



THE DIOCESE
OF GLOUCESTER
ACADEMIES TRUST
unlocking potential



1:1 SEN Teaching Assistant

Recruitment Pack

Minchinhampton C of E Primary Academy



Dear Applicant,

Thank you for your interest in the post of 1:1 SEN Teaching Assistant.

Minchinhampton C of E Infant Academy is part of a wider family of schools. Originally established in 2012 as one of the first Diocesan Multi-Academy Trusts, The Diocese of Gloucester Academies Trust is now recognised as a successful and growing Trust. There are currently 25 primary schools within the Trust family, including 23 church schools and two community schools.

I hope the information enclosed in this pack, along with the job description and person specification will provide you with a helpful context for this role. You may also find our school website www.minchacademy.net and the Trust website - www.dgat.org.uk - useful sources of information.

If you would like an informal chat to inform your decision about applying for the role I would be pleased to hear from you. I'm sure you will find that we have much to offer. Details of how to contact me can be found on page three of this pack.

The closing date for completed applications is **5 November 2026 at midday**. With interview date on 18 November. The start date will be asap.

To submit your application please email the completed form to recruitment@dgat.org.uk before the closing date.

Yours faithfully

Nick Moss
Headteacher

The Diocese of Gloucester Academies Trust seek to appoint an

1:1 SEN Teaching assistant

The governing body is looking to recruit a 1:1 SEN Teaching Assistant for a named child.

Minchinhampton is a forward thinking, innovative school with a strong reputation for pastoral care. The successful candidate will find themselves in a supportive and welcoming environment where their views, their wellbeing and their development are taken seriously.

This post is offered on a fixed term basis whilst the child remains on roll with the school and has an EHCP with High Needs funding. Candidates need to be passionate about inclusion, teaching and learning with an uncompromising, relentless commitment to getting the best out of all the pupils.

This is a term time only role, Monday to Friday for 27.5 hours per week.

The salary is Grade 3 (pts 4-6) Pro-rata for part time positions.

If you would like an informal conversation about the role, please contact Nick Moss on 01453 883273 or email admin@minch.dgat.org.uk.

Closing date for applications is **5 November 2026 at midday**.

Other information that might help you decide if this is the role for you

Usual working days and times:	Monday-Friday
Work environment	Classroom
Dress code:	Smart/Casual

Employee benefits:	Free and confidential employee assistance programme available 24/7 High quality professional development – please see the DGAT Continuous Professional Development and Learning Brochure for more information here: https://www.dgat.org.uk/cpdl-and-events A range of clear and supportive policies.
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Please note:

The Diocese of Gloucester Academies Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An enhanced DBS check is required for the successful candidate. The Trust also requires consent from applicants to carry out online searches of publicly available information, including social media, prior to interview.

All posts are subject to satisfactory references.

Background Information

The Diocese of Gloucester Academies Trust (DGAT) is a Multi-Academy Trust established by the Diocesan Board of Education (DBE) in 2012 to serve schools from across the County. There are currently twenty-two primary, one junior and two infant schools within the Trust. Twenty-three of the schools have Church of England designation.

The Trust is happy to work with schools that are exploring academy conversion and intends to continue to welcome more schools to our family.

Our vision is to enable all to flourish.

Our vision is rooted in our Christian foundation and our belief that all within our family should experience life in all its fullness.

Our aims are to be:

- Authentically Christian
- Boldly passionate about excellence in learning
- Relentlessly driven in our aspiration for everyone

Our core principles:

- We aspire to be the best we can be in an ever-changing environment - providing opportunities for all to flourish
- Within our DGAT family we cherish everyone as individuals; appreciating and celebrating diversity
- We act with integrity; we are open to challenge and we are reflective about our practice
- We treat everyone with dignity and respect
- Through collaboration, in a nurturing community, we grow, learn and achieve

School is Trust and Trust is School

In order to support our family of schools, DGAT provides the following support:

- School Improvement
- Christian Character
- HR and Legal
- Finance and Business
- Premises and Insurance
- Compliance and GDPR
- Governance

Job Description

Job Title:	1:1 SEN Teaching Assistant
Responsible to:	Headteacher and SENDCo
Line Management:	SENDCo
Contract Type:	Fixed term

Overall purpose of this post

Under the guidance of the Special Educational Needs Coordinator (SENCO), work as part of a team to promote the emotional, physical and educational development of a named pupil with SEN and work in partnership with parents, teaching staff and other support staff to this end.

This role is attached to a Reception child with Physical Disability. The contract is for 27.5 hours per week.

Key Accountabilities

- Supporting the pupil
- Assist in implementing the provision as identified through the EHCP
- Assisting and supporting the personal care and hygiene of the child
- Supporting developing independence when eating and drinking
- Adapting learning and play activities to support the physical ability of the child
- Supporting with physical equipment to aid movement around the setting, promoting inclusion and independence
- Delivering physical intervention as directed by a Physiotherapist or Occupational Therapist when required
- Participate in activities designed to meet the emotional, physical and learning needs of the named child.
- Planning, delivery and monitoring of the child's plan, targets and an individualised programme of learning.
- Monitor the child's responses to learning activities and encourage them to take an interest in their own learning and to develop a sense of independence.
- Develop and maintain effective relationships with the child's peers in order to encourage social interaction and friendships.
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- Support the child during break and lunchtimes daily, specifically around social inclusion and eating

Supporting the teacher:

- Take responsibility for maintaining accurate records in accordance with school policies, and with full adherence to confidentiality and data protection guidelines.
- Use a variety of methods to observe and report on pupil performance in class, group and individual situations; this includes online Learning Journals.
- Liaise effectively with the child's teacher, SENCO and other appropriate staff to ensure that there is consistency of care for the child.
- Support the class teacher in the implementation of advice and guidance suggested by outside agencies such as the Advisory Teaching Service and Educational Psychology Service.
- Take on responsibility for Personal Care and hygiene whilst in the setting
- Supporting the teacher with handovers from home-school and school-home developing positive relationships with the child's family.
- Contribute towards the monitoring and recording of paperwork, including working towards EHCP My Plan outcomes and reviews.

Supporting the curriculum

- Help the child to develop their literacy and numeracy skills including reading, writing, number and shape in accordance with their EHCP outcomes.
- Deliver a personalised curriculum and intervention programmes where appropriate, under the guidance of the class teacher and the SENCO.

Supporting the school

- Provide consistent and effective support for colleagues in line with the responsibilities of this role.
- Develop and maintain effective working relationships with professionals including teachers and external contacts.
- Support the development and effectiveness of work teams in all areas of activity with pupils or colleagues.

- Support the maintenance of pupil safety and security and minimise the risks from health emergencies.

Supporting the Teaching Assistant

- Participate in regular performance reviews and ensure that any personal development needs are identified and met. Attend relevant inset training. Review and maintain your own professional practice through agreed development activities.

Other duties

- In accordance with the provisions of the Health & Safety at Work Act 1974, to take reasonable care for the health and safety of yourself, colleagues and pupils who may be affected by your omissions at work, and to co-operate with the school so far as is necessary to enable the school to perform or comply with their duties under statutory health and safety provisions.
- Undertake any other duties that can be accommodated within the grading level and nature of this post.

Supplementary Accountabilities:

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security and confidentiality, reporting all concerns to an appropriate person
- Contribute to the overall ethos/work/aims of the school, in particular to ensure that we appreciate and support the role of other professionals
- Attend relevant meetings as required
- Participate in training and other learning activities and performance development as required
- Comply with health and safety policies and procedures at all times
- Treat all users of the school with courtesy and consideration
- Present a positive personal image, contributing to a welcoming school environment which supports equal opportunities.

Safeguarding

- Minchinhampton C of E Primary Academy has rigorous procedures and guidelines regarding the welfare and safeguarding of our pupils and expects all staff and volunteers to be committed to pupil welfare and safety.
- The post-holder may occasionally be required to attend to pupils who have sickness or toileting problems. Some anti-social behavior by pupils may be experienced.

Person Specification

Essential	Desirable
<u>Qualifications</u> Previous experience of working with children in an educational setting, ideally in a similar environment and with children of whom have Special Educational Needs. Good standard of general education, usually including 3 or more GCSE's (including maths or English) at Grade C or above or other equivalents.	Manual handling training Paediatric First Aid Total Communication training Some vocational training/qualification in the care, development or education of children ---NVQ level 2/ 3 or above. Training in ACEs, PACE and Neurodiversity
<u>Knowledge and Experience</u> Ability to deliver relevant activities to meet a range of pupil needs; helping to ensure pupils make good progress academically, emotionally and socially. Knowledge and experience of working with children in an educational setting. Awareness and understanding of inclusion, specifically physical disability and communication difficulties. Experience of working with ICT Good personal numeracy and literacy skills. Experience of supporting children with additional needs in an education setting	Experience of working with a child who has Cerebral Palsy and communication difficulties, desirably using Assistive and Augmentative Communication. Up to date knowledge in use of ICT to support learning and communication. Knowledge and experience of ACEs and how Trauma can impact a child's development
<u>Personal and Professional Qualities</u> Passionate about learning and education. Consistently high expectations of pupils. Ability to promote a positive ethos and model positive attributes. Good interpersonal skills and ability to build effective working relationships with all pupils and colleagues. Willingness to work hard and embrace change. Calm, nurturing approach with children using PACE ethos Active and agile to support the physical inclusion needs of the child – manual handling required	Ambitious and keen to take next steps in professional development.

Essential	Desirable
Letter of application The ability to present succinctly and clearly a letter of application. The ability to demonstrate how previous experience relates to the post at Minchinhampton. Give examples of how you have supported children with additional needs in educational situations	
References Two fully supportive professional references.	