able to work calmly under pressure and withstand stress. • Shares and listens to information, opinions and ideas using a range of effective approaches • Has a genuine concern to secure the educational progress of pupils irrespective of their ability or ethnic, cultural or social background • Hard working and committed • Has a sense of humour, patience and resilience		Application Form Interview



How to apply

Closing date:
Wednesday 2 December 2026

Interviews:
tbc

If you wish to find out more about this role and a career within The Futures Trust please contact the Recruitment Team:
tel: 02477 102134

To apply for this post, please complete the online application form found at:
www.thefuturestrust.org.uk/work-with-us/current-vacancies

On application please read the following policies found at:
www.thefuturestrust.org.uk/work-with-us/recruitment-pack

- Parkgate Primary Safeguarding & Child Protection Policy
- Safer Recruitment Policy
- Suitability Policy
- GDPR Privacy Notice for Applicants

The Futures Trust are committed to safeguarding and promoting the welfare of children and young people and require all staff and volunteers to share this commitment.

The successful candidates for all positions will be subject to an enhanced DBS check and Social Media check.