



Unlocking Potential

The Corner School - Wembley



The Corner School

Teaching Assistant (Level 4) Candidate Pack

The Corner School, Douglas
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<https://thecornerschool.org.uk/about-us/>

Welcome

Thank you for your interest in becoming a Teaching Assistant (Level 4) at The Corner School, Wembley. At The Corner School, it is our belief that every child can learn and enjoy a fulfilling school life, regardless of their social, emotional and mental health needs.

Our special independent school is part of the wider charity Unlocking Potential. We have a shared mission and values and we work closely together with ambitious goals for supporting all our children and families.

Our Teaching Assistants play a central role in ensuring a safe and nurturing environment for our children, and enabling them to learn and develop in a way that is unique to and supportive of their needs. We are looking for individuals who are passionate about the work of Unlocking Potential, who wish to make a significant impact on the children and families that we support.

Please spend some time reading through this pack, which will give you an insight into our work, our approach, and this rewarding role. Our charity-wide approach is to be trauma responsive, to create a therapeutic environment and to work collaboratively with staff, as these are the cornerstones of our approach and are integral to our culture. We hope that the information provided will help you to determine whether this exciting and unique opportunity is a good fit for you:



Our charity



Therapeutic work



Our school



The role



Our team



How to apply

You can find out more about our work by reviewing our:

- Charity **website**
- School **website**
- Annual and impact **reports**
- Ofsted **report**

You are also very welcome to reach out for an informal conversation about the role by contacting: hr@up.org.uk
If you believe you could bring your skills and experience to champion our school's educational and therapeutic approach, then we would love to receive your application.



Daniela Caton

Headteacher

Our Charity

Mission:

Unlocking Potential, of which The Corner School is part, has a mission to: *“Work collaboratively with communities to enable children and young people with social, emotional and mental health (SEMH) needs to unlock their full potential.”*

What we do:

Our services combine best practice from the fields of education and clinical excellence to ensure that every child can excel:

- We opened our independent school in 2018 where we support primary school aged children who have SEMH needs through multi-disciplinary education and therapeutic provision
- We deliver outreach via our School’s Programme to schools who have a significant number of children with SEMH, through psychotherapy, occupational therapy, speech & language therapy and work with parents
- We run community engagement initiatives where there is a significant proportion of children with social, emotional and mental health needs

Last year we supported over 2,000 children and their families

Why we do it:

Strong social, emotional and mental health is key to leading a happy, fulfilled and independent life. We are working with our partners to ensure that we can help children and young people tackle SEMH needs to unlock their full potential and thrive in all aspects of their lives. We focus on community transformation, and we recognise that investing in the youngest members of society transforms life chances.

“We are committed to breaking the negative cycles which can limit children’s life chances and to ensuring that all children can make excellent progress.”

Message from Chair of Trustees



Stuart Roden

When we founded Unlocking Potential in 2015, we did so with a passion to transform the life chances of children and young people with SEMH needs.

We recognise that we can only provide transformational opportunities for children if they know that we care about them and believe in their potential to succeed.

As we look to increase our impact and reach in the coming years, we will keep the children, young people, and their family’s needs at the heart of what we do.

Our Values:

Trust

We build trust by being honest, transparent, and accountable in the way we work with children and young people, staff, and partners and by providing services and programmes whose outcomes are measurable and evidenced based.

Collaborative

Relationships are at the heart of our work. We prioritise communication and collaboration with partners, families, and communities, believing that by working together we create more effective and holistic outcomes for children and young people.

Empowering

We co-create opportunities for our children, young people, parents/carers and staff to actively

participate in decision-making that influences change. We promote the voices of children and young people in our organisation and the wider community.

Nurturing

We provide a nurturing approach based on safety and space for creativity, exploration, and growth. We support and care for our children, young people, and staff to realise their potential.

Impact

We are committed to measuring our impact through a data driven method to develop our programmes and make a greater difference to the lives of children, young people, and their parents and carers.

We require all staff to apply these values in all aspects of their work



The Corner School

Our School

The Corner School is a Special Independent School for children with social, emotional and mental health needs (SEMH), who require high-quality specialist support. We recognise that our learners have differentiated competencies and that we need to engage with them in a developmentally informed and age-respectful way. Through intentional use of particular language, by modelling appropriate behaviour, and by building significant relationships, we foster willingness, enjoyment and inspiration that leads to success.

We achieved a 'Good' Ofsted rating in both 2019 and 2022, and are committed to delivering inspirational teaching that develops confidence in learning and encourages our pupils to take ownership of their learning and be proud of their achievements. We use an imaginative and innovative curriculum to bring out the best in our learners.

We offer children a safe and nurturing environment and the stability needed to regain emotional balance and to develop their self-esteem and resilience. We work in close partnership with parents and carers, to develop personalised, dynamic support for every child.

Our pupils are typically managing a range of issues that have made mainstream schooling challenging e.g.:

- Attention Deficit Hyperactivity Disorder (ADHD or Attention Deficit Disorder)
- Anxiety
- Attachment difficulties
- Autistic Spectrum Condition (ASC) (including PDA - Pathological Demand Avoidance)
- Depression
- Dyspraxia, Dyslexia, Dyscalculia
- Family challenges that impact a child's learning and ability to feel good at school
- Oppositional Defiant Disorder (ODD)
- School refusal
- Social Communication Issues
- Traumatic incidences that may make school engagement very challenging

Our therapeutic approach is woven throughout all aspects of the school. Alongside 1:1 and group therapies (SaLT, OT and Child Therapy) all staff are trained and supported to have a therapeutic disposition, informed by training in attachment and trauma-responsive approaches.

We have capacity for 15-18 children across KS1 – KS2. We keep our class sizes small, with no more than six children, and have 1:1 and 2:1 ratios in place to meet the needs of our learners. We recognise that small class sizes and one-to-one work is crucial to the academic development of our children



“In our school, we believe that each young person holds the key to unlocking their own potential”

Message from the Education Committee Chair



Carrie Herbert

Education is key to leading a positive and fulfilling life, but children are not ready to learn unless their personal, social and emotional needs are addressed.

The Corner School provides a safe and secure therapeutic environment, for children to know that their concerns and interests are responded to.

Our staff aim to provide an education that inspires and excites children to learn and to succeed on their learning journey.

Trustees and Education Committee

We have an experienced and dedicated board of Trustees who volunteer their time and expertise. Two of our board members bring their experience in the education sector to The Corner School's education committee Dr Carrie Herbert (Education Committee Chair & Red Balloon Education Trust Founder) and Dr Jonty Clark, OBE (Safeguarding Trustee & Education Committee member, & Beckmead Trust CEO)

The Team

School Team

Our team is utterly committed to transforming life chances of children, ensuring that they have opportunities to thrive. Our dedicated team work together to create a nurturing environment and to support each learner to develop as individuals in their own unique way:

Teaching and Education Staff

- Head Teacher
- Inclusion Lead
- Behaviour Lead
- Class Teachers
- Teaching Assistants (L1-L4)
- HLTAs

School Support Staff

- PA to Head Teacher & Office Manager
- Caretaker
- Cook & Cleaner

Onsite Therapists

- Complex Case Therapist
- Occupational Therapist
- Speech and Language Therapist

Wider Charity Team

At Unlocking Potential we are a wider charity team. The Corner School team works alongside an experienced, energetic, and innovative team of charity colleagues who are working together to develop high-quality support and solutions for some of the most challenging needs facing children.

Therapeutic Work

For children who have additional learning needs, and may also have experienced trauma, learning can be a struggle. At the Corner School, we have adapted our approach so that we meet the child where they are currently at.

The Corner School uses a therapeutically-informed approach, taking deliberate, intentional steps to establish trust, validation and safety, and provide high quality, consistent, responsive care.

Our clinical staff are based on site across the week, working closely with teaching children's specific EHCP, learning and SEMH needs are met throughout the school day

- **Speech and Language Therapy (SALT)** – supports children in three key areas: Emotional Literacy, Social Communication, and Additional Language needs. Individual and group interventions are offered.
- **Occupational Therapy** – supports children to regulate their sensory system and emotional state so that they can engage in lessons and develop their foundational skills
- **Child Therapy** - our complex case Integrative Arts Psychotherapist offers: 1:1 creative and arts-based therapy, Therapeutic Check ins and Body-based regulation support at challenging times of the day.



Job Description: Teaching Assistant (Level 4)

- Hours of work:**
- Full-Time (38.5 hours pw), Monday – Friday
 - Term Time
- Location:**
- The Corner School, Douglas Avenue, Brent
- Salary:**
- Actual pay for Term-Time working: **£25,392** (inclusive of 6.6 weeks paid holiday allowance)
 - Full time equivalent: **£28,956**
- Reports to:**
- Class Teacher

Overview

As an enthusiastic, motivated, and highly-skilled Teaching Assistant, you will be a key part of our small and friendly school community. You will provide learning and behavioural support, working alongside teachers, therapists, and parents to help our children excel in their learning and personal development. You will have a commitment to safeguarding and promoting the welfare of children, be resilient and experienced in working with children with SEMH needs, and be passionate about helping our children achieve their full potential.

Duties and Responsibilities

Learning and Personal Development Support

- Support the class teacher, taking a lead on preparation and delivery of learning activities and resources.
- Contribute to the planning and evaluation and improvement of teaching and learning activities, sharing appropriate ideas, offering constructive suggestions, and giving feedback where appropriate.
- Support the class teacher with assessment of learning activities.
- Support the learning of individual pupils or small groups of children across KS1 and KS2.
- Able to cover classes in the short-term absence of teachers or for cover, delivering planned work provided by the teacher. The primary focus will be to maintain good order and to keep pupils on task.
- Plan and deliver on phonics interventions as well as assess, track and monitor pupil progress, and assess impact of interventions.
- Provide literacy and numeracy support to enable pupils to access the wider curriculum.
- Provide specialist support to all pupils in a particular learning area (e.g. ICT, literacy, phonics; numeracy, a National Curriculum subject).
- Use and apply effective learning strategies, support all pupils to participate in learning activities.
- Recognise and respond to pupils' individual needs and targets, using appropriate equipment and materials and modifying resources as necessary to support pupils to participate and progress.
- Give positive praise, encouragement and feedback, and support pupils to review their own learning and identify their own emerging learning needs.
- Prepare and effectively use ICT within the classroom environment to support and promote learning in ways that are stimulating and enjoyable for pupils.

- Work closely with school therapists, SALTs and OTs, following their advice for each child, and implementing individual pupil support plans (i.e. EHC plans) to ensure that the school is meeting the specific needs of all children.
- Work closely with class teachers, therapists and other staff to monitor the learning and personal development of children and identify effective support and learning strategies.
- Recognise that pupils may have communication difficulties and be able to use alternative communication techniques as required.
- Plan and lead enrichment activities.
- Lead and deliver on pre-planned PE lessons.
- Lead an extra-curricular activity.
- Input into the monitoring and assessment of pupil progress (including recording, reporting, providing feedback for reviews, setting of targets and plans etc.) to support the progression of all children.
- To assist with planning, writing, organising, implementing and monitoring pupil plans (including attendance), reviewing and implementing interventions enabling pupils to understand and meet their targets. Contribute to reviews.
- Develop effective relationships and liaise directly with parents, carers and family members to keep them updated on the progress of their children (as directed by Teachers). Contribute to meetings with parents / carers to provide constructive feedback on pupil progress/achievement etc.

Behaviour Management

- Support children upon arriving and leaving the school and during break and lunchtimes.
- Supervise children on school trips, taking responsibility for pupils and their individual needs under the supervision of the class teacher.
- Fully and confidently contribute to the implementation of an effective behaviour management strategy, applying it fairly and consistently within clear boundaries and reinforcing positive aspects of behaviour. Recognising and responding to pupils' individual needs.
- Encourage children to develop their ability to manage their social, emotional, and mental health needs, providing one to one behavioural support and using appropriate strategies for de-escalation.
- Learn and use safe approaches for moving handling and physical interventions as appropriate (training provided). Following all policy and procedures and engaging in regular reflection of practice.
- Work as a team to safely manage challenging behaviours, communicating effectively and proactively supporting without delay.
- Maintaining accurate pupil records, following relevant procedures including recording and reporting as well as ensuring confidentiality at all times.
- Support other TA's with their use of PRICE and de-escalation techniques.
- Develop positive relationships with families, taking a partnership approach so that behaviour support is provided both at the school and at home and sharing information where appropriate (as directed by Teachers).
- Assist with pupil transition between phases both inside and outside school.

Wellbeing and Safety

- Be vigilant and proactively ensure the safety and welfare of children at all times, recognising and minimising potential hazards and making adjustments where necessary.

- Provide a safe and secure environment, responding to accidents, emergencies and following procedures where appropriate. Offer First Aid as required (training provided).
- Follow school risk assessments and share feedback that will ensure they are relevant and effective.
- Enable access to learning in an orderly and supportive environment e.g. prepare classrooms for lessons, maintain tidiness during the day, prepare equipment and resources ready for use, create learner displays etc.
- Follow all safeguarding policy and processes, undertaking required training and actively contributing to improving safeguarding practice in the school.
- Promote the inclusion and acceptance of all children.
- Support children with any personal or intimate care needs if required.
- Act as an EDI and wellbeing champion in the school, supporting the Headteacher and HR with initiatives .

General

- Attend, reflect, and contribute to daily briefings and other meetings, training, and events.
- Lead TA team meetings and take minutes and follow up on actions.
- Carry out administration efficiently and in a timely manner e.g. salesforce entries, forms, reports, emails, communications etc.
- Contribute to the development of policies and procedures.
- Liaise with staff and other relevant professionals and provide information about pupils as appropriate. Liaise with external agencies, as directed by the Head Teacher.
- With guidance and support from your manager, and with attendance on appropriate training courses, develop skills to further your work and own CPD.
- Willingness to keep up to date with professional practice by maintaining an up-to-date understanding of the requirements of the role and individual responsibilities.
- Develop and maintain effective and professional working relationships with colleagues, drawing on their strengths and expertise in order to best support pupils. Proactively create a welcoming and inclusive environment for all colleagues.
- Ensure that all UP policies and procedures are followed (e.g. including Health and Safety, Safeguarding, Data Protection and EDI etc.).
- Actively contribute to the ongoing development and improvement of the school.
- Support the class teacher with the induction of new TA's.
- Act as a mentor to less experienced TA's, to support them in developing their practice and contributing to the improvement of the whole team.
- Undertake research and projects as directed by the Teacher.
- Supporting the Teacher in problem solving and resolving challenges as they arise.
- Fulfil additional responsibilities as directed by Head Teacher.

Person Specification

	Essential	Desirable
Knowledge & Qualifications	<ul style="list-style-type: none"> • Good standard of education, including a GCSE (or equivalent) in English & Maths. • A relevant level 3 qualification and / or HLTA qualification. • Working at or towards the professional standards for Higher Level Teaching Assistants. • Good understanding of school curriculum. • A good understanding of the National Curriculum and how this is applied. • Very good understanding of relevant policy and procedures within a school setting e.g. safeguarding, confidentiality etc. • Very good understanding of SEMH, SEN needs. • Very good understanding of de-escalation and behavioural support strategies, and how to respond to different needs. • Good understanding of Health and Safety policies and procedures that contribute to the maintenance of pupil safety and security. • Good knowledge of SEN Code of Practice. • Good understanding of principles of child development stages and learning processes and individual needs. • Good understanding of the role of parents/carers and the wider community in education. • Good knowledge and understanding of pupil assessment, progress, evaluation and reporting of attainment. • A range of relevant CPD. 	<ul style="list-style-type: none"> • First Aid Qualification. • Knowledge and understanding of the statutory framework for relevant subject areas and phases.
Experience	<ul style="list-style-type: none"> • Working with children with SEMH or SEN needs in a primary education/school setting. • Supporting teachers to provide high quality learning in line with school curriculum. • Planning, creating and delivering quality learning activities and resources. • Planning, preparing, and delivering learning. • Effectively using a range of strategies to support learning, behaviour and personal development according to the children's needs. • Using effective behaviour management and de-escalation strategies, adjusting your approach to individual needs. • Planning and delivering and monitoring phonics interventions. • Confidently using safe holding and moving techniques (e.g. PRICE). • Innovative use of resources and materials including ICT software and equipment. • Monitoring pupil responses to the learning 	

	<p>activities.</p> <ul style="list-style-type: none"> • Assess record and report on development, progress, and attainment (referring complex problems). • Supporting pupil progress and monitoring outcomes against individual plans (e.g. EHCPs). • Mentoring less experienced colleagues in their practice. 	
Skills & Abilities	<ul style="list-style-type: none"> • Good communication skills (verbal and written). • Good ICT skills (Microsoft, emails, databases). • Good numeracy/literacy skills. • Works effectively with children, responding with patience, kindness and empathy at all times. • Quickly establishes effective relationships with children and colleagues. • Able to work with culturally diverse communities. • Able to confidently follow / implement strategies and procedures. • Able to work in ways that promote equality of opportunity, participation, diversity, and responsibility. • Ability to use own initiative and be proactive, working with confidence across all areas. 	<ul style="list-style-type: none"> • Quickly establishes effective relationships with parents, carers, and families.
Attributes	<ul style="list-style-type: none"> • A role model demonstrating high levels of professionalism and upholding the school's aims and UP's values at all times. • Works collaboratively and flexibly, inspiring confidence and respect within the school team. • Personal and professional integrity with high levels of confidentiality and discretion. • Fully supports and aligned with the school's approach, bringing a positive can-do attitude. • Resilient and able to proactively manage wellbeing. • A passion for working with children with SEMH needs. • Reflective and learns from past experiences, able to give and receive effective feedback, and able to improve own practice and performance (or willing to grow these skills). • Recognises own strengths and areas of expertise and uses these to advise and support others. 	
Safeguarding	<ul style="list-style-type: none"> • Demonstrates good skills, knowledge and attitudes to contribute to the effective safeguarding and welfare of children. • Ability to follow and promote UP's safeguarding policy/process and take responsibility for ensuring safeguarding best practice in their role. 	<ul style="list-style-type: none"> • Safeguarding qualification.

Inherent requirements of work activities / environment

Below is a table that outlines the main physical and psychological requirements of the position:

Element	Key Activity	Frequency
Work Environment	Work in a team environment with different stakeholders	Daily
	Work in a school environment with children with SEMH needs	Daily
People Contact	Interact with learners with SEMH needs who may also have experienced trauma, who could display verbal or physically challenging behaviour which will require the postholder to manage above average levels of emotional demands. Where pupils have behavioural difficulties, postholder can be at risk of physical injury and needs to remain vigilant and observe risk assessment protocols (all members of staff must take part in the behavioural and physical intervention training)	Daily
	Interact with individuals who may display a full range of emotional expressions /who may have a physical or sensory disability, including parents/carers, family members	Daily
	Work in a diverse team of staff	Daily
	Undertake training and professional development activities	Regular
	Work collaboratively with charity wide colleagues	Regular
Administrative Tasks	Undertake administrative tasks which may include the following: computer work, contributing to writing reports, case notes/plans and pupil records, participating in meetings, creating resources	Daily
	Use technology including photocopier, telephones including mobiles, televisions, videos, and electronic whiteboards	Regular

UP's Selection Process

Our selection process is designed to ensure that we select the most suitable person for the job in respect of skills, experience and qualifications, in addition to alignment with our charity's mission and values and school setting.

We want you to have everything you need to make an informed application, if something is unclear, you would like more information, or if you require any reasonable adjustments at any stage of the application process, then please get in touch: hr@up.org.uk

How to apply:

In line with safer recruitment practices, to apply for this role please complete an application form by following the link on our online recruitment portal: www.up.org.uk/aboutus/work-with-us. We are unable to accept CVs or incomplete application forms.

As part of the application, you will be asked to upload a personal statement which should clearly demonstrate, giving relevant examples, how you meet the requirements of the person specification. The criteria set out in the person specification forms the basis of the selection decision and enables the shortlisting panel to ensure objectivity. We look forward to hearing more about your experience and your interest in our school and working with children with SEMH needs.

Interview Process:

Interviews will take place as suitable applications are received. The interview will consist of:

- a tour, which is a great opportunity for you to find out more about our school
- a panel interview, we will ask competency-based questions to explore your skills and experience, and you will also have a chance to ask us questions
- a practical classroom-based task with our pupils

Further information will be provided ahead of time to support you in preparing for the interview stage, and if you have any questions, please let us know.

Other Information

Safeguarding:

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff to share this commitment.

We follow safer recruitment practices including (but not limited to): online checks at interview stage; an Enhanced Disclosure and Barring Service check, a Section 128 check; Teaching Prohibition check; satisfactory references; a medical check; proof of qualifications and right to work in the UK.

It's a criminal offence for a person to apply to work with a group from which they have been barred from working.

Equality and Diversity:



Our children and families and staff come from a wide range of backgrounds, and we value the unique contribution that each individual can bring to UP.

We have a diverse and inclusive team at The Corner School, and we strongly believe that this is vital to our work.

UP is committed to equality of opportunity for all employees and promoting a diverse and inclusive community - a place where we can all be ourselves and succeed on merit.

As a charity we have an EDI working group and achieve our EDI objectives through an annual strategy.

We welcome applications from all sectors of the community, and we do not discriminate against any applicants on the basis of any protected characteristics. We ensure that candidates and employees are treated solely on the basis of their merits, abilities and potential.

Benefits of working for UP:

Delivering our mission would not be possible without our talented and passionate team, we are committed to ensuring UP is a great place to work and offer competitive salaries, a range of employee benefits, and prioritise a culture of collaboration and having fun together

- A competitive salary that is commensurate with the nature of our school, and clear progression path
- A range of employee benefits (*please see below*)
- Supportive approach to employee Health and Wellbeing and work-life balance, including a dedicated Employee Assistance Programme
- Opportunities for your professional development and to continue to develop your skills through CPD. Teaching Assistants have access to a range of training throughout the year e.g. PRICE, de-escalation, behaviour management, therapeutic working, specialist SEND / SEMH topics, safeguarding, Phonics, First Aid etc.
- Commitment and pro-active approach to an inclusive and welcoming working environment
- Commitment to working in a Trauma Informed way across the school and charity
- Strong networks and access to key leaders in Education
- A committed, experienced and involved Leadership Team and Board of Trustees
- Supportive and effective central shared services (Finance, HR, IT, Health & Safety, Data & Impact, Safeguarding etc.)
- Regular opportunities throughout the year to socialise and meet together as a wider charity team
- A Leadership Team that regularly invites and values feedback, suggestions and ideas

Employee Benefits at UP

Financial

Pension: Employer contribution pension scheme

Pay Reviews: Discretionary pay reviews annually

CPD: Funded training opportunities are provided across all teams

Training Loans: For relevant accredited courses

Travel Scheme: Annual season ticket loan

Cycle Scheme: Loan to purchase a bike / equipment

Professional Registration: Professional fees funded

Financial Advice Line (UP's EAP service): A range of advice from mortgages to debts, to money management

Wellbeing

Employee Assistance Programme (EAP): 24/7 support line, counselling sessions, online CBT, range of advice & guidance

Mental Health First Aiders: Available as an internal support to all employees

Sickness Absence: Enhanced Entitlement

Tell Jane: A confidential support line for raising bullying, harassment & discrimination concerns

Staff Events: Festive & Summer Socials, All Staff Days

Celebrations: Life Events & Work Anniversaries

Eye-Care Voucher Scheme: Specsavers eye test / glasses contribution

Family

Family Leave (Maternity, Adoption, Shared Parental): 16 weeks enhanced full pay

Partner Leave: 2 paid weeks & 2 paid appointments

Emergency Dependent Leave: 5 paid discretionary days (12-month rolling period)

Unpaid parental leave: Up to 18-weeks unpaid leave

Flexible Working: UP seek to accommodate part-time / flexible working where possible for appropriate roles

Family Advice line (UP's EAP service): A range of advice from childcare to elderly dependents, to relationships

Other Leave

Annual Leave: 25 days leave + 8 bank-holidays (pro-rata, paid for TT staff)

Festive Closure: Discretionary 3-days (pro-rata) in December. Given as flexi-days for PT employees to use at another time in the year

Moving Home: 1 day (one instance per person)

Compassionate Leave: Up to 5 days discretionary paid leave

Parental Bereavement Leave: 2 weeks paid leave

CPD Days: Up to 2 days discretionary leave per year to attend relevant courses, workshops, exams, or to carry out revision (*for additional CPD that is not organised / required by UP*)

Thank you for your interest in Unlocking Potential, we look forward to receiving your application.

UP-Unlocking Potential, a company registered in England & Wales.

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Registered charity number: 1163932

