Teaching Assistant (SEND)

Recruitment Pack: October 2026

ABOUT US

WHO WE ARE

OUR APPROACH

Who We Are

ALP Schools are a chain of Independent Special Needs Schools. Each of our schools is Ofsted registered and caters for young people who have struggled in mainstream education due to their special educational needs. We also recognise the importance of building up routines, relationships, respect and trust in order to achieve successful teaching and learning We are proud to offer a holistic and individualised approach to learning that truly empowers success.

Our Vision and Values

At ALP Schools, our vision is clear: *Empowering Success Through Holistic and Individualised Learning*. We hold a fundamental conviction that education can help every individual achieve their full potential, regardless of their ability. This isn't just a statement, it's the foundation of everything we do and the reason we exist.

Our approach is guided by our ARRRTT values, which underpin every aspect of our work with learners:

Attendance – We focus on improving each learner's attendance level to ensure they give themselves the basis to achieve.

Routine – Our tutors help learners gain routines adapted to their individual needs, ensuring they feel comfortable in the educational environment.

Relationships – Learners are supported in developing sound relationships with tutors and other service users, creating a foundation of trust and connection.

Respect – We work with learners and families in a holistic manner to maximize their life-chances and educational potential.

Trust – When pupils feel more secure and understood, they are empowered to take risks and grow in their learning.

Teaching – A formal, academic curriculum takes place, ensuring learners receive high-quality educational experiences tailored to their needs.

These values inform the decisions that we make and the interactions that we have, creating an environment where success is not just possible - it's expected.

This core belief drives our passion for working with learners and explains why our dynamic, bespoke approach successfully reaches so many disengaged and vulnerable young people. We understand that one size does not fit all, especially for children who face barriers to mainstream education.

Our unique strength lies in offering small class sizes where the curriculum is specifically tailored to each individual's needs. We recognise that successful teaching and learning are built on a foundation of strong routines, positive relationships, mutual respect, and trust, and we prioritise building these essential elements with every young person in our care.

From the moment of referral, we place the learner's special educational needs and disabilities (SEND) at the heart of our planning, alongside comprehensive family support, ensuring our educational interventions are both effective and appropriate.

ABOUT THE ROLE

THE SCHOOL

KEY RESPONSIBILITIES

Pierview Academy is rated Good by Ofsted, and we're proud of it. This is an exciting time to join us as we continue to grow, both in the number of pupils we support and in our reputation for delivering high-quality, needs-led education.

Pierview Academy provides continuity in learning for pupils with Education, Health and Care Plans. We are a short, medium and long-term provision for learners on the autistic spectrum or who have other special educational needs and challenging behaviour. We cater for young people in their secondary and post-16 school years. The overarching purpose of our provision is to work with learners so that they are able to overcome the barriers to learning that they have previously encountered. We aim to offer flexible, structured and supportive needs-led approaches.

We are looking for a SEND Teaching Assistant to join our team, supporting learners with learning difficulties and disabilities on a one-to-one basis and in small groups. Working alongside our teachers and Senior Management Team, you'll help learners build good attendance, routine, positive relationships, trust and respect, while supporting their learning, boosting their confidence and helping them become more independent.

ABOUT THE ROLE

APPLICATION

KEY RESPONSIBILITIES

Salary range/Grade	£23,100 - £27,600
Type	Full time, Term Time Only
Responsible to	Senior Management Team
Post Title	SEND Teaching Assistant
Base	Pierview Academy

How to Apply

Interested candidates are requested to apply online or by email to the recruitment team. To download the application form, please visit www.pierviewacademy.co.uk/job-vacancies/ and email all completed applications to the recruitment team.

Closing Date: 28th October 2026
Interviews: TBC

We are committed to the highest standards of safeguarding and all posts are subject to an enhanced DBS check.

Recruitment Team

recruitment.pierview@alpschools.org

Click here for our website!

Job Purpose

To work as part of the team supporting and guiding students with learning difficulties and disabilities in both individual and small group learning sessions.

The post holder may work with primary, secondary or Post 16 learners, supporting them to establish good attendance, positive relationships, a routine, and trust and respect for the environment and the people within it. The post holder will support teaching and learning within the school.

Key Tasks and Activities

- To build and maintain successful relationships with pupils, treat them consistently with respect and consideration, and be concerned for their development as learners.
- To demonstrate and promote the positive values, attitudes and behaviour expected from the pupils they work with.
- To work collaboratively with colleagues and seek help and advice when necessary.
- To be aware of, and make every effort to uphold and work towards, our ARRRTT ethos: Attendance, Routine, Respect, Relationships, Trust and Teaching.
- To develop an understanding of the special educational needs of the student(s) and how these impact on their ability to learn.
- To individualise students' access to the lesson and its content through appropriate preparation, clarification, explanations, equipment and materials.
- To help promote independent learning.
- To help reinforce learning.
- To assist students with physical needs.
- To help students record work in an appropriate way.
- To develop study and organisational skills.
- To help keep students on task and build motivation.
- To model good practice.
- To help build students' confidence and self-esteem.

Teaching and Learning Activities

- To support learning activities that interest and motivate pupils and help them progress.
- To communicate effectively and sensitively with pupils to support their learning.
- To promote and support the inclusion of all pupils in the activities they are involved in.
- To use behaviour management strategies, in line with the school's policy and procedures, which contribute to a purposeful learning environment.
- To advance pupils' learning in a range of settings, including working with individuals and small groups.
- To recognise and respond effectively to equal opportunities issues as they arise, including challenging stereotyped views, bullying or harassment, following relevant policies and procedures.
- To assist and support learning activities, enhance the physical teaching space and promote the use of resources.

Planning and Expectations

- Within the guidelines set by the Senior Management Team, teachers and assistant teachers:
- To prepare students beforehand for a task.
- To work on differentiated activities with identified individuals or groups.
- To support the teacher in implementing specific teaching programmes.
- To supervise practical tasks.
- To be involved in keeping records to evaluate student progress, including IEPs, PHPs, risk assessments, B-Squared and other assessments.

Monitoring and Assessment

- To support pupils' progress by providing feedback on portfolios.
- To support the monitoring of pupils' responses to learning tasks and modify their approach accordingly.
- To monitor pupils' participation and progress, providing feedback to Assistant Teachers and management, and giving constructive support to pupils as they learn.
- To contribute to maintaining and analysing records of pupils' progress.

Knowledge and Understanding

- To be supported in developing an understanding of the curriculum, the age-related expectations of pupils, the main teaching methods and the testing/examination frameworks in the subjects and age ranges they are involved in.
- To know how to use ICT to advance pupils' learning, and to use common ICT tools for their own and pupils' benefit.
- To know the key factors that can affect the way pupils learn.
- To have achieved a qualification in English/literacy and mathematics/numeracy equivalent to at least Level 2 of the National Qualifications Framework.
- To be fully aware of the statutory frameworks relevant to their role.
- To know the legal definition of Special Educational Needs and Disabilities (SEND), and be familiar with the guidance on meeting SEND given in the SEND Code of Practice.
- With support from the behaviour specialist, to use a range of strategies to establish a purposeful learning environment and promote good behaviour.
- To work as part of the team, liaising, advising and consulting where appropriate.
- To support and adhere to school policies and procedures, including those relating to confidentiality, behaviour and safeguarding.
- To identify personal training needs and attend appropriate internal and external in-service training.
- Any other tasks as directed by the Senior Management Team or specialists which fall within the remit of the post.

Personal Development and Wellbeing

- To support the school's drive for high standards by treating students with respect and promoting the school's ARRRTT philosophy.
- To maintain high expectations of all pupils, respect their social, cultural, linguistic, religious and ethnic backgrounds, and be committed to raising their educational achievement.
- To liaise sensitively and effectively with parents and carers, recognising their role in pupils' learning.
- To keep improving your own practice, including through observation, evaluation and discussion with colleagues.

Key Performance Indicators

- Student and parent/carer satisfaction.
- Progress of the learner(s) you work with.
- Willingness to learn and develop an understanding of the curriculum, learners' needs, policies and teaching practice.

Expectations, Values and Special Factors

ALP Schools are committed to continuous learning and all staff are expected to engage in continuing professional learning and development. In common with all who work in the school, the post holder will also be expected to:

- Act as an ambassador for the school by supporting our values and expectations of learning.
- Be a significant presence and role model for students and staff, and fully meet the school's dress code.
- Follow and, where appropriate, enact all relevant policies, procedures and guidelines.
- Contribute to development through team planning and review meetings.
- Keep their personal working environment clean, tidy, well presented and welcoming.
- Take part in ALP Schools' duty rota as directed.
- Share responsibility for providing and safeguarding the welfare of the children and young people they are responsible for or come into contact with.
- Work outside of normal working hours on occasion, where the nature of the work requires it.
- Attend training courses, conferences, seminars or other meetings from time to time, as required by their own training needs and the needs of the service.

Expenses will be paid in accordance with the school's policy. This post is subject to a check being carried out at an Enhanced level by the Disclosure and Barring Service (DBS) regarding any previous criminal record.

The above responsibilities are subject to the general duties and responsibilities contained in the Written Statement of Particulars.

This job description sets out the duties and responsibilities of the post at the time when it was drawn up. Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot of themselves justify a reconsideration of the grading of the post.

Equality and Diversity Statement

ALP Schools are committed to achieving equality for all those who learn and work with us, and wishes to develop a fair and supportive environment, which provides equality of opportunity and freedom from unlawful discrimination on the grounds of race, colour, nationality, ethnic origin, gender, gender identity (transsexuality), marital or civil partnership status, disability, sexual orientation, religious or political beliefs, age, social class or offending background.

Staff in Human Resources play a critical role in developing, maintaining and supporting equality and diversity in employment. All staff have a legal and personal responsibility to uphold the School's policies.

Equality of opportunity is embedded in the recruitment and selection of staff, training, promotion, performance and development management, induction, probation, and communication and elsewhere. We endeavour to treat people fairly on the basis of individual need and to build a workforce which is diverse.

Person Specification

Education and Qualifications	
To have, or be willing to work towards, a qualification in English / literacy and mathematics / numeracy equivalent to at least Level 2 on the National Qualifications Framework	Essential
A minimum of a Level 3 qualification or equivalent	Desirable

Experience	
Relevant experience of addressing social exclusion, including but not limited to; youth work, alternative education provisions, community development, dealing with vulnerable people and those with complex needs (SEN).	Essential
Experience of working with clear guidelines, procedures and adhering to child protection	Essential
Ability to establish and maintain professional working relationships with a variety of colleagues across directorates and other agencies	Essential
Understanding of working with people with challenging behaviour / complex needs / disabilities.	Essential
Ability to quickly establish relationships with young people, vulnerable people and families with complex needs	Essential
Willingness to complete 'outreach' work if/when needed	Essential
Experience of completing 'outreach' work	Desirable

Knowledge, Skills and Abilities	
Willingness to keep up to date in subject knowledge and national developments	Essential
Good knowledge of special educational needs and disabilities	Essential
Ability to plan and tutor effectively using a variety of strategies	Essential
Excellent interpersonal skills with both adults and children	Essential
Willingness and ability to work as part of a team	Essential
Ability to communicate effectively both verbally and in writing	Essential
Ability to prioritise and organise own work	Essential
Ability to work effectively to a high standard, on occasion, under pressure, meeting deadlines	Essential
Knowledge of Health and Safety procedures and their application	Desirable
Proactive approach to problem solving	Desirable
Ability to work flexibly in a rapidly changing environment	Desirable

Strong understanding of youth and wider community issues	Essential
Computer literate (Word, Excel, Outlook and internet)	Essential
Excellent interpersonal skills, including active listening	Essential
Strong organisational, planning and time management skills	Essential
Excellent written and communication skills	Desirable
Knowledge of social media	Desirable

Personality and Social Skills	
To have a 'can do' philosophy	Essential
To enjoy working with young people	Essential
To be flexible, energetic, adaptable and able to use initiative	Essential
To identify and develop opportunities	Desirable
To carry out professional duties in a positive, helpful and courteous manner	Essential
To have high aspirations and expectations for their students and themselves	Essential
Committed to raising standards and continuous improvement	Essential

To be dedicated to the progression of the students, the school and themselves	Essential
An empathetic nature	Essential
Mature and professional approach to vulnerable people, families and other professionals	Essential
Ability to maintain confidentiality in the light of handling sensitive information	Essential
Good communication and social skills, with a good sense of humour	Essential
Ability to work flexibly regarding time and location, and meet deadlines	Essential
Ability to cope with difficult interpersonal behaviour and language	Essential
Demonstrate a consistent and positive attitude to challenges	Essential

Other Factors	
Full and current driving licence with use of a vehicle for work	Desirable
Willingness to drive a company vehicle	Desirable

Recruitment Team

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https://www.pierviewacademy.co.uk/