

CHARLTON SCHOOL

Building Knowledge • Developing Character • Inspiring Futures



Teaching Assistant



Teaching Assistant

30.5 hours per week

Term-time only

NJC Scale 2 (points 3 to 4)

Closing Date: 9am on 10th December 2025

Shortlisting: 11th December 2025

Interviews: w/c 15th December 2025

Job Start: January 2026

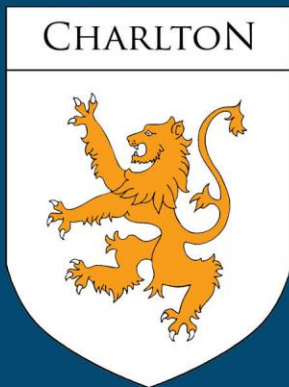


Principal: Mrs Barton

Apley Avenue, Wellington, Telford, TFI 3FA

Telephone 01952 951409

www.charlton.uk.com



About Charlton School

Charlton School in Wellington, Telford, is a well-established comprehensive secondary academy with a “Good” Ofsted rating and a long tradition of serving its local community.

At Charlton we take pride in students’ progress, with learning at the heart of all we do. We know the importance of inspiring students to develop a thirst for learning, so our curriculum is broad, rich and matched to individuals’ needs.

Our emphasis on purposeful, relevant learning means that our students benefit from a range of visits, specialist teaching and extensive extra-curricular experiences. We aim for all our students to enjoy school, excel in their studies and attain outstanding outcomes.

Our vision is to nurture happy, healthy young people who have the knowledge, academic achievement and strength of character to lead safe and successful lives in modern Britain, preparing them for their next steps in education or employment with a thirst for lifelong learning.

At Charlton our ethos is built upon our three core values; we expect all members of the Charlton community to always exhibit these values:

Respect Responsibility Resilience

As part of the Learning Community Trust since December 2018, we are dedicated to providing a broad and enriching education, underpinned by strong pastoral care that supports the holistic development of each student. Our curriculum includes core and Ebacc subjects alongside valuable qualifications in technology, media studies, and ICT.

Beyond the classroom, Charlton School offers a vibrant and inclusive programme of enrichment activities, with particular strengths in P.E., providing opportunities for participation in numerous sports; and the Performing Arts, where students can explore their creativity through drama, music, and dance, fostering essential skills and promoting well-being.

Underpinning our commitment to student success is a parallel dedication to the professional growth of our staff. Charlton School fosters a culture of continuous improvement through a comprehensive Instructional Coaching programme, providing tailored support and development opportunities for all colleagues. This investment in our staff ensures the highest quality of teaching and learning across the academy. Furthermore, our centralised pastoral systems are designed to create a calm and purposeful learning environment where students feel safe, supported, and ready to thrive.

These robust structures enable consistent and effective support for student well-being, allowing them to focus on their academic progress within a positive and nurturing atmosphere.

At Charlton we aim to keep learning at the heart of all we do, recognising the strengths



Pastoral Support and Communication

At Charlton, we are proud to nurture students who are recognised, both within school and in the wider community, as confident, responsible individuals. Our students wear their uniform with pride, embrace leadership opportunities, and demonstrate a genuine enthusiasm for learning. We actively encourage them to engage with the wide range of enrichment activities available, helping them to discover their individual talents and interests.

Central to our provision is a strong and supportive pastoral system. Every student is assigned a Form Tutor who serves as an academic mentor, monitoring progress and wellbeing. This support is further strengthened by our dedicated Heads of Year and Pastoral Managers, who work closely with families and external agencies to ensure that every student receives the care and guidance they need.

Our behaviour curriculum clearly outlines expectations for conduct, learning, and preparation. This framework promotes consistency and respect across the school, helping students understand what is expected of them and supporting a positive learning environment.

We are deeply committed to the physical health, emotional wellbeing, and personal safety of every member of our school community. Our comprehensive Personal Development Curriculum plays a vital role in this commitment, encompassing PSHE and RSHE to equip students with the knowledge, skills, and values needed to lead safe, healthy, and fulfilling lives.

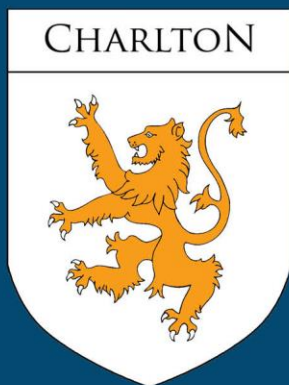
Character education is a cornerstone of our approach. Through a structured programme including tutor time, assemblies and curriculum enhancement days, students build resilience and develop the personal qualities that will support them throughout life. These lessons are underpinned by our core values:

Respect Responsibility Resilience

These values shape every aspect of school life and guide how we support and communicate with students and their families. We believe that strong communication with parents and carers is essential to student success. Our year group consultation evenings provide opportunities for families to meet with subject teachers and discuss academic progress. Annual reports include detailed tracking grids, helping students and parents understand curriculum targets and current performance.

At Charlton, we are committed to working in partnership with families to support every child's journey with us.





Job Description

Title:	Teaching Assistant
Hours:	30.5 hours per week, term time only
Salary:	NJC Scale 2 Point 3-4
Accountable to:	Assistant Vice Principal - Inclusion
Purpose of Job:	To support students with special educational needs and disabilities, by working alongside class teachers to deliver tailored learning, promote inclusion and foster their academic, social and emotional development

Key Areas and Accountabilities

- Provide support for students, including those with special needs, ensuring their safety and access to learning activities.
- Assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes.
- Assist with the development and implementation of bespoke resources and learning templates for individual students.
- Establish constructive relationships with students and interact with them according to individual needs.
- Promote the inclusion and acceptance of all students.
- Set challenging and demanding expectations and promote self-esteem and independence.
- Provide feedback to students in relation to progress and achievement under the guidance of the teacher.
- Liaise with teaching staff to ensure lessons are planned and delivered according to student needs.
- Promote good student behaviour, dealing promptly with conflict and incidents in line with established policies, and encourage students to take responsibility for their own behaviour.
- Appreciate and support the role of other professionals and liaise with them directly under the supervision of the Assistant Vice Principal of Inclusion.
- Attend and participate in relevant meetings as required, including annual reviews and provision map target setting.
- Participate in training, other learning activities, and performance development as required, including training for personal care, manual handling, and evacuation chair training.
- Assist with the supervision of students out of lesson times.
- Accompany teaching staff and students on visits, trips, and out-of-school activities as required and take responsibility for a group under the supervision of the teacher.



Person Specification

Teaching Assistant

This person specification outlines the essential and desirable skills and attributes for the role of Teaching Assistant.

Skill / Attribute	Essential	Desirable
Experience working with young people in an educational or pastoral setting		✓
Strong understanding of safeguarding procedures and child protection		✓
Ability to plan and deliver targeted interventions		✓
Excellent communication and interpersonal skills	✓	
Ability to manage and resolve behavioural incidents effectively	✓	
Experience working with parents/carers and external agencies		✓
Ability to maintain accurate records and use school information systems		✓
Knowledge of attendance monitoring and strategies to improve attendance		✓
Ability to supervise students during unstructured times	✓	
Experience supporting students with mental health and wellbeing		✓
Ability to work collaboratively with teaching and support staff	✓	
Experience leading or supporting a team (e.g. form tutors)		✓
Understanding of SEND and inclusion practices		✓
IT literacy, including use of safeguarding and behaviour tracking systems		✓
Calm, resilient and solution-focused approach	✓	
Relevant qualification in education, youth work, or pastoral care		✓
First aid training or willingness to undertake training		✓
Knowledge of digital safety and online safeguarding		✓
Experience attending multi-agency safeguarding meetings		✓

ADDITIONAL INFORMATION

Teaching Assistant

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Term-time only

NJC Scale 2 (points 3 to 4)

Term time only will mean that you will only be required to work the 190 days that the students are in school, the 5 Professional Development Days are worked only if required.

(These will be paid)

Therefore, your salary is calculated on a pro-rata basis, i.e. your salary is calculated by the following simple formula:

Hourly rate X weekly hours X annual working weeks and this will give you your salary. It is then divided into 12 equal monthly payments.

Annual working weeks are 43.51

The NJC Scale 2 Point 3 to 4 salary range is £24,796 to £25,185.

Pro rata salary is as below:

(£17,052 to £17,318)

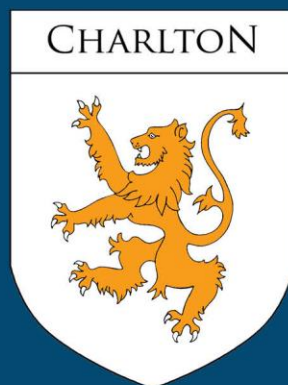
If you have any questions regarding this salary and how it is calculated, please contact the school, or ask at your interview.

Sorry but CV's will not be accepted.

The Learning Community Trust is committed to safeguarding and promoting the welfare of children and young people. All post holders working in regulated activity with children, are required to have an enhanced DBS check (including a check on the children's barred list).

References will be required for all shortlisted candidates, prior to interview and these will be checked following the Learning Community Trust recruitment and selection process. In line with the Statutory Guidance Keeping Children Safe in Education an online check will also be undertaken for all shortlisted candidates prior to the interview. Shortlisted candidates will also be required to complete a criminal self-disclosure declaration, posts that involve working in regulated activity are exempt from the Rehabilitation of Offenders Act, please note it is a criminal offence for individuals on the barred list for children to apply for any post working with children. For more information, please refer to The MOJ's guidance on the Rehabilitation of Offenders Act 1974 and the Exceptions Order 1975, for information about which convictions must be declared during job applications and related exceptions and further information about filtering offences can be found in the DBS filtering guide.

We are committed to equality and diversity and follow the Safer Recruitment practices as set out in the Statutory Guidance - Keeping Children Safe in Education. For more information regarding our school's commitment to safeguarding, please see our Child Protection & Safeguarding Policy [here](#).



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