



**Northern
Lights**

LEARNING TRUST

**TEACHING/INCLUSION
ASSISTANT
GRANGE PRIMARY SCHOOL
APPLICATION PACK**



Northern Lights



We are a Multi-Academy Trust currently comprising ten schools – primary and secondary – and over 4,200 children and young people in an area stretching from Teesside through to Wearside.



We are a Teaching School Hub, one of 87 DfE centres of excellence for teacher training and development, focused on some of the best schools and multi-academy trusts in the country.



We are an Early Years Stronger Practice Hub, set up by the DfE to provide advice, share good practice and offer evidence-based professional development for early years practitioners.

OUR SCHOOLS



Benedict Biscop CE Academy
Sunderland



Dame Dorothy Primary School
Sunderland



Grange Primary School
Hartlepool



Hart Primary School
Hartlepool



Holley Park Academy
Washington, Sunderland



Ian Ramsey CE Academy
Stockton-on-Tees



St Aidan's CE Academy
Darlington



St. Helen's Primary School
Hartlepool



St. Peter's Elwick CE Primary School,
Hartlepool



Venerable Bede CE Academy
Sunderland

Every Northern Lights school has its own values and its own vision and that's really important to us because all of our schools are there to serve our community but equally, our Trust is there to serve each other.

We do that with humility and with an openness because at Northern Lights it's not all about the academic – that is really important to us – but we know, as a Trust, we are successful if we have ensured that in an holistic way our children and young people have had every opportunity to experience, to flourish, to thrive, to understand the wonder and the joy of the world around them.

– Jo Heaton OBE, Chief Executive, Northern Lights Learning Trust

Welcome from the CEO

Thank you for your interest in the position of Teaching/Inclusion Assistant within Northern Lights Learning Trust.



We are a growing Multi-Academy Trust that is currently made up of 3 secondaries and 7 primaries across Wearside and Teesside, with our central offices based in Seaham. We educate over 4200 pupils and employ over 550 members of staff and serve a diverse range of schools and communities. Each of our schools have their own individual ethos, values and vision, which sit together as part of our Northern Lights vision of 'Shining Together and Stronger Together'. As a CofE MAT, our schools are a mixture of Church and non-Church schools that range in size and levels of disadvantage. We see this diversity as a real strength to learn from and work with each other.

As a Multi-Academy Trust we are at the heart of the current educational landscape, as a designated DfE Centre of Excellence as a Teaching School Hub and DfE Early Years Hub, responsible for teacher development across all ages and phases of education, working with over 300 schools. We are collaborative in our approach and value professional development highly in all we do.

We seek to be an employer of choice, with 100% of staff satisfaction in our latest survey, *'I am proud to work for a forward-thinking Trust who put people development at the heart'*. We seek to support our staff to develop and thrive.

We are looking for someone whose values align with us as a Trust and has the drive and ambition to work collaboratively to provide the best opportunities and outcomes for our young people.

We look forward to receiving your application.

Yours faithfully

Jo Heaton
Chief Executive Officer



Welcome from the Head of School

Thank you for your interest in the post of Teaching/Inclusion Assistant at Grange Primary School. I am privileged to have been appointed as the Head of School at Grange Primary School from September 2024. I look forward to my journey of leading this school forward through this exciting new chapter. I am extremely proud of all that we achieve as #TeamGrange, driven to ensure every child's journey with us is the best it can be!

I am fully committed to the community of Grange Primary School and strive to ensure that the school serves our local children and their families well, providing the very best support and guidance. Grange Primary School is a fully inclusive school, with an Additional Resourced Provision of 33 planned places to support children with Autism or Physical/Medical needs and High and Complex needs. We are a forward-thinking school, with a solution-focused approach. We learn together every day, looking for ways we can make things even better.

Our Vision is to ***be the first choice of school for every local child and family.***

Our mission is ***to provide a stable, safe and nurturing environment at the heart of the community, where everyone can flourish.*** Each and every member of our school community has an important role to play in achieving this, and we are therefore looking for enthusiastic, positive and resilient individuals to join our team of dedicated, passionate and highly skilled staff. A non-judgemental, kind and compassionate approach is vital for anyone wanting to join our amazing team.

We have recently started our journey to becoming a Thrive school, which demonstrates our continued commitment to ensuring we support the emotional and social development of children through a trauma sensitive approach, alongside their academic development, having high expectations for all.

Our **values** are embedded into our curriculum, and we aim to model and promote these in everything we do. Please visit our website www.grangeprimaryschool.org, where you will find more information about our values, curriculum drivers and other information about the school, which will give a broader picture of who we are and how we work.

If you are excited by this opportunity to become a Teaching/Inclusion Assistant at Grange Primary School and have any more questions, please do arrange to speak to me. We look forward to receiving your application.

Kind Regards,

Sam Musgrave

TEACHING/INCLUSION ASSISTANT
Fixed term position from Sep 2025 – 31/08/26 (linked to finding)
based at Grange Primary School
NJC SCP 6-7
31.25 hours per week, term time only (38 weeks)

Are you enthusiastic, organised and welcoming?

Would you like to make a difference to children's learning and well-being?

Can you break down barriers through positive relationship building?

Can you help pupils recognise and in turn regulate their emotions and empower them to access learning and support?

Do you...

- Have high expectations of learning and behaviour and inspire and motivate our children.
- Support, nurture and understand with high expectations.
- Seek to make learning exciting and a positive experience.
- Communicate well with parents, carers and members of staff, as well as pupils.
- Strive to be driven and proactive.
- Work well as part of a team with positivity and a high sense of professionalism.
- Show willingness to contribute to school life outside of the classroom.
- Consider yourself to be IT literate.

If this is you, we would really welcome your application.

In return you will receive:

- A supportive working environment that puts people at the heart of the organisation.
- Continuous professional development, including the opportunity to undertake related qualifications.
- National Terms and Conditions of Employment.
- Local Government Pension Scheme
- The opportunity to work as part of a growing Trust and shape this role.
- Employee welfare package, including 24-hour GP access and access to whole range of wellbeing package.
- Employee benefits package currently in development, including discounts and access to salary sacrifice schemes, including Electric Vehicle Leasing

Details of the school can be found on the school website:

www.grangeprimaryschool.org

HOW TO APPLY:

Letters of application should be returned, along with a Northern Lights Learning Trust application form, to gapplications@nllt.co.uk or by post to Grange Primary School, Owton Manor Lane, Hartlepool, TS25 3PU

Applications will only be considered on receipt of an application form, CV's and other forms of application will not be accepted. For further information, please contact the school on 01429 272007.

Deadline for Applications – Wednesday 25th June 2025 at 9.00am

Shortlisting – Wednesday 25th June 2025

Interviews – During the week beginning 30/06/25

JOB DESCRIPTION

POST: TEACHING/INCLUSION ASSISTANT

RESPONSIBLE TO: HEAD OF SCHOOL

RESPONSIBLE FOR: Providing teaching and learning and pastoral support to individuals and groups of pupils in the learning environment.

SALARY BAND: NJC SCP 6-7

START DATE: September 2024

PURPOSE OF JOB

- To support and assist teachers as part of a professional team to support teaching and learning and contribute to raising standards of pupils' achievement and to undertake a range of learning activities under the professional direction and supervision of qualified teachers and/or senior colleagues, in line with the school and Trust's policies and procedures. Responsibility to provide short-term cover by supervising classes.
- To work in partnerships with colleagues within designated teams and across the school to support and enable all children to access and excel in learning, through a range of approaches, interventions and the building of positive relationships and person-centred planning.

PRINCIPLE RESPONSIBILITIES

- Providing teaching and learning and pastoral support for pupils, teachers and the whole school as outlined below.

MAIN DUTIES

Support for the Teacher

- Assisting in the preparation and reproduction of learning materials and the management of resources.
- Assisting in the deployment and setting up of equipment and resources and making them ready for use in order to organise the teaching environment.
- Overseeing the care and cleanliness of the teaching and shared environments, equipment, apparatus and materials.

- Working with teaching staff to prepare and display pupil work.
- Participate in the evaluation of learning activities and teaching programmes as defined by the teacher adjusting activities according to pupil responses.
- Supporting teaching staff or senior colleagues with routine administration i.e. filing reports, distributing leaflets and reports.
- Contributing to the assessment of pupils' progress and development as directed by the teacher through observations, basic record-keeping and discussion with the teacher (for example contributing evidence to the planning and production of IEP and other development/support plans as appropriate).

Support for the Pupil

- Supervising the use of equipment as required to maintain pupils' needs and support their participation in learning tasks and activities to meet targets and objectives.
- Assisting in ensuring that the length of time spent on tasks and activities is consistent with the individual pupil's needs and according to instructions.
- Assisting pupils to carry out programmes set by teaching staff.
- Provide feedback to pupils in relation to attainment and progress under the guidance of a teacher.
- Support independent learning and the inclusion of all pupils.
- Support pupils using IT in their learning activities and develop pupils' competence, confidence and independence in its use.
- Assisting individual pupils or small groups of pupils in classroom activities under the specific direction of the teacher and/or other support staff.
- Supporting all pupils included in a mainstream setting, specialist provision, special school, or any other learning environment as appropriate and directed.
- Maintaining awareness of pupils' needs and targets.
- Support pupils in emotional and social well-being, reporting to the teacher as appropriate and supporting pupils in their social, emotional and personal development.
- Support the raising of educational aspiration in all pupil/parent contact.
- Assisting in the provision of activities for the fullest development of the pupils which may involve work outside the school base and in the local community.
- Undertaking duties in connection with personal hygiene and welfare of pupils as directed by the teaching staff.
- Having and applying a higher level of understanding of SEND, as determined by the SEND Code of Practice.
- Promote high standards of behaviour and be an effective role model for pupils through an empathetic approach. Employ effective de-escalation strategies and where necessary, exercise appropriate physical intervention (where the appropriate training has been accessed or where the need arises to ensure the safety and welfare of themselves or others).
- Contribute to the creation of individual pupil emotional regulation plans and risk assessments where required and model effective practice in adhering to these.

Support for the School

- Assisting in maintaining a safe environment for pupils and staff.
- Accompanying teachers and classes on educational visits as required.
- Assisting in the supervision of pupils during the day and in the playgrounds/school grounds as required e.g. during lunch breaks.
- Assisting in ensuring that pupils adhere to the behaviour and relational policy of the school and providing feedback to teaching staff and senior colleagues on the effectiveness of strategies used.
- Contributing to preparing reports on pupils as appropriate.
- Within defined parameters and guidelines, share information concerning pupils with staff, parents/carers/guardians, internal and external agencies as appropriate.
- Assist the school and Trust in promoting the school and Trust values, vision and mission.
- Contributing to the whole School's Self Evaluation process.
- Support the work of volunteers and other support staff in the setting.

General Requirements

- Attending and participating in training and development activities as required.
- Participating in professional development and review.
- Assisting teaching staff or senior colleagues in escorting pupils home as and when required, as directed by the teaching staff.
- Attending meetings, liaising and communicating with colleagues in the school, outside agencies and other relevant bodies.
- Being an effective role model for the standards of behaviour expected of pupils.
- Having due regard to confidentiality, child protection procedures, health and safety, other statutory requirements and the policies of the governing body and the local education authority.
- It is an expectation of the role that jobholders will engage with all pupils as directed by the school in line with the overall goals of the school and Trust and needs of all pupils.

Professional Values and Practices

- Having high expectations of all pupils; respecting their social, cultural, linguistic, religious and ethnic backgrounds; and being committed to raising their educational achievement.
- Treating pupils consistently with respect and consideration, and being concerned with their development as learners.
- In line with the school and Trust's policy and procedures, using behaviour management strategies which contribute to a purposeful learning environment and where necessary exercise appropriate physical intervention.
- Working collaboratively with colleagues as part of a professional team; and carrying out roles effectively, knowing when to seek help and advice from colleagues.
- Reflecting upon and seeking to improve personal practice.

- Working within the school and Trust's policies and procedures and being aware of legislation relevant to personal role and responsibility in the school.
- Recognising equal opportunities issues as they arise in school and responding effectively, following school and Trust's policies and procedures.
- Building and maintaining successful relationships with pupils, parents/carers and staff.

Professional standards for Teaching & Learning Support Staff

All support staff engaged in teaching and learning should adhere to, and uphold, the following standards:

Personal & Professional conduct

- Uphold the ethos, policies and practices of the school and Trust.
- Through positive attitude, values and behaviours, develop and sustain effective relationships within the school and Trust family.
- Have due regard for the need to safeguard pupil well-being by following relevant statutory guidance in addition to school and Trust policy and practice.
- Recognise differences and respect cultural diversity.
- Ongoing commitment to practice development through self-evaluation and awareness.

Knowledge and understanding

- Be willing to acquire the appropriate skills/qualifications/experience required for the role.
- Demonstrate expertise and skill in understanding the needs of all pupils, and know how to adapt and deliver support to meet individual needs setting high expectations in doing so.
- Increase personal effectiveness in the setting through reflective practice and ongoing CPD ensuring that knowledge and understanding are current in doing so.
- Support teachers and pupils in achieving positive outcomes through the maintenance of a level of subject and curriculum knowledge relevant to the role.
- Understand that roles and responsibilities within the learning setting and whole school context in the knowledge that those responsibilities extend beyond a direct support role.

Teaching and Learning

- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase levels of pupil achievement.

- Promote, support and facilitate inclusion by encouraging participation of all pupils in all learning and extracurricular activities.
- In line with school and Trust's policies and procedures, consistently apply effective behaviour management strategies.
- Contribute to effective assessment and planning by monitoring, recording and reporting pupil progress.
- Communicate effectively and sensitively with pupils to adapt to their needs and support their learning.
- Through organising and managing physical learning space and resources, support the maintenance of a stimulating and safe learning environment.

Working with others

- Through effective liaison, communication and partnership working, recognise, value and respect the role and contribution of other professionals, parents and carers.
- Keep other professionals accurately informed of progress or concerns they may have about pupils.
- Through an appreciation of the role and responsibilities, work in partnership with classroom teachers and colleagues by ensuring that their knowledge is able to inform planning and decision making.
- Communicate specialist understanding to other school staff and education professionals to facilitate consistent decision making on intervention and provision.

Trust and school ethos

- Be aware of and support difference and ensure equal opportunities for all.
- Contribute to the overall ethos/work/aims of the school and Trust.
- Develop constructive relationships and communicate with other agencies/professionals where appropriate to the role.
- Attending meetings and liaising and communicating with colleagues in school, parents/carers and internal/external agencies.
- Share expertise and skills with others.
- Participate in training and other learning activities and performance development as required.
- Recognise own strengths and other learning activities and use these to advise and support others.
- Demonstrate and promote commitment to equal opportunities and to the elimination of behaviour and practices that could be discriminatory.
- To be aware of requirements in respect of confidentiality, child protection and safeguarding procedures, health and safety, behaviour managements, equal opportunities, special educational needs and other policies of the Trust and school.

- As and when required as directed by teaching staff, escort pupils home, conduct home visits and carry out first response visits, with an appropriate colleague.
- Be an effective role model for pupils by demonstrating and promoting the positive values, attitudes and behaviour expected from pupils.
- Carrying out tasks for the domestic care and general welfare of pupils in respect of toileting, at meal times and changing using specialist equipment where necessary.

Specific Duties

To facilitate provision for SEN pupils.

To undertake any other duties commensurate with the post.

The post holder must act in compliance with data protection principles in respecting the privacy of personal information held by the school and Trust.

The post holder must comply with the principles of the Freedom of Information Act 2000 in relation to the management of school and Trust records and information.

The post holder must carry out their duties with full regard to the Academies Single Equality Duty, Code of Conduct, Child Protection Policy and all other Trust and school Policies. The postholder must comply with the school and Trust Health and Safety rules and regulations and with Health and Safety legislation.

PERSON SPECIFICATION - TEACHING/INCLUSION ASSISTANT

CATEGORY	ESSENTIAL	DESIRABLE	METHOD OF ASSESSMENT
APPLICATION	1. Well written and completed application form.		Application (1)
QUALIFICATIONS AND KNOWLEDGE	2. Level 3 Teaching Assistant qualification / Relevant equivalent Level 3 qualification 3. Grade C / Grade 4 in Maths and English GCSE or equivalent	4. Paediatric First Aid or willing to work towards 5. First Aid qualification or willing to work towards 6. Food hygiene certificate or willing to work towards 7. Team Teach Training or willing to work towards	Application (2-7) Certificates (2-7)
EXPERIENCE	8. Experience of working within a school setting or with school aged children, demonstrating a positive impact in their academic progress and/or social and emotional development. 9. Experience of managing and de-escalating distressed behaviours demonstrating an	10. Experience of working with pupils with Special Educational Needs 11. Experience of management information systems to record information. 12. Experience of working	Application (8-12) Interview (8, 9) References

	empathetic and informed approach	with children of mixed ages and abilities in various school provisions and settings	
PROFESSIONAL DEVELOPMENT	13. Demonstrate a commitment to professional development and the implementation of new approaches as needed		Application (13) Interview (13)
KNOWLEDGE, SKILLS AND ABILITIES	<p>14. Ability to support children individually or in groups and adapt levels of support to meet need whilst maintaining high expectations.</p> <p>15. Ability to empathise with children and motivate and inspire them to be ready, respectful and safe whilst promoting and supporting self-regulation.</p> <p>16. Awareness of importance of and ability to develop effective partnerships and relationships with parents/carers and other stakeholders and members of the school community.</p> <p>17. Ability to communicate effectively both orally and in writing</p>	<p>21. Demonstrate an understanding of childhood trauma (ACEs) and the impact of this on the child.</p> <p>22. Knowledge of Growth Mindset and mindfulness and how these can support wellbeing</p>	<p>Application (14, 16, 17, 18, 20, 22)</p> <p>Interview (15, 16, 19, 21)</p> <p>References</p>

	<ul style="list-style-type: none"> 18. Ability to work independently using own initiative and as part of a team 19. Secure knowledge and understanding of effective safeguarding procedures and how to keep children safe in education. 20. Understand the importance of personal self-care and wellbeing. 		
PERSONAL ATTRIBUTES	<ul style="list-style-type: none"> 23. Enthusiastic with a positive outlook and solution focussed approach 24. Ability to manage pressure effectively and deal with challenging situations in a calm and measured manner 25. Flexible, adaptable and resilient 26. Reliable and honest with high personal integrity 27. Responsive to feedback, challenge and support with a reflective approach. 28. Willingness to participate in the full life of the school and be happy to work across the full age range as required (age 2- 11 years) 		<p>Application (23-28)</p> <p>Interview (23, 24, 25, 27)</p> <p>References</p>

REFERENCES and DBS

29. Fully supported in reference.
30. Fully enhanced DBS clearance with children's barred checklist

References (29)

Enhanced DBS Certificate (30)

References:

References will be requested prior to interview, unless there are exceptional circumstances, and the applicant does not give consent to do so on the application form. Please contact us to discuss further if you do not consent.

DBS:

Northern Lights Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff 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.

Safeguarding:

Northern Lights Learning Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. To fulfil this responsibility effectively, all professionals should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child.

Pre-employment occupational health:

Pre-employment occupational health checks are an essential part of the selection and recruitment process to assess if any reasonable adjustments are required. In some circumstances, an appointment with Occupational Health may be required to assess fitness for the role.

Equal opportunities:

Northern Lights Learning Trust 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.