



# Lord Lawson of Beamish Academy Teaching Assistant – SEND

## Application Pack





# Lord Lawson of Beamish Academy

Lord Lawson of Beamish Academy  
Birtley Lane, Birtley, Chester le Street, DH3 2LP

T: 0191 433 40 26  
W: lordlawson.academy  
E: lordlawson@lordlawson.academy

**Principal:** Dr Andrew Fowler BA, MA, MSc, PhD, PGCE, FRSA

Dear Applicant,

Thank you for your interest in the post of Teaching Assistant – SEND at Lord Lawson of Beamish Academy. I hope that the information in this pack is valuable to you when deciding whether to apply for the role and in your preparation for applying.

Lord Lawson of Beamish Academy is a successful 11-18 mainstream co-educational academy which has improved rapidly over recent years. All our improvements are underpinned by our values of trust, respect, courage and ambition. We achieved a 'Good' Ofsted rating in every area in our November 2022 inspection. The improvement in Progress 8 scores from 2019 to 2022 indicated we were the most improved school in Gateshead and among the top 10% of schools for improvement in the North-East of England. Whole school progress remained at similar levels into 2023, dropping slightly in 2024. We are committed to embedding the improvements we have made, so that future cohorts achieve well. Predictions based on recent assessments indicate that the 2025 will make above average progress.

We have high expectations of our staff. We also recognise that our staff are our greatest asset, and we treat them with respect and care for their wellbeing. We are currently aiming to implement our Vision for Staff, which we co-developed last year. As part of this we provide one flexi-period a fortnight where teaching staff can start late or leave early; this trial has proved popular. Staff are happy here; Lord Lawson of Beamish Academy is a good place to work. 82% of staff respondents to the SSAT annual survey agreed or strongly agreed with the statement 'I would recommend this as a good place to work'. The national average for secondary schools in the survey was 74%.

We value the development of all our staff, and you will develop further as a teacher during your time here. We provide an exceptional programme of CPD for staff. 82% of respondents to the SSAT annual survey agreed or strongly agreed that they have opportunities to participate in high quality professional learning and development (national average for secondary schools: 68%). Staff develop rapidly here; and consequently, we have very low levels of staff turnover.

Our next steps are to build on our recent achievements, and to further improve the attainment and progress of our disadvantaged students, including those with SEND. We also want to engage more effectively with our community and continue to expand our already thriving extra-curricular offer for our students. Alongside these aims, we will expand our sixth form further, by attracting applications from other local schools, as well as ensuring more of our students complete key stage 4 with the qualifications and aspirations required for further academic study.

I welcome your interest in this position, and I look forward to receiving your application.

With best wishes,

Dr Andrew Fowler  
Principal

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Dear Applicant,

Thank you for your interest in the position of Teaching Assistant within our SEND Department. This letter will provide you with more information about the team and department you would be joining if you are successful in the recruitment process.

Our SEND Department at Lord Lawson is a professional, forward-thinking, and dynamic team, committed to transforming the life chances of our students, particularly those with SEND and disadvantaged backgrounds. We believe in raising the achievement of all students and supporting their unique needs through bespoke intervention strategies. Our department consists of an Assistant Principal SENDCo, two Assistant SENDCos, and 11 HLTAs/TAs, each responsible for an area of SEND. We are a flexible and collaborative team, dedicated to ensuring students have the support they need both in and out of the classroom.

As an TA in our department, you will play a key role in supporting students with SEND in the classroom. You will help them access teaching and learning, and ensure they make meaningful progress. You will adopt strategies tailored to individual needs, enabling students to thrive academically and personally. We value staff development and encourage a collaborative approach to sharing best practices across the school. You will be supported through professional learning opportunities both within the SEND department and the wider school community.

To be considered for this post you must have a good education background to GCSE equivalent or above and be willing to engage in further professional development. We are looking for someone passionate about making a transformative difference in the lives of our students, someone who is eager to continue learning and developing through collaboration with colleagues, and someone who will help us raise the achievement of students with SEND.

If you are interested in this opportunity and would like to find out more about our school and the SEND department, I would be delighted to hear from you. Please feel free to contact me directly at [hpotter@lordlawson.academy](mailto:hpotter@lordlawson.academy), and I would be happy to arrange a conversation or a visit.

We look forward to hearing from you.

Mrs H Potter  
Assistant Principal (SENDCo)



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## Job Specification

**Job Title:** Teaching Assistant (Level 3) - SEND  
**Salary Scale:** Grade E, £22,626 - £24,170 + SSA (Pay Award Pending)  
**Contract Type:** Permanent, Term Time Only

**Line Manager:** Assistant Principal - SENDCo

## Purpose of the role

- To work under the guidance and instruction of designated teaching and senior staff to undertake work, care and support programmes, to enable access to learning for students and to assist the teacher in the management of students and the classroom.
- Work may be carried out in the classroom or outside the main teaching area under the guidance of teaching staff.
- To contribute to raising standards of student achievement.
- To share and support the academy's responsibility to provide and monitor opportunities for personal and academic growth.
- To be committed to the values of the academy.

## Key Responsibilities

- To provide physical and communication support using modes of communication appropriate to the individual needs of the child, establishing productive working relationships with students.
- To provide communication support to enable full access to the curriculum and any extracurricular activities e.g. lessons, assemblies, parents' evenings, reviews and visits.
- To work with individuals and groups of students with additional needs to support access to the curriculum.
- To administer and assess routine tests under direction of the SENDCo/teacher.
- To monitor the progress of identified students, keep written records consistent with academy systems and provide the teacher with feedback on students' progress in relation to provision.
- To provide support in a manner which facilitates the child's cognitive development by removing barriers to learning.
- To clarify, modify and adapt materials to an appropriate level according to need.
- To promote students' inclusion within school by promoting their independence in communication, learning and social skills.
- Under the guidance of the SENDCo/teacher, contribute to setting individual targets and reviewing those targets. Attend and contribute to EHCP meetings to review students' progress and contribute to written reports.
- To ensure the physical welfare of students and assist students with their physical needs as appropriate and agreed in accordance with their plan e.g., assisting with lifting, moving and handling, intimate care.
- To liaise with professionals and external agencies where necessary under the direction of the SENDCo/teacher.
- To provide support for students' emotional and social development by encouraging and modelling positive behaviour and dealing with disruption as agreed in the academy's Behaviour Management Policy.
- To contribute to developing programmes of support for identified students.
- To provide organisational support for the effective assessment and delivery of examination access arrangements in line with JCQ standards.
- To invigilate examinations/tests as required.

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- To maintain and monitor the use of specialist equipment and promote optimum use of specialist equipment in all settings.
- To carry out duties positively and professionally whilst promoting and supporting teamwork at all times.
- To be flexible in your approach in order to meet the circumstances of the day.
- To accompany staff and students on external educational visits.

## General Duties

### Professional Development

- To take part in the academy's staff development programme by participating in arrangements for further training and professional development.
- To engage actively in the appraisal process.
- To work as a member of a designated team and to contribute positively to effective working relations within the Academy.

### Safeguarding

- Promote the safety and wellbeing of students and help to safeguard students' wellbeing by following the requirements of Keeping Children Safe in Education (KCSIE) and our school's child protection policy.
- Promote the safeguarding of all students in the school.
- Ensure that appropriate reasonable adjustments are made where necessary for students.

### General

- Equal Opportunities: the academy has a strong commitment to achieving equality of opportunity and expects all employees to implement and promote this in their own work.
- Health and Safety: the academy is committed to a healthy and safe working environment and expects all its employees to implement and promote its policy in all aspects of their work.
- Confidentiality: the academy is committed to maintaining the privacy of all its staff and pupils. It expects all staff to handle all individuals' personal information in a sensitive and professional manner. All staff are under an obligation not to gain access or attempt to gain access to information they are not authorised to have.

All staff are required to follow school policies and the staff code of conduct.

This job description is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of tasks, and the postholder may be required to carry out other duties appropriate to the role.

This job description may be amended at any time in discussion between the Principal or Line manager and the employee and will be reviewed annually before the commencement of the next appraisal cycle.



## Person Specification – Teaching Assistant (Level 3) – SEND

Attribute	Essential/ Desirable	Assessment
<b>Qualifications and Education</b>		
1. Good education background e.g. GCSE equivalent or above	E	A, I
2. Full first aid qualification (or willing to work towards)	E	A, I
3. TA specific qualification equivalent to NVQ Level 2 or 3	D	A, I
4. Coaching or mentoring skills	D	A, I
5. Willingness to engage in further professional development, such as Higher-Level Teaching Assistant (HLTA) standards or equivalent qualification	D	A, I
<b>Knowledge and Skills</b>		
6. The effective use of ICT to support learning	E	A/I
7. The ability to track, monitor and review the progress and behaviour of SEN students', to effectively support learners	E	A/I
8. The ability to work with individual students and small groups	E	A/I
9. A good understanding of the principles of the SEN Code of Practice and learning processes	E	A/I
10. A working knowledge of behaviour strategies	E	A/I
11. The effective use of data systems within the academy and the ability to retrieve relevant information to support learners' progress	E	A/I/E
12. Able to work with the SENDCo to support student learning needs	E	A/I
13. A good understanding of the key factors that influence learning and progress	E	A/I
14. The ability to contribute to effective personalised provision and promoting equal opportunities by taking a practical account of diversity	E	A/I
15. The understanding of the importance of confidentiality	E	A/I
16. The ability to work with external agencies	D	A/I
17. Knowledge of working in an identified area of specialism with specific groups of SEN students	D	A/I
<b>Experience</b>		
18. Of working with children and families of relevant age i.e. 11 – 16	E	A/I/E
19. Of working with students with special needs	E	A/I/E
20. Of planning effective actions for students with SEN	E	A/I/E
21. Of undertaking clerical duties, report writing	E	A/I/E
22. Of working with students who may be vulnerable or have mental health issues	E	A/I/E
23. Of involvement in whole school activities and events	E	A/I/E
24. Of understanding the individual needs of a student	E	A/I/E
25. Proven ability to demonstrate proactive and professional behaviour	E	A/I/E
26. Proven ability to work on own initiative	E	A/I/E
27. Proven ability to demonstrate effective team working	E	A/I/E

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28.	Recent experience of working in a school	E	A/I/E
29.	Evidence of a positive impact on outcomes for students	E	A/I/E
30.	Demonstration of excellent behaviour management skills with students	E	A/I/E
31.	Working with and/or coordinating other members of staff	D	A/I/E
Personal Qualities			
32.	A positive disposition and positive attitude to all other staff and students	E	A/I
33.	Able to work under pressure and to meet deadlines	E	A/I
34.	Have excellent communication skills and the ability to communicate effectively and sensitively with students who have SEN	E	A/I/E
35.	Ability to establish fair, respectful, supportive and constructive relationships with students	E	A/I/E
36.	To have empathy for children with special needs	E	A/I/E
37.	The ability to recognise and respect the contribution parents and carers can make to the development and wellbeing of students	E	A/I
38.	The ability to work independently and make decisions, and to work as a member of a team	E	A/I
39.	Have very high expectations and professional standards of oneself, students and colleagues	E	A/I
40.	The ability to maintain calm even when presented with stressful situations	E	A/I/E
41.	Demonstrable high standards of reliability	E	A/I
42.	Willingness to improve own knowledge and practice, including responding to advice and feedback	E	A/I
43.	Willingness to deliver first aid (once trained), personal/intimate care, and behaviour management strategies as required	E	A/E

Assessment and evidence: A = Application; I = Interview process; E = Exercise

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