Learning Community Trust

Teaching Assistant

ROLE INFORMATION PACK

Role	Teaching Assistant
Main Location	Queensway School – North or South campus
School Website	https://queensway.school
Status	Permanent
Contract Type	Support Staff
Hours	32.5 hours per week
Working Weeks	Term time plus 5 days
Salary	NJC Scale 3, points 5–6
Accountable to	Designated line manager
Application deadline	
Interview dates	
Enquiries and applications to	











Mission Statement

Delivering an inclusive, compelling and transformative education that empowers young people, both in the classroom and beyond, preparing them for the rapidly changing world ahead.

Vision

Developing compassionate, resilient and inspirational young people who can thrive within an ever-changing global community.

Our values

A Trust With Heart

We place our young people, staff and families at the heart of everything we do; we empower our young people to become compassionate, caring, humble and inspirational individuals.

Never Leave A Child Behind

We support all our young people to ensure that - regardless of their background or starting point -they can achieve exceptional educational outcomes.

Thriving Community

We passionately believe that a positive, thriving community is the heartbeat of the academy. We embrace our collective strength to create a range of opportunities that enhance the lives of our young people and families whilst also acknowledging and celebrating the distinctiveness and individuality of each academy's community.

Together We Are Stronger

We are united in our vision to ensure the best learning experiences for our young people, staff, and community through strong relationships and effective

Successful Young People

We create a pride in our academies and a thirst for learning that raises aspirations and ensures our young people are ambitious - both within school life and through extensive enrichment offers - to prepare them for the global community.

Learning For All

We deliver compelling, transformative and reflective learning in our classrooms, celebrating the differences of each academy's community, inspiring all our young people and staff to be the very best that they can be.

Respect For All

We celebrate equality, diversity, inclusivity and individuality because we believe that we have far more in common than that which divides us.

Coping With The Challenges Of Life

We develop resilience within all our young people and staff to ensure a mindset for success and readiness to thrive in an ever-changing global community.

For more information please visit **lct.education**

Together, with our families, our staff and our communities, we are stronger.

At the Learning Community Trust, we are proud to lead a family of academies that spans education from early years through to post-16 within our specialist settings. We serve thousands of young people and staff across our academies and take our responsibility seriously, placing our young people, staff, and families at the heart of everything we do.

Our mission is so important to us all, we all work tirelessly to deliver an inclusive, compelling, and transformative education that empowers young people both in the classroom and beyond, preparing them for the rapidly changing world ahead. We are united by a shared vision: to develop compassionate, resilient, and inspirational individuals who are ready to thrive in an ever-changing global community.

Our eight core values: A Trust With Heart, Successful Young People, Never Leave A Child Behind, Learning For All, Thriving Community, Respect For All, Together We Are Stronger, and Coping With the Challenges of Life create our daily moral compass and guide every decision we make and every service we offer.

We believe that every young person deserves access to a rich and inspiring educational experience, one that fosters a mindset for success and importantly, prepares them to be global citizens. Across our Trust, we are proud to celebrate equality, diversity, inclusivity, and individuality, recognising that we have far more in common than that which divides us. Each of our academies is distinctive, with its own ethos and community, yet all are united in our commitment to exceptional outcomes and shared trust values.

Our success is rooted in a steadfast commitment to the professional growth and well-being of our staff. We believe that when our teams are empowered, supported, and continually developing, they create the foundation for truly exceptional learning experiences. That's why we invest in high-quality training, leadership development, and well-being initiatives that nurture both personal and professional growth. By fostering a culture of care, collaboration, and continuous improvement, we ensure that our staff feel valued, inspired, and equipped to make a lasting impact in the lives of our young people.

To ensure we remain focused and forward-thinking, we have developed a robust Five-Year Strategic Plan. This plan is more than a roadmap; it is a commitment to realising our mission and values across every academy and community we serve. Grounded in our eight core values, the plan sets out clear priorities, aligns resources, and establishes measurable goals. It unites leaders, educators, families, and partners around a shared vision, ensuring we are prepared to meet challenges and lead with clarity, compassion, and impact.

A key strength of our organisation is our commitment to investing in the people who work within our Trust. We believe that when staff are supported to grow, our academies flourish. That's why professional development is at the heart of our offer. Every colleague, whether in teaching, leadership, support, or operations, benefits from access to CPD pathways designed to build expertise, confidence, and career progression.

No academy within our Trust stands alone. We work collaboratively to share best practice, provide targeted support, and create opportunities for staff to connect, learn, and lead. From coaching and mentoring to leadership development and subject networks, our CPD offer is designed to meet the needs of every role and every stage of a career. Our aim is simple: to empower educators to deliver exceptional outcomes for young people, while building fulfilling and sustainable careers.

We are proud of our reputation, both regionally and nationally, for strong educational outcomes and community focus. Our academies work closely together, sharing best practice across phases and settings to create thriving learning environments. We believe that Together We Are Stronger, and through collaboration, we can build a resilient, inclusive educational system where every young person can flourish.

Thank you for considering the Learning Community Trust as your partner in education. We look forward to working with you to create lasting, positive change for your school and your community.



Paul Roberts

Chief Executive Officer





Working in Queensway

Queensway is a specialist school in Telford supporting children and young people with Social, Emotional and Mental Health needs and Communication and Interaction needs, including autism. Across its specialist provision, the school is united by a clear belief that every pupil can thrive when they feel safe, understood and supported.

Relationships are central to life at Queensway. As a Trauma Informed Gold school with Advanced Autism Accreditation, staff use consistent, nurturing and evidence-informed approaches to help pupils regulate, build trust and engage positively with learning. High expectations sit alongside empathy, clear boundaries and carefully personalised support.

Pupils benefit from a broad and ambitious curriculum, therapeutic support and opportunities that develop resilience, confidence, independence and preparation for adulthood. Queensway's strong academic, vocational and personal outcomes reflect the commitment of staff who focus on possibilities rather than barriers.

The school works closely with families, external professionals and the wider community so that support is coordinated around each child. Queensway is also entering an exciting period of development, including new purpose-built SEMH facilities that will strengthen collaboration and create further opportunities for pupils and staff.

As a Teaching Assistant, you will work closely with teaching staff and other professionals to support pupils' learning, social development, wellbeing and inclusion. You will help individuals and small groups access the curriculum, develop independence and communication, and participate safely and positively in lessons, transitions, visits and unstructured times.

We are looking for someone patient, consistent, flexible and dependable who can build positive relationships, maintain high expectations and respond calmly to individual needs. You will work as part of a supportive team, follow agreed plans and procedures, contribute accurate observations and help create a safe, organised and nurturing environment. If you share our commitment to inclusion and believe in the potential of every child, we would be delighted to receive your application.

Alison Ashley

Director of Specialist Education, LCT



Why work for the Learning Community Trust?

The Learning Community Trust, is a large employer with staff working in all sectors of education as leaders, teachers, educational and pastoral support, business support, and other services across our growing trust.

We are committed to ensuring that Learning Community Trust is an outstanding employer. Recruiting, developing and supporting the best staff is essential to the success of our Trust and academies. Our head office is based in the heart of Telford, with academies across Telford and Shropshire and excellent road and rail links to the West Midlands and beyond.

- **Flexible working and work-life balance** — We recognise the importance of balancing work with personal commitments. Where the role allows, working patterns, core hours and home-working arrangements can be discussed and agreed, while ensuring the needs of the post, school and Trust continue to be met.
- **Generous pension provision** — Staff are automatically enrolled into the relevant pension scheme, with employer contributions through either the Teachers' Pension Scheme or the Local Government Pension Scheme.
- **Holiday and special leave** — Holiday entitlement varies by role, but support staff receive a generous annual leave allowance plus bank holidays, with additional entitlement awarded after five years' service. Our special leave policy also supports staff through important life events and family milestones.
- **Comprehensive induction, CPD and career development** — We are committed to helping colleagues grow throughout their careers, with structured induction, ongoing training, professional development, instructional coaching and opportunities for progression across our Trust.
- **Health and wellbeing support** — Staff have access to wellbeing resources, free eye tests, flu vaccinations, occupational health support and an Employee Assistance Programme offering confidential advice and support for employees and their families.



- **Counselling support** — Employees can access independent counselling support, helping colleagues and their families receive timely advice and support when they need it most.
- **Family-friendly policies** — We understand that family life and caring responsibilities matter. Our policies are designed to support colleagues through key life stages, including becoming a parent, growing a family or caring for dependants.
- **Financial protection and peace of mind** — We offer supportive sick pay arrangements and death in service benefits, providing reassurance and financial protection should the unexpected happen.
- **Salary sacrifice schemes** — Staff can access practical schemes to support financial wellbeing, including salary sacrifice options.
- **Modern working environments and the right equipment** — Our academies provide safe, modern and well-equipped working environments, with the technology, systems and resources colleagues need to work effectively, including remote access where appropriate.
- **Collaboration across a growing Trust** — Staff benefit from working across a diverse family of primary, secondary and specialist academies, sharing expertise, developing practice and contributing to Trust-wide improvement.
- **Additional staff perks** — Depending on the site, colleagues may benefit from discounted freshly prepared meals, free parking and access to facilities such as gyms and swimming pools at reduced rates or free of charge.



Teaching Assistant

ROLE OVERVIEW

This is a varied and rewarding classroom-based role supporting pupils with Education, Health and Care Plans, including pupils with autism, social, emotional and mental health needs, communication needs and other complex needs. Working under the guidance of teaching staff, you will support individuals and small groups to access learning, develop confidence and independence, and participate fully in school life.

You will follow teachers' planning and agreed programmes of support, adapt explanations and resources, prepare classroom materials, observe pupils' responses and provide clear feedback. You will also support pupils during transitions, breaks, lunchtime, educational visits and other activities, using agreed relational, trauma-aware, de-escalation and co-regulation approaches.

The role calls for patience, consistency, flexibility and effective teamwork. You will build positive relationships, promote high expectations, communicate clearly, maintain accurate records and uphold safeguarding, health and safety, behaviour and SEND procedures at all times.

Job Description

Main purpose

To work under the guidance and direction of teaching staff to support the learning, social development, wellbeing and inclusion of pupils with Education, Health and Care Plans, including pupils with autism and social, emotional and mental health needs. The postholder will support individuals and small groups, help pupils access the curriculum and contribute to a safe, organised and nurturing learning environment.

The Teaching Assistant will follow daily planning and agreed programmes of support, prepare resources, provide feedback on pupils' engagement and progress, contribute to assessments and reviews, and support pupils during lessons, transitions, visits and unstructured times.

The role requires patience, consistency, flexibility and effective teamwork. The successful candidate will build positive relationships, promote independence and high expectations, respond appropriately to individual needs and uphold safeguarding, health and safety, behaviour and SEND procedures at all times.

Duties and responsibilities

Learning and classroom support

- Work with pupils individually and in small groups under the guidance and direction of teaching staff.
- Follow teachers' planning and contribute to agreed learning activities and programmes of support.
- Clarify and reinforce learning, adapting explanations and resources to meet pupils' individual needs.
- Observe pupils' responses, record relevant information and provide clear feedback to the class teacher.
- Support pupils to develop confidence, independence, communication, social skills and positive learning behaviours.
- Prepare, organise and put away classroom resources and equipment.

Support for pupils' additional needs

- Support pupils with autism, SEMH, communication and interaction needs, sensory differences, medical needs and other complex needs.
- Implement provision, outcomes and strategies specified in pupils' EHCPs and individual plans under professional direction.
- Promote pupils' participation in decisions affecting their support and contribute factual evidence to reviews and person-centred planning.
- Anticipate barriers and help implement reasonable adjustments, auxiliary aids and accessible resources.

- Recognise anxiety, distress or dysregulation and respond calmly using agreed relational, trauma-aware, de-escalation and co-regulation approaches.
- Use clear, predictable and accessible communication, including agreed augmentative or alternative communication systems where trained.
- Support independence, preparation for adulthood and individual academic, communication, social, emotional, physical and life-skills outcomes.
- Deliver learning, communication, social, sensory or therapeutic programmes only as directed and within competence.

Teamwork, communication and supervision

- Liaise regularly with the class teacher about work set, pupil progress, participation and concerns.
- Work collaboratively with teaching, pastoral and safeguarding colleagues and external professionals.
- Support daily registration and pass attendance concerns promptly to the appropriate colleague.
- Supervise pupils at break, lunchtime, arrival, departure and during movement around school.
- Accompany pupils on educational visits and activities as required.
- Attend meetings, briefings, training and appraisal activities, and invigilate examinations when required.

Recording, monitoring and safeguarding

- Maintain accurate, timely and objective records of learning, progress, behaviour, interventions, injuries and safeguarding concerns.
- Read and act in accordance with Part One of current Keeping Children Safe in Education guidance and school procedures.
- Act immediately on concerns and report without delay to the Designated Safeguarding Lead or deputy, making direct referrals where procedure or immediate risk requires.
- Recognise and report indicators of abuse, neglect and exploitation, including child-on-child abuse, online harm, sexual harassment and violence, exploitation, radicalisation and low-level concerns about staff.
- Share information lawfully and proportionately for safeguarding purposes.
- Follow whistleblowing, staff conduct and allegations procedures and maintain professional boundaries.

Safety, medical support and restrictive interventions

- Follow individual risk assessments, behaviour support plans, communication plans, sensory profiles and safety arrangements, prioritising prevention and de-escalation.
- Use reasonable force or restrictive intervention only when lawful, necessary, proportionate and in accordance with policy, training and authorisation.
- Report and record significant incidents involving force and other restrictive interventions promptly and accurately.

- Support medical needs in accordance with healthcare plans; administer medication or first aid only when trained, competent and authorised.
- Follow relevant health and safety, infection control, moving and handling, intimate care, personal care and emergency procedures while preserving dignity and privacy.
- Report accidents, injuries, near misses and concerns promptly and contribute to reviews.

Professional standards and school ethos

- Model calm, respectful and professional behaviour and place the child's best interests at the centre of practice.
- Promote equality, inclusion, dignity and high expectations; challenge discrimination, stereotyping, bullying and harassment.
- Recognise how disability, SEND, communication differences, medical conditions and emotional regulation needs affect learning, attendance and behaviour.
- Promote online safety and follow procedures for technology, filtering and monitoring, devices, images and social media.
- Understand the Prevent duty at a level appropriate to the role and report concerns through safeguarding procedures.
- Work flexibly across classes, campuses and areas of the school according to need.
- Engage positively in supervision, appraisal and professional development.
- Undertake reasonable duties commensurate with the nature and grade of the post.

Professional development

- Complete induction and required safeguarding and online-safety training and updates.
- Undertake role-specific training, which may include autism, SEMH, communication, sensory processing, medical needs, first aid, moving and handling, intimate care and restrictive interventions.
- Use only approaches for which training and competence have been confirmed and maintain required refresher training.
- Attend briefings, staff meetings, supervision and professional learning activities.
- Keep practice current through reflection, evidence-informed development and updates to legislation, guidance and procedures.
- Participate fully in appraisal and performance-management arrangements.

Other responsibilities

- Safeguard and promote the welfare of children.
- Comply with policies on child protection, health, safety, security, confidentiality and data protection.
- Support equality of opportunity, the ethos and aims of the School and Trust, and the work of other professionals.
- Attend relevant meetings, training and learning activities as required.

The postholder may be required to carry out other duties commensurate with the post. This job description is subject to review by the line manager in negotiation with the postholder, including through annual performance-management arrangements.

Person Specification

Person Specification	Essential	Desirable
Qualifications and training	• GCSE grade 4/C or equivalent in English and mathematics, or ability to demonstrate an equivalent standard. • Willingness and ability to complete all mandatory and role-specific training.	• Level 2 or 3 Teaching Assistant or other relevant education, childcare or SEND qualification. • Current training relevant to autism, SEMH, communication, first aid, medical support, moving and handling or restrictive interventions.
Experience	• Experience of working effectively with children or young people. • Experience of supporting learning, development, communication, wellbeing or inclusion within a team. • Experience of following individual plans, risk assessments, instructions and agreed procedures consistently.	• Experience as a Teaching Assistant or learning support practitioner in specialist, mainstream or alternative provision. • Experience supporting pupils with autism, SEMH, complex or medical needs, or EHCPs. • Experience delivering individual or small-group interventions and contributing to progress records or reviews.
Knowledge and skills	• Sound understanding of safeguarding and ability to identify, record and report concerns immediately. • Ability to support learning under teacher direction and adapt communication, resources and approaches. • Understanding of SEND, inclusion and reasonable adjustments for disabled pupils. • Ability to build positive relationships while maintaining expectations and professional boundaries. • Ability to observe, record and communicate information accurately, objectively and confidentially. • Ability to use prevention, co-regulation and de-escalation and remain calm in challenging situations. • Effective literacy, numeracy, digital, organisation and teamwork skills.	• Knowledge of EHCPs, person-centred planning, healthcare plans and multi-agency working. • Understanding of autism, SEMH, sensory processing, communication needs and relational or trauma-aware practice. • Knowledge of online safety, Prevent, child-on-child abuse and restrictive-intervention requirements. • Confidence using school information systems and Microsoft 365.
Personal attributes and values	• Child-centred, patient, reliable, resilient and committed to pupils' safety, dignity, achievement and preparation for adulthood. • Calm, consistent and approachable, with high expectations for every pupil. • Reflective, receptive to feedback and committed to professional learning. • Committed to equality, inclusion and challenging discrimination. • Flexible and willing to work across classes and both school campuses.	• Demonstrable commitment to specialist education and improving outcomes for pupils with complex needs.
Safeguarding and employment requirements	• Commitment to safeguarding children and following child protection and staff conduct procedures. • Suitability to work with children, subject to satisfactory safer-recruitment checks, including identity, right to work, references, employment history and enhanced DBS with children's barred-list. • Sufficiently fluent in spoken English to perform the role effectively.	• Current paediatric or emergency first-aid certification relevant to the setting.



How to apply

Please complete our application form which can be downloaded from Our vacancies - Learning Community Trust following the relevant job advert. Please complete highlighting your relevant experience, skills, and personal qualities. Once completed email to the email address on the front of this role information pack by the deadline.

Interviews will be offered to applicants who best match the person specification and job description.

If invited for an interview, bring evidence of essential and desirable qualifications and documents for the DBS application process.

We are committed to providing a fair and accessible recruitment process. If you require any adjustments at any stage, please contact us using the email address provided at the start of this pack.

Important Notes:

- Please complete all elements of the application form, incomplete forms will not be put through shortlisting.
- CVs are not accepted.
- If shortlisted, references will be requested before interview
- All shortlisted candidates will be visited in their current setting ,where possible.

Please note that by submitting an application you agree for your personal data to be processed in line with the trust's privacy notices. Further information can be found at Privacy Policy - Learning Community Trust

Trust commitment to Safer Recruitment and Safeguarding:

The Learning Community Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment:

- All offers of employment are subject to an Enhanced DBS check, children's barred list check and, where applicable, a prohibition from teaching check.
- An online social media check will be undertaken for all shortlisted candidates prior to the interview.
- This post is exempt from the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013, 2020 and 2023). Guidance on disclosing convictions can be found on the Ministry of Justice website.
- Under the Immigration Act 2016, candidates for customer-facing roles must meet the necessary standard of spoken English.
- It is an offence to apply if barred from engaging in regulated activity relevant to children.
- Any offer of employment is subject to medical fitness, satisfactory references, right to work in the UK, satisfactory online check and an Enhanced DBS check.
- References will be requested and checked prior to any interview and in line with the Learning Community Trust recruitment and selection process.
- Applicants must have current right to work visa status, this role does not support visa applications

For more information regarding our commitment to safeguarding, visit https://lct.education/statutory-information/safeguarding to find view the latest statutory guidance.

Learning Community Trust

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For more information please visit **lct.education**