Higham Lane School

Work Hard | Be Kind | Take Responsibility

Permanent Teaching Assistant – Level 2

Salary scale: £19,836 - £21,615

Role type: Permanent

Start date: As soon as possible

PART OF THE Central England Academy Trust SERVING THE HEART OF ENGLAND



Welcome from the Headteacher

Dear Applicant,

Thank you for taking the time to consider Higham Lane School working as a Teaching Assistant. Higham Lane School is a 11-18 comprehensive academy with around 1,500 students, set on an attractive site on the Warwickshire-Leicestershire border, easily accessible through excellent road, train and bus connections.

We are very proud to have been rated as Outstanding by Ofsted in our last Ofsted inspection in May 2025, one of only a small number of schools in England to have achieved the highest rating that year. Achievement is represented in all of its forms: artistic, academic, social, cultural, sporting and intellectual is equally valued in our diverse five-year, knowledge-rich curriculum. We are strongly committed to ensuring that all of the young people in our care make excellent academic progress and we take great pride in securing both impressive progress and high attainment for our students, whatever their starting points. Higham Lane School is one of the highest-achieving non-selective comprehensive schools in Warwickshire with an Achievement 8 score of 53.98 in 2024, which is well-above national average. Our most recent Progress 8 figure of +0.6 demonstrates that our teaching and learning and student behaviour and engagement are excellent, and students excel at Higham Lane School. The School has been granted World Class Schools status, one of a very small number of schools to achieve this kitemark.

We are also delighted to have achieved equally as impressive A level results in our Sixth Form with 28.3% A*-A and 58.5% A*-B, an average grade of B- and a Value-Added score of +0.26, making Higham Lane School one of the top performing Sixth Forms in Warwickshire. We are proud to be part of Central England Academy Trust.

Our school has a strong ethos based on mutual respect between students and staff and very clear expectations regarding students' effort and behaviour. We enjoy an excellent reputation with parents/carers and are always over-subscribed. You will find a happy, caring and purposeful environment at Higham Lane School. Students get on exceptionally well, both with each other and with our staff, who take pride in working here. Our students are encouraged to do their very best in every aspect of their lives and to reach the highest standards, irrespective of their ability. We encourage them to "Be the best you can be", by working hard, being kind and taking responsibility.

At Higham Lane, our staff are our most precious resource. We are committed to offering you:

- excellent continuous professional development
- reduced workload
- behaviour for learning that empowers teachers to teach and students to learn
- a range of imaginative approaches to ensure staff wellbeing
- Opportunities to work across the MAT in a successful and growing trust

The closing date for applications is **9.00am, Monday 28th September 2026**. (If you encounter a problem in meeting this deadline, please contact the School). If you are interested in applying for this post, please click on this link https://centralenglandacademytrust.face-ed.co.uk/vacancies and select the Teaching Assistant position. Alternatively, please visit our school website (www.highamlaneschool.co.uk) and click on 'Job Vacancies'.

If you would like to have a chat about this post or arrange an informal visit to see our school, please contact Carol German, SENDCo, on 024 7638 8123.

Higham Lane School 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.
We really look forward to reading your application!



Yours faithfully,

Michael Gannon
Headteacher

Be the best you can be!

Welcome from the CEO of Central England Academy Trust



Thank you for your interest in joining Central England Academy Trust. Our growing Trust currently consists of a diverse family of five schools in the Nuneaton area: a large junior school, primary special school, a secondary special school and two mainstream secondary schools. We have a sixth school – a new 2 form entry primary school in Nuneaton – which opened in September 2026.

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 – which has just joined us in September 2026.

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



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



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.



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.



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



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



How to apply

Please apply by clicking https://centralenglandacademytrust.face-ed.co.uk/vacancies Alternatively please visit our school website (www.highamlaneschool.co.uk) and click on 'Job Vacancies'. The deadline is **9am on Monday 28th September 2026.**

If you would like to have an informal discussion about this post of Teaching Assistant, or to arrange a visit to the school, please contact Carol German, SENDCo on 024 7638 8123.

Please note that the school reserves the right to close the application process early if we identify suitable candidates. To avoid disappointment, please submit your application as soon as possible.

Higham Lane School 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.

Why work for Higham Lane School?

Excellent Continuous Professional Development (CPD)

- we are passionate about teaching and learning, always developing our practice and learning from each other!
- our CPD is second to none and highly-regarded by our staff, many of whom often lead sessions themselves. Staff have led presentations for Pixl and Osiris.
- all staff receive regular training in the most effective teaching and learning techniques.
- we provide bespoke career stage training such as NPQLT, NPQLTD, NPQSL, NPQML and NPQH to ensure professional development is continuous.

- we have expertise in teacher training and formed the Higham Lane School Partnership comprising 13 partner schools across both primary and secondary phases in collaboration with the University of Warwick, Birmingham City University and the University of Leicester.

- we are actively leading school-to-school support within our local area, sharing our strong practice and expertise and learning from other schools about their effective approaches.

- We are local delivery partners for the Early Career Teacher and Mentor Induction programmes.

Reducing Workload

- we are committed to reducing teacher workload by always looking to streamline our ways of working, for example in our Feedback Policy, which makes greater use of whole-class feedback, rather than pointlessly marking excessively.
- we value our staff as experts in their subjects.
- staff work very effectively in their subject teams to produce schemes of learning and resources, so that teachers are not wasting time creating their own materials.
- students use Knowledge Organisers for revision during homework and peer-assess themselves in our Do Now knowledge tests, enhancing their subject knowledge and reducing teacher workload.

Behaviour for learning that empowers staff

- we empower teachers to teach and students to learn!
- students' behaviour is excellent.
- our SLT and Progress Leaders move around our site during every lesson to visit lessons, support teachers and uphold our ethos.

Staff Wellbeing

- staff wellbeing is very important to us. We care about each other.
- we ensure a work-life balance in the way we organise our meetings and INSET days and release our calendar before the start of the academic year.
- we ensure emails are used sparingly and only at agreed times.
- we support staff to look after themselves, for example through our health awareness events.
- we get on well together and celebrate our many achievements in a range of social events.

Serving our community

- students play an active part in the running of our school and student voice is important to us.
- we have excellent relationships with parents/carers and value their feedback.
- we actively support our local community through fundraising and supporting local charities such as the Nuneaton Food Bank and Edward Street Food Kitchen.

What are we looking for?

Job Title:
Teaching Assistant – Level 2

Date of Commencement:
October 2026

Applications are invited from qualified teachers who currently hold or are working towards the National Award for Special Educational Needs. Applications will also be considered from qualified teachers who do not hold the National Award for Special Educational Needs, but who are prepared to commit to working towards this.

Responsible To:
SEND Coordinator

General Duties and Responsibilities:
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.

Key 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.
• 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.

Qualification, Training & 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).

• Use ICT effectively to support learning and use other technology equipment.

• Plan own work when required.

• Transfer theory/training into practice efficiently.

• Can solve problems and can exercise initiative and independent action.

• Is pro-active in offering ideas.

• Has experience of working with students with autism and attachment difficulties, ADHD and severe cognition and learning needs.

Further Conditions of Service:

- To undertake any other responsibilities as may reasonably be directed by the Headteacher.

- To support and maintain the ethos of the School and its aims and values.

- Follow and implement all school policies and procedures.

- Liaise and collaborate with the designated safeguarding lead (DSL) on matters of safeguarding and welfare for pupils with SEND.

- Remain alert to the fact that pupils with SEN may be more vulnerable to safeguarding challenges

Please note our clear expectations regarding **personal and professional conduct of staff and the safeguarding of students:**

- Our staff are expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct:

- Staff uphold public trust in the teaching profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.
- having regard for the need to safeguard students' well-being, in accordance with statutory provisions.
- showing tolerance of and respect for the rights of others.
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law.
- Staff must have proper and professional regard for the ethos, policies and practices of the School, and maintain high standards in their own attendance and punctuality.

Putting SEND learners at the heart of what we do - the SEND Department:

- As part of the CEAT trust you will benefit from strong expertise and support from our specialist educational schools, Oakwood Primary and Oakwood Secondary Schools. There are many opportunities to work closely together, providing valuable links for both students and staff within each setting.

- All staff at Higham Lane School are committed to teaching SEND learners through quality-first, inclusive teaching whilst ensuring that our universal provision is also targeted and specialist.

- The SEND department is a central focus within Higham Lane School, with its own designated areas where staff work in a supportive manner, meeting the needs of our SEND learners.

- Leading as SENDCO, the current team comprises of one part-time Deputy SENDCO, two full-time HLTAs, one part-time Learning Support Assistant, 8 full-time Learning Support Assistants, one Apprentice Learning Support Assistant, one full-time SEND Pastoral Support Assistant, one part-time SEND Pastoral Support Assistant, and one part-time SEND School Administrator.

- There are currently 39 students with EHCPs (2.64% of the school's population), including 5 students with physical disabilities. There are currently 136 students receiving SEND support (9.21% of the school's population).











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.

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

Safeguarding

Please note our clear expectations regarding personal and professional conduct of staff and the safeguarding of our students:

- To have total regard for the need to safeguard students' wellbeing, in accordance with statutory provisions.
- To have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards in their own attendance and punctuality.
- To have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

We are committed to safeguarding and promoting the welfare of the children and young people and expect 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 School 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.



How to find us



Higham Lane School
Shanklin Drive, Nuneaton, CV10 0BJ

contactus@highamlaneschool.co.uk
www.highamlaneschool.co.uk
Telephone: 02476388123