

Charlton School

A Learning Community Trust Academy

Teaching Assistant

30.5 hours per week

Term time only

NJC Scale 2 (Point 3-4)

Closing Date: 9am, Monday 7th December

Interviews: w/c 7th December

Job Start: As soon as possible

Building Knowledge • Developing Character • Inspiring Futures



About Charlton School

Charlton School in Wellington, Telford, is a well-established comprehensive secondary academy with a long tradition of serving its local community. At Charlton we take pride in students' progress, with learning at the heart of all we do. We know the importance of inspiring students to develop a thirst for learning, so our curriculum is broad, rich and matched to individuals' needs. Our emphasis on purposeful, relevant learning means that our students benefit from a range of visits, specialist teaching and extensive extra-curricular experiences. We aim for all our students to enjoy school, excel in their studies and attain outstanding outcomes.



Our vision is to nurture happy, healthy young people who have the knowledge, academic achievement and strength of character to lead safe and successful lives in modern Britain, preparing them for their next steps in education or employment with a thirst for lifelong learning. At Charlton our ethos is built upon our three core values; we expect all members of the Charlton community to always exhibit these values:

Respect Responsibility Reslience



As part of the Learning Community Trust since December 2018, we are dedicated to providing a broad and enriching education, underpinned by strong pastoral care that supports the holistic development of each student. Our curriculum includes core and Ebacc subjects alongside valuable qualifications in technology, media studies, and ICT. Underpinning our commitment to student success is a parallel dedication to the professional growth of our staff. Charlton School fosters a culture of continuous improvement through a comprehensive Instructional Coaching programme, providing tailored support and development opportunities for all colleagues. This investment in our staff ensures the highest quality of teaching and learning across the academy. Furthermore, our centralised pastoral systems are designed to create a calm and purposeful learning environment where students feel safe, supported, and ready to thrive.



Staff Wellbeing Offer

At Charlton School, we believe that supporting our people goes beyond the workplace. That's why we are proud to offer a comprehensive Employee Assistance Programme, designed to provide confidential guidance, practical resources, and wellbeing support whenever it's needed. Whether it's professional advice, personal challenges, or simply a listening ear, our EAP ensures that every member of our team has access to the tools and care that help them thrive both at work and in life. Our complimentary staff offers include:

- Counselling: Confidential sessions with qualified counsellors
- Nurse Support: Speak with registered nurses about health concerns
- 24/7 GP Access: Consult with a GP anytime and arrange prescriptions to your local pharmacy
- Physiotherapy: Telephone consultations and referrals to local clinics for physical discomfort or injury.
- Mindfulness & Mental Wellbeing: Guided relaxation, live sessions,
- Lifestyle Support: Including fitness plans, nutritional advice, weight management, and food sensitivity testing.

Our Approach to Inclusion







At Charlton School, inclusion is a fundamental part of who we are and what we stand for. We believe that every young person should feel supported, challenged, and empowered to succeed. We are proud of the work we do to ensure that students with SEND are not only cared for, but enabled to flourish as confident, capable learners. Our approach is lived out daily in classrooms, corridors, and conversations.

We are proud to nurture young people who are recognised, both within school and across the wider community as confident, responsible individuals. Our students wear their uniform with pride, embrace leadership roles, and demonstrate a genuine enthusiasm for learning and personal growth. Through a broad range of enrichment opportunities, we encourage every student to explore their interests and develop their individual talents.

A strong and supportive pastoral system sits at the core of this inclusive approach. Every student has a dedicated Form Tutor who acts as an academic mentor, keeping a close eye on progress, wellbeing, and day-to-day experience. This personalised support is strengthened by our committed Heads of Year and Pastoral Managers, who work closely with families and external agencies to ensure that every young person receives timely, appropriate guidance. This joined-up model ensures that no student feels unseen and that barriers to learning are addressed quickly and compassionately.

Partnership with families is a vital part of our ethos, and the successful candidate will help deepen these relationships, ensuring that inclusion is experienced consistently in school and at home. Charlton School is also proud of its strong links with local primary schools and community partners.

This is an important and exciting time for both the school's development and the national direction of education. As national priorities continue to evolve; emphasising high standards, improved attendance and behaviour, and a more coherent approach to meeting the needs of vulnerable learners, we are seeking a passionate, Teaching Assistant who shares our values and is committed to ensuring that inclusion is not just understood but truly lived and felt by every student at Charlton School.

Learning Community Trust

Job Description

Title:	Teaching Assistant
Contract:	30.5 Hours per week, Term time only
Contract Term:	Permanent
Salary:	NJC Scale 2 (Point 3 - 4)
Accountable to:	Assistant Principal - Inclusion







Purpose of the role

The Teaching Assistant plays a vital role in supporting students to access learning, achieve their potential and participate fully in school life. The postholder will work alongside teaching staff to promote high standards of learning, achievement, attendance, engagement and personal development.

The Teaching Assistant will contribute to creating a safe, inclusive and ambitious learning environment where all students are supported to succeed academically, socially and emotionally. They will work in partnership with teaching staff, pastoral teams, families and external agencies to remove barriers to learning and ensure students receive appropriate support.

The postholder will actively support the implementation of the Learning Community Trust (LCT) Inclusion Strategy and Inclusion Policy, ensuring that all students, particularly those with SEND, disadvantaged students and vulnerable learners, can thrive within a mainstream educational setting. The role reflects the priorities outlined within the Government's SEND and Alternative Provision Improvement Plan (2023) and subsequent developments within the national SEND Reform White Paper agenda, promoting inclusive practice, early intervention and high aspirations for all learners.

The Teaching Assistant will demonstrate a commitment to continual professional development and contribute positively to the vision, values and improvement priorities of Charlton School and the Learning Community Trust.

Key Responsibilities

Student Support and Inclusion

- Support individual students and groups of students to access learning effectively.
- Assist in removing barriers to learning and participation.
- Promote the principles of the Learning Community Trust Inclusion Policy and inclusive classroom practice.
- Support the implementation of Education, Health and Care Plans (EHCPs), pupil passports and individual support plans where appropriate.
- Encourage students to develop independence, resilience, confidence and self-esteem.
- Support students with SEND, social, emotional and mental health needs, and other identified vulnerabilities.
- Promote positive attitudes towards learning and engagement.
- Foster high aspirations and expectations for all students.
- Support smooth transitions between lessons, year groups and educational phases

Teaching and Learning Support

- Work alongside teaching staff to support the delivery of high-quality learning experiences.
- Adapt and prepare resources to meet the needs of individual students and groups.
- Support students in developing literacy, numeracy and communication skills across the curriculum.
- Clarify and reinforce learning objectives under the guidance of teaching staff.
- Promote active participation and engagement during lessons.
- Provide feedback to teachers regarding student understanding, progress and engagement.
- Support the effective use of educational technology and learning resources.
- Contribute to maintaining a purposeful and productive learning environment.

Behaviour, Attendance and Engagement

- Promote and reinforce the school's behaviour expectations and routines.
- Support students in developing positive attitudes towards learning and school life.
- Encourage good attendance and punctuality.
- Assist in reducing barriers to attendance and engagement where appropriate.
- Support restorative approaches and positive behaviour strategies.
- Work collaboratively with pastoral staff to support student wellbeing and engagement.

Assessment and Student Progress

- Observe and monitor student participation, achievement and progress.
- Record relevant information as directed by teaching staff or senior leaders.
- Support intervention programmes aimed at improving student outcomes.
- Contribute to reviewing the effectiveness of support strategies.
- Assist in identifying areas where additional support may be required.

Key Responsibilities

Safeguarding and Student Welfare

- Promote and safeguard the welfare of all students.
- Report safeguarding concerns promptly and accurately.
- Support students' wellbeing, personal development and emotional welfare.
- Contribute to a culture where all students feel safe, respected and valued.
- Maintain appropriate professional boundaries at all times

Partnership Working

- Develop positive and productive relationships with students, parents, carers and colleagues.
- Work collaboratively with teachers, SEND staff, pastoral teams and external agencies.
- Support communication between school and families where appropriate.
- Contribute to multi-agency approaches that support student success.
- Represent the school professionally when interacting with stakeholders.

Professional Development

- Engage positively with training, coaching and professional development opportunities.
- Develop knowledge and understanding of SEND, inclusion and effective support strategies.
- Participate in appraisal and performance development processes.
- Reflect on and continually improve professional practice.
- Contribute to a culture of collaboration, learning and continuous improvement.

Additional Responsibilities

- Undertake duties commensurate with the post as directed by the Principal, SENDCO or Line Manager.
- Participate fully in appraisal, professional development and training activities.
- Adhere to all Trust and school policies, including safeguarding, attendance, behaviour, data protection, equality and health and safety requirements.
- Promote and uphold the values and ethos of Charlton School and the Learning Community Trust.
- Support school events, educational visits, enrichment opportunities and community activities where appropriate.
- Model the highest standards of professionalism, conduct and integrity.

Professional Expectations

All Teaching Assistants are expected to:

- Maintain high expectations of themselves and the students they support.
- Promote equality, diversity and inclusion in all aspects of their work.
- Support the implementation of the Learning Community Trust Learning Framework.
- Support the implementation of the Learning Community Trust Inclusion Policy and Inclusion Strategy.
- Demonstrate a commitment to the principles of the SEND and Alternative Provision Improvement
- Plan and the national SEND Reform White Paper agenda.
- Work collaboratively with colleagues to improve outcomes for all students.
- Promote student independence rather than dependency.
- Contribute positively to the wider life of the school.
- Maintain confidentiality and act with professionalism at all times.

Person Specification

Criteria	Essential	Desirable
Experience working with young people in an educational or pastoral setting		✓
Strong understanding of safeguarding procedures and child protection		✓
Abilityto plan and deliver targeted interventions		✓
Excellent communication and interpersonal skills	✓	
Ability to manage and resolve behavioural incidents effectively	✓	
Experience working with parents/carers and external agencies		✓
Ability to maintain accurate records and use school information systems		✓
Knowledge of attendance monitoring and strategies to improve attendance		✓
Ability to supervise students during unstructured times	✓	
Experience supporting students with mental health and wellbeing		✓
Ability to work collaboratively with teaching and support staff	✓	
Experience leading or supporting a team (e.g. form tutors)		✓
Understanding of SEND and inclusion practices		✓
IT literacy, including use of safeguarding and behaviour tracking systems		✓
Calm, resilient and solution-focused approach	✓	
Relevant qualification in education, youth work, or pastoral care		✓
First aid training or willingness to undertake training		✓
Knowledge of digital safety and online safeguarding		✓
Experience attending multi-agency safeguarding meetings		✓

Additional Information

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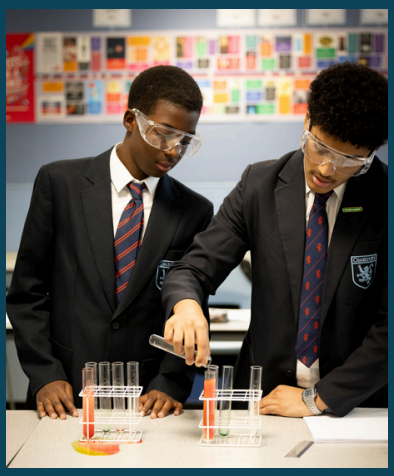
Salary:	NJC Scale 2 (Point 3 - 4)







Term time only will mean that you will only berequired to work the 190 days that the students are in school, the 5 Professional Development Days are worked only if required. (These will be paid)

Therefore, your salary is calculated on a pro rata basis, i.e. your salary is calculated by the following simple formula:
Hourly rate X weekly hours X annual working weeks and this will give you your salary. It is then divided into 12 equal monthly payments.

Annual working weeks are 43.51

The NJC Scale 2 Point 3 to 4 salary range is £25,947 to £26,016.
Pro rata salary is as below:
(£17,848 to £17,888)

If you have any questions regarding this salary and how it is calculated, please contact the school, or ask at your interview.

Sorry but CV's will not be accepted.

The Learning Community Trust is committed to safeguarding and promoting the welfare of children and young people. All post holders working in regulated activity with children, are required to have an enhanced DBS check (including a check on the children's barred list).

References will be required for all shortlisted candidates, prior to interview and these will be checked following the Learning Community Trust recruitment and selection process. In line with the Statutory Guidance Keeping Children Safe in Education an online check will also be
undertaken for all shortlisted candidates prior to the interview. Shortlisted candidates will also be required to complete a criminal self-disclosure declaration, posts that involve working in regulated activity are exempt from the Rehabilitation of Offenders Act, please note it is a criminal offence for individuals on the barred list for children to apply for any post working with children. For more information, please refer to The MOJ's guidance on the Rehabilitation of Offenders Act 1974 and the Exceptions Order 1975, for information about which convictions must be declared during job applications and related exceptions and further information about filtering offences can be found in the DBS filtering guide.

We are committed to equality and diversity and follow the Safer Recruitment practices as set out in the Statutory Guidance - Keeping Children Safe in Education. For more information regarding our school's commitment to safeguarding, please see our Child Protection & Safeguarding Policy here.

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