ALP Connect



Teaching Assistant (SEND, Inclusion and Reintegration)

Candidate Information

Start Date: 1st January 2027

Welcome from the **CEO**

The Advance Learning Partnership (ALP) is guided by a shared set of values, embodied in the ethos:

'Your child is our child'

Across our family of schools and staff, our unwavering aim remains constant:

'Excellent Education through Collaboration'

Across ALP we have an unrelenting drive to achieve the highest possible standards for each one of our children. All staff share best practice, seek opportunities to learn from others and understand that their professional development is fundamental to a child's success.

The ALP family of schools recognise each school as unique. The schools and their leaders share a Trust wide set of educational principles and then contextualise the principles into a working model to meet the needs of their children. The fundamental challenge of our school leaders is to ensure that the educational offer they provide must be of a standard that they would desire for their own child:

The Trust has established robust structures to support continuous leadership development, ensuring the highest educational standards are met. Collaborative networks across all subjects and themes are woven into our daily practice. ALP's approach is deeply rooted in evidence-based research and involves extensive collaboration with local, regional, and national educational bodies.

The Trust has a cohesive, centralised structure, consisting of a School Improvement Team, a Children's and Civic Services Team and a School Support Team. The School Support Team enables school leaders to maintain their focus on children and education, with specialists providing the security and foundations for the educational provision, whilst the School Improvement Team support, develop, and evaluate the schools and their leaders to ensure the life chances of every child are realised. The Children's and Civic Services Team creates a flexible educational framework, tailored to each child's unique circumstances, ensuring that all pupils—regardless of their challenges—thrive, achieve and are well-prepared for life beyond school.

In the coming years the Trust seeks to serve all educational pathways with professionalism, investment and shared ethical values. This will ensure the children within our care are successful and safe regardless of the challenges they may face in education and society. We have a proven record of accomplishment in delivering academic improvement. We are enormously proud of our schools, leaders, governors, teachers and support staff who serve the children so well. It is a privilege to work alongside so many dedicated and highly skilled peers who change lives each and every day.

Kelvin Simpson
Chief Executive Officer

Why work for **Advance Learning Partnership**

Advance Learning Partnership (ALP) is a child-centred, forward-thinking organisation where people truly matter. If you're looking for a role in a workplace that values collaboration, innovation, and professional growth, ALP offers the perfect opportunity to thrive.

A Culture of Excellence and Collaboration

- Our ethos, *'Your child is our child,'* underpins everything we do. We're proud to provide an environment where every decision prioritises the success of our children and the wellbeing of our team.
- As a **Times 100 Best Places to Work 2024** and **Investors in People Platinum Employer**, we are committed to creating a supportive and inclusive workplace. We were proud to be named **Medium Employer of the Year 2024** by Investors in People, highlighting our dedication to our employees.

Exceptional Benefits

- Pension Scheme with Generous Employer Contributions
- Flexible and Hybrid Working Opportunities
- Generous Annual Leave Entitlement
- Family-Friendly Policies

Wellbeing First

- Employee Assistance Programme including counselling and financial wellbeing advice.
- Health and Wellbeing Support including benefits like mental health support, physiotherapy, free flu jabs, and 24/7 GP services.
- Occupational Health Services ensuring you're looked after both physically and mentally.

Investing in Your Development

- Professional Growth: We're passionate about helping our staff develop. From bespoke CPD programmes to leadership pathways, we'll support you to achieve your career goals.
- Leadership Opportunities: Whether you're just starting out or ready to take the next step, we offer leadership development programmes to help you succeed.

Added Benefits

- Discount Schemes: Enjoy savings on shopping, travel and entertainment.
- Salary Sacrifice Options which include our electric car and cycle-to-work schemes.

Why Now?

This is an exciting time to join ALP. We are a growing organisation with a clear vision for the future, and our commitment to excellence means you'll be working in a dynamic, inclusive and forward-thinking environment.

At ALP, your contribution will make a real difference—not only to the lives of our children but also to your own personal and professional growth.

Join us and be part of something truly special.

The **Children and Civic Services** Team

The Children and Civic Services team ensures the educational experience is accessible and delivered to every child and that they receive the highest quality provision equal to that which you would expect for your own child. From a civic perspective, the team have established local partnerships that improve the prosperity and experiences of children and the communities that ALP serves.

The CCS team is comprised of a Specialist Leader who co-ordinates Children's Futures, including their Personal Development, Attendance and oversees their Safeguarding. The team also has a Special Educational Needs Leader who co-ordinates the additional needs provision and works alongside Occupational Therapists, a Speech and Language Therapist and a team of specialists for ASD, ADHD and SEMH as well as other key-needs leaders. The team also has a leader of Pupil Provision who oversees the connect centres and leads trust provision for behaviour and attitudes.

The team work alongside Headteachers, the Specialist Leaders and other external partners to provide a comprehensive provision for all children across ALP. Every school is supported in structuring, co-ordinating and delivering support to the children, parents and staff who require it, and developing systems and structures to enable every child to succeed.

With the creation of the CCS team we support the children and families we serve, and we have the aim of creating an outstanding team of specialist deliverers who are enabled to provide exceptional support, guidance and leadership for all our schools.

Dave Stone
Leader of Children and Civic Services

The **Person**

- Exhibits the highest of expectations.
- Exemplifies the values and ethos of the Trust as a positive role model.
- Collaborates as a team player, demonstrating flexibility and commitment to contributing actively to a full program of extra-activities.
- Exhibits excellent people management skills.

Job **Description**

JOB TITLE	Teaching Assistant: Connect
CONTRACT TYPE	Permanent, Term Time Only
ACCOUNTABLE TO	Trust Improvement Partner / Senior Leadership Team
GRADE	Grade 7 SCP 15-22
ACTUAL SALARY	Less than 5 years' service: £26,839.70 – £30,124.90 More than 5 years' service: £27,436.14 – £30,794.34
REQUIRED	1st January 2027

RESPONSIBILITIES OF ALL POST HOLDERS

ETHOS

Employees are expected to support and contribute to the trust ethos.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post-holder. It is not a comprehensive statement of procedure and tasks but sets 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 expects all employees and volunteers to share this commitment. This post is subject to signing our ICT Employee User Policy and having a satisfactory Enhanced DBS Certificate.

GENERAL EXPECTATIONS

Employees will:

- Contribute effectively to the work of the trust and to the achievement of the 'School Improvement Priorities'.
- Play a full part in the life of the trust community, to support our distinctive aims and ethos, to encourage employees and pupils to follow this example.
- Follow trust policy regarding care, support and supervision of pupils.
- Attend training and development activities and courses, ensuring continuing, personal and professional development.
- Contribute to a welcoming trust culture by promoting mutual respect for all.
- Comply with any reasonable request from a leader to undertake work of a similar level that is not specified in this job description.
- Work as a team member.
- Act as a role model to pupils in speech, dress, behaviour and attitude.
- Have common duties in the areas of: Quality Assurance, Communication, Professional Practice, Health & Safety, and General Management (where applicable), Financial Management (where applicable), Appraisal, Equality & Diversity, Confidentiality and Induction.

RESPONSIBILITIES FOR ALL ALP EMPLOYEES

ALP employees will:

- Maintain personal expertise, to be a role model and promote high expectations for all members of the school community through your role within the structure.
- Model the values, ethos and vision of the trust.
- Maintain at all times, the utmost confidentiality with regard to all financial reports, records, personal data relating to staff, pupils and other information of a sensitive or confidential nature.
- Gain understanding and support the continuous improvement of operating processes.
- Be aware of, comply and assist with the development of policies and procedures relating to child protection, health and safety, safety and security, confidentiality and data protection, reporting on all concerns to an appropriate person.
- Attend relevant meetings as required, including termly Academy Council meetings.

RESPONSIBILITIES OF THIS POST HOLDER

PURPOSE OF THE JOB

- To provide high-quality educational, inclusion, pastoral and targeted support to pupils accessing the Trust's Connect Provision. Working under the direction of provision leaders, the postholder will support pupils with a range of special educational needs and disabilities (SEND), including cognition and learning, communication and interaction, sensory and physical needs, and social, emotional and mental health (SEMH) needs. The postholder will help pupils engage with learning, develop positive relationships, build independence and achieve successful outcomes, including reintegration into mainstream education where appropriate.
- The postholder will act as a key worker for identified pupils, delivering and supporting personalised learning, SEND and wellbeing interventions. They will contribute to the graduated approach, including identifying barriers to learning, implementing agreed strategies, monitoring impact and sharing feedback with the wider team, while supporting safeguarding, attendance and reintegration planning.

MAJOR DUTIES AND RESPONSIBILITIES

Supporting Teaching and Learning

- Support pupils individually and in small groups to access learning across a range of curriculum areas, adapting approaches to reflect their learning profiles, strengths and identified needs.
- Deliver planned interventions to support learning, communication, social interaction, emotional wellbeing, self-regulation, confidence, independence and attendance.
- Adapt learning activities, resources, communication and the learning environment to meet individual needs, including using visual supports, scaffolding, sensory strategies and alternative ways for pupils to demonstrate their understanding.
- Promote engagement, curiosity, resilience, positive relationships and a sense of safety and belonging, recognising that anxiety or unmet needs may affect a pupil's ability to participate.

- Monitor, record and communicate pupil progress, engagement and response to interventions, providing clear feedback to teachers and provision leaders.
- Support assessment and observation activities, contribute to pupil profiles and reviews, and help evaluate the impact of provision and interventions.
- Assist in preparing accessible, differentiated and engaging learning resources and teaching materials.

SEND, Wellbeing and Inclusion

- Support pupils with a range of SEND and additional needs, following individual plans, advice and strategies agreed by teachers, the SENDCO and relevant professionals.
- Recognise how anxiety, trauma, sensory differences, communication needs and learning difficulties may present as distress, avoidance, withdrawal or behaviour that challenges, and respond with curiosity, consistency and empathy.
- Help pupils to identify and communicate their needs, understand and manage emotions, develop self-regulation strategies and build confidence in accessing learning and social situations.
- Use supportive, relational and trauma-informed approaches to reduce anxiety, build trust and promote emotional safety; adapt expectations and provide appropriate reassurance, preparation and gradual steps towards engagement.
- Implement agreed support plans, risk assessments, reasonable adjustments and reintegration arrangements, reviewing and sharing information about what is helping the pupil to feel safe and make progress.
- Where required, use approved de-escalation and positive behaviour support strategies, prioritising prevention, co-regulation, dignity and the safety of pupils and staff.

Key Worker Responsibilities

- Act as a named key worker for identified pupils, providing consistent support and helping them to feel known, listened to and understood.
- Develop positive, trusting and professional relationships with pupils and their families, recognising the importance of pupil voice and family knowledge.
- Maintain regular, sensitive and purposeful contact with parents and carers as directed, sharing relevant information and celebrating progress.
- Lead and contiribute to pupil-centred reviews, intervention planning meetings, SEND discussions and reintegration planning, ensuring that the pupil's views and experiences inform decisions.
- Support pupils through transitions between provisions, classes and schools, using appropriate preparation, familiarisation and gradual transition arrangements.

Safeguarding and Pastoral Support

- Promote the safeguarding, welfare and emotional safety of all children and young people.
- Recognise and report safeguarding concerns, changes in presentation or indicators of risk promptly in line with Trust procedures.
- Contribute to Early Help processes and wider multi-agency support plans, working within the boundaries of the role and sharing information appropriately.
- Provide day-to-day support for pupils experiencing anxiety, low mood, emotional distress, difficulties with self-regulation or other wellbeing needs, using agreed strategies and referring concerns to the appropriate staff.
- Maintain accurate, timely and factual records of interventions, pupil voice, progress, attendance, incidents and welfare concerns, respecting confidentiality and information-sharing requirements.

Partnership Working

- Work collaboratively with mainstream schools across the Trust to understand pupils' needs and promote continuity of support and provision.
- Liaise with teachers, SENDCOs, pastoral and attendance teams, therapists and other relevant professionals to share strategies and support consistent approaches.
- Support meetings involving pupils, parents, carers and external agencies, helping to ensure that information is shared sensitively and that agreed actions are understood.
- Contribute to professional discussions about pupil strengths, needs, barriers to learning, progress and the effectiveness of support strategies.

Professional Responsibilities

- Maintain confidentiality and comply with GDPR and Trust information-sharing requirements.
- Participate in training and professional development to develop knowledge and skills in SEND, mental health, anxiety, communication, sensory needs and inclusive practice.
- Attend staff meetings, training events, supervision and reflective practice sessions as required.
- Contribute to the development of the Trust Provision as an inclusive, nurturing and responsive offer for pupils with a range of needs.
- Undertake other reasonable duties commensurate with the grade of the post.

SPECIAL **CONDITION** OF THIS POST

SPECIAL CONDITIONS FOR JOB ROLE

- The post-holder will be expected to undertake any appropriate training provided by the Trust to assist them in carrying out any of the above duties.
- The post-holder will be expected to contribute to the protection of children and vulnerable adults, as appropriate, in accordance with any agreed policies and/ or guidelines, reporting any issues or concerns to their immediate line manager.
- The post-holder will be required to promote, monitor and maintain health, safety and security in the workplace. To include ensuring that the requirements of Health & Safety at Work Act, COSHH, and all other mandatory regulations are adhered to.
- To carryout duties with full regard to the Trust's Equal Opportunities and Dignity at Work Policy.
- An Enhanced Disclosure with the Disclosure and Barring Service (DBS) will be undertaken before an appointment can be confirmed.

TO REFLECT THE SENIORITY OF THE ROLE, TYPICAL DUTIES INCLUDE:

- Plan and deliver agreed targeted interventions independently, adapting delivery in response to pupils' needs and progress.
- Act as a key worker for pupils with complex or multiple needs, promoting consistency, trust and positive outcomes.

- Use sound professional judgement when responding to distress, anxiety, safeguarding concerns and situations involving risk or behaviour that challenges.
- Liaise regularly and appropriately with parents, carers, school staff and external professionals.
- Contribute to the development, implementation and review of individual support plans, risk assessments and reasonable adjustments.
- Support carefully planned transitions and reintegration, helping pupils and receiving settings to maintain consistent approaches.
- Deliver mentoring and targeted programmes supporting emotional wellbeing, confidence, self-regulation, attendance and engagement with learning.
- Supervise groups of pupils without a teacher present for planned activities, in accordance with Trust procedures and the responsibilities of the post.

The above list of duties and responsibilities are not an exhaustive definition of all tasks associated with the post.

Person **Specification**

Criteria		Essential	Desirable
Application	Application form and a well-structured letter of application indicating interests.	*	
	Fully supported in references.	*	
Qualifications and Professional Development	A Teaching Assistant qualification at NVQ Level 4 or its equivalent (or willingness to work towards NVQ Level 4 or equivalent).	*	
	5 GCSEs A*-C including English and Maths (or equivalent).	*	
	Ability to use ICT as a learning tool	*	
	Commitment to further study and in-service training.	*	
Experience	Ability to demonstrate high standards pupil support	*	
	Experience of working with children with additional and complex needs	*	
	Knowledge of a wide range of SEND difficulties and their impact on learning.	*	
	Experience of multi-agency working and liaison with outside agencies.		*
	To have knowledge or experience of 'Restorative Practices' to resolve behaviour issues with pupils.		*
	Training or experience in supporting anxiety, EBSA or emotionally based barriers to attendance		*
	Understanding of how anxiety, emotional distress and unmet needs can affect learning, attendance and engagement	*	
	ELSA, nurture, mentoring or other emotional wellbeing intervention experience		*
	Knowledge of trauma-informed, relational and attachment-aware practice		*
	Knowledge of the SEND Code of Practice and graduated approach		*
	Knowledge of the SEND Code of Practice and graduated approach		*
	Team Teach or equivalent positive handling/de-escalation training		*
Qualities & Values	A drive to make learning fun, engaging and exciting	*	
	The ability to inspire others and share good practice.	*	
	Good communication skills with the ability to relate effectively to all ages and	*	
	A commitment to promoting inclusion	*	
	Ability to provide and present evidence for statutory assessment and annual	*	
	Ability to liaise with parents/carers and staff.	*	
	Embody the ethos and values of the Trust.	*	
	Ability to build positive, trusting relationships with pupils and families	*	
Personal Attributes	Ability to work under pressure and retain a sense of humour	*	
	Ability to work as team member to achieve common goals	*	
	Initiative, energy and perseverance	*	
	Enthusiasm and self-confidence	*	
	Personal presence and impact	*	
	Understanding of safeguarding responsibilities and professional boundaries	*	

Assessment against the criteria above will be through the application form, letter of application, work related assessments, interview process and references.

Application **Guidance**

Please return a completed application form in full ensuring you have provided accurate information, including the names, addresses and relevant contact details of two referees together with your letter of application.

The letter of application should be no more than two sides of A4 and should set out the particular strengths that you would bring to the post and how you feel you meet the criteria outlined in the job description and person specification. Applications received after the closing date/time will not be considered.

Please ensure you also complete and return the required DCCR form. Completed applications must be received by the trust by **12.00pm, Wednesday 25th November 2026 addressed to:**

Advance Learning Partnership
Whitworth Lane
Spennymoor
Co. Durham
DL16 7LN

or by e-mail to the trust, **alphr@alplearning.org.uk**

AFTER SUBMITTING YOUR APPLICATION

If you have not heard from us within 4 weeks please assume that you have been unsuccessful on this occasion.

Shortlisted Candidate **Guidance**

REFERENCES

References will be requested prior to interview, except for non-teaching roles where there are exceptional circumstances, and the applicant does not give consent to do so on the application form.

DIGITAL CHECKS

Online searches may be conducted as part of the Trust's due diligence checks. Section 311. KCSIE 2026.

DBS

Advance Learning Partnership is committed to safeguarding and promoting the welfare of children and young people and expects all employees and volunteers to share this commitment.

An application for a DBS certificate will be submitted for all candidates once they have been offered the position. For posts in regulated activity, the DBS check will include a barred list check. During the recruitment process, any offences, or other matters relevant to the position will be considered on a case-by-case basis.

Any offer of employment will be subject to receipt of a satisfactory DBS Enhanced Disclosure.

PRE-OCCUPATIONAL HEALTH

Pre-occupational health checks are an essential part of the selection and recruitment process to assess if any reasonable adjustments are required.

EQUAL OPPORTUNITIES

We are an equal opportunity employer. We want to develop a more diverse workforce and we positively welcome applicants from all sections of the community. Applicants with disabilities will be granted an interview if the essential job criteria are met.

As a disability confident employer, we are committed to employing disabled people and people with health conditions making reasonable adjustments to support disabled applicants when required.