



# Higher Teaching Assistant/Assistant SENCO Recruitment Pack



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## Welcome from our CEO, Mark Woods



Thank you for your interest in joining the Meridian Trust family.

The success and growth of our Trust has been based on remaining focused on some critical principles:

- Every child is known, equally valued and supported to achieve their potential in all our academies. Every community we serve benefits from the facilities and services we provide.
- Our staff benefit from strong networks, excellent career opportunities and a human approach where they are equally valued and supported.

- We ensure that well-run schools retain and develop their distinct contextual identity, while sharing and contributing to our common values, practices, curriculum approaches and operational systems

Since 2011, thanks to the fantastic work of our staff, our Trust has grown from 1 to 30 academies whilst retaining our focus on working within an area that enables easy movement between our schools. From first developing an application in 2007 to open schools in the new town of Northstowe, we have been committed to the vision of being an all-through and all-inclusive Trust. Our Trust currently consists of 14 primary schools, 13 secondary schools and 3 special schools. We are also currently developing 3 free school projects within our region.

Meridian also plays a key role in the wider development of education in the region. We are the home to the Cambridge and Peterborough Teaching School Hub and operate a vibrant Initial Teaching Training provider that trains upwards of 100 teachers annually. In addition, our commitment to the local community as an extension of our village college ethos means that we host a range of activity in our schools, including providing leisure and educational opportunities.

If being part of a dynamic, compassionate and dedicated group who believe we can really improve young people's life chances and opportunities by working together appeals to you, we very much look forward to receiving your application.



## A Brief History

Meridian Trust, formerly known as Cambridge Meridian Academies Trust (CMAT), is a values-led Trust and has risen to be one of the highest performing academy groups in the country. Our Trust was first formed as an educational trust to create a federation of schools in 2006 with a desire to provide high quality and dynamic education for everyone, right in the heart of our community. Through various government policies, our commitment to collaboration has remained consistent.

Meridian Trust was formed in 2011 to deliver more widely on that clear vision to provide high quality and dynamic education for all at the heart of the communities we serve. Our steady growth since then reflects our commitment to the communities we serve and our track record of success. The period since 2018 has seen an increase in speed of growth as many long term projects matured and our relationship with Sharnbrook Academy Federation emerged.

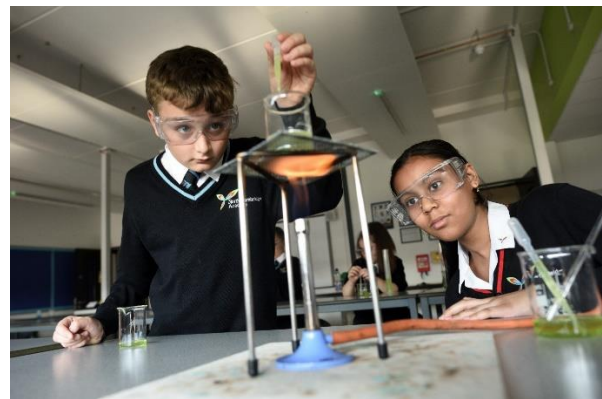
We are currently a family of 30 academies (including 14 primary, 3 special and 13 secondary schools). The secondary schools include a University Technology College, an Upper School, six 11-16 schools and five 11-18 schools. We also have 2 new secondary free schools in development. All within 20 miles of Cambridge and Peterborough and the main communication routes between. We merged with Cambridge Primary Education Trust to become the Meridian Trust in April 2022. In addition to operating schools, we are the home of the Cambridgeshire and Peterborough Teaching School Hub, and train more than 150 new teachers each year through Meridian Trust ITT. We retain a strong commitment to growing and

supporting staff throughout their training and career development. We have a proven track record of school improvement and transforming the lives of children and young people over the last 10 years.

Students thrive in Meridian Trust academies as a result of the implementation of our values, our successful and proven systems and our commitment to valuing people. We are among the highest performing multi-academy trusts in the country for student progress. Our academies are well-run and our staff benefit from excellent access to professional development.

Our commitment to the education system goes beyond just our own academies. We operate 'The Cambridge Partnership', one of the largest initial teacher training providers in the country which has recently merged with the SAF ITT, and 'Leadership East' these further strengthen our capacity and commitment to professional development. We also provide support through various SLAs to a number of other trusts and academies.

As a strong, regional multi-academy trust we currently operate schools across Bedfordshire, Cambridgeshire, Lincolnshire, Peterborough, and Northamptonshire. We are proud to have strong partnerships within all these communities.



## Trust Vision, Mission and Values

### Our values and who we are:

Meridian Trust is a successful multi-academy trust founded on its commitment to people and communities.

Our proven approach over more than a decade has elevated us to a respected and admired academy trust, a national leader in education and a source of great pride to the communities we serve.

Every child is known, equally valued and supported to achieve their potential in all our academies. Every community we serve benefits from the facilities and services we provide.

Our staff benefit from strong networks, excellent career opportunities and a human approach where they are equally valued and supported.

We ensure that well-run schools retain and develop their distinct contextual identity, while sharing and contributing to Meridian Trust values, practices, curriculum approaches and operational systems.

### Our Vision:

High-quality educational provision for all at the heart of local communities.

### Our Mission:

To deliver, promote and inspire high quality educational provision in schools at the heart of their local communities so that:

- Young people become successful learners and confident, empowered individuals;

- Young people are encouraged to think for themselves and act for others, equipping them with the values, attributes, knowledge and skills to make a rewarding contribution to society;
- Every school is a hub for community activities, a centre for extended services and a source of immense pride for students, their families, and other local stakeholders;
- Our staff benefit from strong networks, excellent career opportunities and a human approach where they are equally valued and supported;
- Well-run schools retain and develop their distinct contextual identity while sharing and contributing to the Meridian Trust values, practices, curriculum approaches and operational systems.

### The enactment of our values for staff:

- |   |   |
|---|---|
| <br>Valuing People                       | Engaged, developed, supported, and consulted.   |
| <br>High Quality Learning Environment    | Experts who strive for continual development. Collaborative networks, trusted to deliver. |
| <br>Pursuit of Excellence                | Set ambitious goals and model what success looks like. Eager to improve.                  |
| <br>Extending the Boundaries of Learning | Make connections, provide opportunities. Generous and sharing of knowledge and expertise. |
| <br>Achievement for all                  | Are accountable for the outcomes we contribute towards and strive for the very best.      |

## Why work for us

Meridian Trust aims to be the employer of choice for the communities we serve. Since 2010 we have nurtured and developed the careers of many people. You can read about some of those journeys in the 'Meridian Trust People' section of this website. We are committed to making a difference to young people's lives and the communities we serve. Help us make our mission a reality.

### Benefits:

Working with us brings with it a range of attractive benefits, including;

- Generous employer contributions to Local Government or Teacher Pension Scheme
- Free on-site parking
- Eyecare vouchers
- Access to a free Employee Assistance Programme, offering mental health and wellbeing support to staff
- Cycle to work scheme
- Reduced staff membership to the facilities at Academy Leisure, Sawtry
- Free tea and coffee making facilities
- Generous sick pay and annual leave



## How to apply

To apply please complete the online form on the TES. Your supporting statement should address and evidence the selection criteria detailed in the Person Specification.

### Closing Date:

Monday 24<sup>th</sup> June – 9am

### Interviews:

Date to be confirmed.

### Applying:

For any questions about the application process please contact:

[recruitment@northcambridgeacademy.org](mailto:recruitment@northcambridgeacademy.org)

*We reserve the right to close this advert early should we receive sufficient applications for the role.*

*Meridian Trust is committed to safeguarding and promoting the welfare of children. All appointments will be subject to satisfactory pre-employment checks including enhanced DBS disclosure.*

*We are committed to diversity & inclusion and equality of opportunity for all staff and applications from individuals are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, race, religion or belief and marriage and civil partnerships.*

*Meridian Trust is committed to safer recruitment practice and pre-employment checks will be undertaken before any appointment is confirmed. This post is subject to an enhanced disclosure and barring service check. We expect all adults who work for the Trust to share our commitment to safeguarding and the health and wellbeing of our students.*

## Job Description and Person Specification

### JOB DESCRIPTION AND PERSON SPECIFICATION

<b>Job Title:</b>	Assistant SENDCO HLTA
<b>School/Academy:</b>	North Cambridge Academy
<b>Weeks:</b>	39 Weeks
<b>Hours of work:</b>	37 Hours
<b>Salary:</b>	Grade 8
<b>Responsible to:</b>	SENDCO

<b>Role:</b>	To work under the professional direction of the Assistant Principal for Inclusion.
<b>Purpose of the job:</b>	As part of the inclusion team, plan and deliver practical support, advice and guidance to vulnerable children and their families to support pupils' academic, therapeutic, and pastoral needs.

#### Responsibilities and Accountabilities:

##### Main responsibilities

- Work closely with the Inclusion Leader, Principal, and Inclusion team to ensure the welfare of pupils attending the academy, with a particular focus on pupils with SENDV
- Be aware at all times of the SEN Register, providing support for pupils with ASD, EHCPs and SEND
- Lead training sessions for support staff to raise awareness of SEND and current practices
- Line-manage TAs and liase with outside agencies working at NCA

##### Specific responsibilities – SEND

- Work with individuals and groups, under the direction of the Assistant Principal for Inclusion, to support progress, and social and emotional needs
- Under the direction of the SENDCO update pupil records as appropriate and collate and prepare information relating to assessments, EHCPs and referrals to other agencies
- Contribute to the development and implementation of APDRS for students and gather information from pupils, parents, staff and other professionals for the completion of statutory paperwork before annual reviews
- Liaise with staff and other relevant professionals and provide information about students as appropriate



- Attend review meetings as required
- Liaise with the SENDCO and teachers regarding pupil support plans including risk reduction plans and health care plans
- Plan, monitor and evaluate any programmes offered to children or families. Keep accurate records of information, referrals or work completed, including provision maps for intervention. Produce reports when necessary
- Support the pupils in accessing learning activities as directed by the teacher/SENCO to enable pupils' progress towards their targets
- Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives, providing feedback and reports to teachers to provide evidence of the range and level of progress and attainment
- Carry out small group interventions, for example, speech and language, precision teaching
- Support transition between key stages
- For some pupils there may be a need to assist pupils with mobility, eating, dressing and hygiene, as required, whilst encouraging independence

### **Specific responsibilities - welfare**

- Work with vulnerable children and their families as identified by the Principal/ Assistant principal for inclusion and undertake an assessment, including Early Help assessments. To develop a plan that meets their needs, addresses family issues and supports them to access appropriate services to enhance the team around the family
- Establish effective communication with staff to ensure student's needs are met and use detailed knowledge and specialist skills to support learning and progress, promote independence and develop social/emotional needs
- Maintain appropriate resources, databases, and case files e.g., Outcome Stars, CP files and making notes at meetings
- Help identify factors affecting an individual pupil's well-being and behaviour in school and at home and facilitate appropriate interventions with other professionals and agencies where necessary
- Act as a role model and establish a clear framework for discipline in line with established policies, anticipate and manage behaviour to promote pupils' self-control and independence to ensure good behaviour and respect for others are maintained
- Be aware of and comply with policies and procedures relating to child protection, health, safety, security, and confidentiality reporting all concerns to an appropriate person to ensure pupils' wellbeing
- Conduct home visits, if necessary, by school procedures



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- Support the role of parents/ carers in students' learning and contribute to meetings
- Deliver lunch, break and afterschool activities and interventions to vulnerable pupils when necessary

### **General responsibilities**

- Cover break/ Lunch duties when required

### **Oversee Social Communication Interventions:**

- To plan and deliver social communication intervention sessions.
- To lead staff in delivering social communication intervention sessions.
- To track progress and effectiveness of social communication intervention.
- To support students reintegrating to mainstream lessons.
- To plan and deliver social skills interventions.
- To support students access learning who are finding it difficult to attend lessons in the mainstream classroom.
- To support staff across the school with how to support young people with social communication needs.

### **Support to the School/Academy/Place of work:**

- Participate staff events by arrangement
- Attend Staff Meetings
- Contribute and participate in Trust events and activities where possible
- Develop and maintain effective working relationships with other staff and parents/carers
- Adhere to the Trust values
- Follow school policies, practices and procedures

### **Data security:**

- Act under legal provisions regulating confidentiality and security of data and information following GDPR regulations

### **Health and Safety:**

- Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions
- Co-operate with the Trust on all issues to do with Health, Safety & Welfare



- Work/operate all plant and machinery within Health and Safety and other legal regulations, including risk assessments
- Physically able to undertake manual work and perform tasks set out in this job description
- Contribute to the maintenance of a safe and healthy environment

#### **Continuing Professional Development:**

- In conjunction with the line manager, take responsibility for personal professional development, keeping up to date with research and developments related to school/academy/place of work efficiency, which may lead to improvements in the day-to-day running of the Trust
- Participate in the annual appraisal system
- Undertake any necessary and identified professional development taking full advantage of any relevant training and development available, particularly when related to the use of ICT, for data management and record keeping
- Maintain a professional portfolio of evidence to support the Performance Management process – evaluating and improving own practice

#### **Child Protection and Safeguarding**

- The post holder will have a shared responsibility for the safeguarding of all children and young people. The post holder also has an implicit duty to promote the welfare of all children and young people
- To inform the Child Protection Officer of any issues relating to the safety and well-being of students

The post holder will undertake any other duties commensurate with the grade of the post, in consultation with the line manager.

This job description is subject to review and may be changed following consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the Trust in relation to the post holder's professional responsibilities and duties.

***The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.***

***All staff will be subject to an enhanced check with the Disclosure & Barring Service.***

**Updated: January 2022**





**Person Specification – Assistant SENDCO**

Assessment Key:  
A = Application Form  
I = Interview

Education and Qualification		Essential	Desirable	Assessment
1	Good educational background with GCSE or equivalent in English Language and Maths	✓		A
2	Level 3 or above teaching assistant qualification or willingness to work towards this	✓		A
3	Degree or equivalent experience in an appropriate subject or field		✓	A
Experience		Essential	Desirable	Assessment
4	Experience supporting children in a classroom environment, including those with a range of learning needs or challenging behaviour	✓		A/I
5	Experience of working with children across all key stages (EYFS, KS1, KS2) with evidence of having achieved successful pupil outcomes	✓		A/I
6	Experience of working with		✓	A/I



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	external agencies			
7	Experience of working closely with parents in successful home-school partnerships that support pupils' needs		✓	A/I
<b>Knowledge and understanding</b>		<b>Essential</b>	<b>Desirable</b>	<b>Assessment</b>
8	A good understanding of the education system	✓		A/I
9	An excellent knowledge of the SEND Code of Practice	✓		A/I
10	Skilled at understanding how children learn	✓		A/I
11	Excellent understanding of phonics, numeracy, and literacy development	✓		I
12	A sound grasp of the concept of inclusive practice	✓		I
13	Knowledge of the concept of confidentiality	✓		I
14	Awareness of child protection issues	✓		I
15	Knowledge and experience of using basic		✓	A/I



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Extending the Boundaries of Learning



Achievement for all



	diagnostic tests for identifying specific needs			
16	First aid certificate		✓	A
<b>Skills and abilities</b>		<b>Essential</b>	<b>Desirable</b>	<b>Assessment</b>
17	Skilled at making and sustaining positive relationships with children	✓		I
18	Skilled at developing children's self-esteem and motivation so that they become resilient, independent learners	✓		I
19	Able to work closely with pupils who are finding learning difficult, or those who have experienced a feeling of failure	✓		I
20	Ability to use language and other communication skills that parents, and pupils and staff members can understand and relate to	✓		I
21	Capable of planning intervention	✓		I



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Extending the Boundaries of Learning



Achievement for all



	work, assessing the needs and achievements of children and maintaining appropriate records			
22	Able to work closely with other adults, offering them practical advice and strategies that assist them to overcome problems relating to the teaching of pupils with SEND/ who are vulnerable	✓		I
23	Able to work closely with the wider school community in the development of provision for pupils with SEND	✓		I
24	Excellent written and oral communication skills	✓		I
25	Ability to contribute to team meetings and contribute ideas	✓		I
26	Ability to provide classroom cover – with agreed parameters – in	✓		I



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	the absence of the class teacher			
<b>Personal Qualities</b>		<b>Essential</b>	<b>Desirable</b>	<b>Assessment</b>
27	Willingness to undergo further training and development	✓		I
28	Positive and enthusiastic approach towards work	✓		I
29	Ability to act on own initiative	✓		I
30	Kindness and empathy towards students and colleagues	✓		I
31	Ability to work as part of a team effectively			I
<b>Child Protection</b>		<b>Essential</b>	<b>Desirable</b>	<b>Assessment</b>
32	Support the Academy policies on safeguarding and child protection	✓		A/I
<b>Other</b>		<b>Essential</b>	<b>Desirable</b>	<b>Assessment</b>
33	Flexibility of working hours	✓		A/I