



# Park Community Academy

## Additional Needs Teaching Assistant Level 2

### Candidate Information Pack



“We grow together, we learn together, we will achieve our best together”

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**Applications are invited for:  
Additional Needs Teaching Assistants - Level 2**

|                        |   |
|------------------------|---|
| Job Title:             | ANTA 2  |
| Pay Grade/Scale/Range: | Grade D SCP 7 – 11 (£25,584 - £27,269)                                      |
| Terms:                 | 32.5 hours per week/5 days per week<br>Term time plus Inset days (39 weeks) |
| Pro Rata Salary:       | (£19,391 - £20,668)   |
| Temporary/Permanent:   | Permanent & Temporary   |
| Location:              | Park Community Academy  |

Please note that The Sea View Trust are a Joseph Rowntree Foundation employer

**Ofsted October 2023**

***Park Community Academy continues to be an outstanding school.***

***Park Community Academy is a school where everyone is welcome. The school recognises pupils, including children in the early years, and students in the sixth form, as incredibly talented individuals. All pupils have special educational needs and/or disabilities. The school's tenacious approach to enabling pupils to overcome their barriers to learning helps them to thrive.***

This post is to work with teachers as part of a professional team to support teaching and learning for pupils with SEND providing specialist assistance to pupils who need particular help to overcome barriers to learning, such as those with moderate, severe, profound and multiple learning difficulties and/or behavioural, social, communication, sensory or physical disabilities.

The successful candidate will need to have:

- Experience of working at level 2 or above
- Qualified to Level 2 or above
- The skills and knowledge to work effectively with children with a high level of need.

***Applications are welcomed from Apprentice Teaching Assistants who have completed their apprenticeship but are awaiting their EPA.***

Please refer to the applicant pack when completing the application form and also provide a covering letter, briefly summarising why you would be suitable for the post. The form and covering letter are returnable to: Louise Gilligan, Academy Business Lead–  
[recruitment@park.svt.org.uk](mailto:recruitment@park.svt.org.uk)

**Application Deadlines:**

**Closing date: 16<sup>th</sup> June 2025**

**Shortlisting: 16<sup>th</sup> June 2025**

**Interviews: TBC**

## TERMS OF THE POST

### Pre-Employment Checks

All offers of employment are subject to the Trust receiving:

- Proof of identity
- Two satisfactory references
- A pre-employment medical check
- An enhanced DBS disclosure
- Evidence of relevant qualifications
- A signed Code of Conduct

All support staff posts are subject to successful completion of a 6-month probation period.

### Working Time and Annual Leave

- This is a term time post
- Core working hours are identified in the terms, however the post holder may be required to work outside of normal working hours on occasion, with due notice.
- Term time only staff are to take their holidays during periods of school closure

### Performance Appraisal

- The post holder will participate in the Trust's appraisal cycle
- The post holder will also contribute to performance appraisals for the staff they line manage
- Incremental payments are awarded on 1st April each year for support staff and September for teaching staff following a successful annual review
- Bonus payments are not included in the pay policy and are not awarded by the Trust

### Staff Benefits

The Sea View Trust appreciates that, in achieving its' full potential, it is the staff that make the biggest difference. Therefore, in order to attract the best talent, we offer a competitive reward and benefits package.

### Competitive Salaries

Competitive salaries are offered for both teaching and non-class-based staff, depending on the type and level of role. Pay ranges are reviewed annually and the Trust works closely with recognised Union colleagues to ensure that the pay scales reflect the national picture. Starting salaries are determined by the pay range for the role, the experience of the candidate, as well as external market conditions. The Trust is also proud to be a Living Wage Foundation employer; this helps to ensure that all our staff are treated fairly.

### National Terms and Conditions

The Sea View Trust is committed to offering national terms and conditions in line with the School Teacher's Pay and Conditions document ("STPCD"), the Burgundy Book (for Teachers) or the NJC Green Book (for Support Staff). This commitment is reflected in an agreement between The Sea View Trust and the national Trade Unions and Professional Associations.

### Pension Scheme

All contracted members of staff will be automatically enrolled into the appropriate pension scheme (the Teachers' Pension Scheme or the Local Government Pension Scheme). Employees do not pay tax or national insurance on their contributions and the Trust adds a generous employer contribution, which varies depending on the salary. All staff are entitled to opt-out of the pension scheme should they wish to do so.

### Continual Professional Development

The Trust values the contribution of its' skilled staff team and is supportive of Continual Professional Development opportunities. Funded opportunities are upon application and subject to business need.

### Holiday

The Trust recognises the importance of a good work-life balance and provide generous holiday entitlements for support staff. This entitlement is in addition to any Bank or Public holidays. If you work part-time, your holiday entitlement will be pro-rated.

### Flexible and Family Friendly Policies

The Trust understands that employment policies need to be flexible and responsive in order to promote diversity and equality, and to attract and retain the highest quality workforce. Our Flexible Working Policy provides an opportunity for employees to request (after a qualifying period) an arrangement such as a job share, a part-time role or flexibility with home working. Such requests will always be considered fairly, whilst taking account of the needs of the employee, the post and the needs of the Trust.

### Trust

The Trust is also very mindful of staff welfare and has policies in place to support staff, wherever possible, with leave for emergencies or for compassionate reasons.

### Wellbeing and Occupational Health Services

The Trust has an active Wellbeing focus and is continually considering collective opportunities for staff, together with addressing the agenda for 'workload reduction'. For individual staff, colleagues may be referred to our supportive Occupational Health services and be offered access to appropriate services (e.g. physio assessment, counselling services).

### Cycle to Work scheme

The Trust's Cycle to Work scheme enables employees to purchase brand-new bicycles and cycling equipment via salary sacrifice, making tax and National Insurance savings.

### Occupational Pay Policies

Subject to qualifying periods, the Trust has both an occupational maternity pay policy and an occupational sick pay policy.

Welcome from the Chief Executive Officer



**The Sea View Trust**

**Ewood campus, Clod Lane, Haslingden, BB4 6LR**

**Tel: 01706 214640**

**Chair of the Trust: Mr M Jones**

**Chief Executive Officer: Ms A Y Holdsworth**

**PA to the Chief Executive Officer: Fiona Evans**

Dear Candidate,

**WELCOME FROM THE CEO**

I am delighted that you are interested in the opportunity to fulfil the role of Additional Needs Teaching Assistant at Park Community Academy. We envisage that you will share our interest in improving education for all, and our passion for making a difference, so that together we can ensure that we provide the best possible outcomes for all our learners.

Our Trust currently has three primary schools and 2 special schools, together with Valley College (a post-16 specialist institution). The Trust supports 475 staff and in excess of 2,000 students.

We are ambitious with our plans; in the next five years, we aim to further grow the Trust by developing our specialist provisions, partnering with concurring schools and, should the right opportunity present itself, open a Free School.

Please be assured that the entire Trust team, both class and non-class-based staff, are energetic and enthusiastic about our schools. Our Trust works with many children and young adults who are disadvantaged, either through deprivation or because of additional needs causing barriers to learning. We therefore welcome opportunities to work collaboratively together, maximising skills and available resources to make an even greater difference to all our learners and their families.

Our Trustees, Governors, Central Team and Academies all recognise that welcoming new staff broadens and deepens our pool of expertise. We therefore hope that the information contained within this application pack will be useful to you and will inspire you to apply. Meanwhile, I would like to thank you once again for expressing an interest and we hope to welcome you as a new member of our team.

Yours sincerely,

**Angela Holdsworth MBE**

**CEO The Sea View Trust**



Dear Candidate,

## **LETTER FROM THE CHAIR OF GOVERNORS**

Thank you for your interest in the position of Additional Needs Teaching Assistant at Park Community Academy. Our governors, staff, pupils and their families are incredibly proud of our school. At PCA, we aim to provide high quality education for all our children in a safe and secure environment which reflects care, happiness, enjoyment and success.

Park Community Academy is a member of The Sea View Trust and first converted to Academy status in September 2013. It is a Special Academy catering for children and young people aged from 2 to 19 years. There are currently 329 pupils on roll and Blackpool Children's Services are the Admissions Authority. The children all have an Education Health and Care Plan and have a range of learning needs. The school is set in a pleasant area, close to Stanley Park.

Our inspirational Headteacher, Mrs. Gill Hughes, took over her role in January 2021, following seven very successful years as our Deputy Headteacher. Staff turnover is extremely low, so this is a rare opportunity to join a vibrant, thriving, happy and successful school, which has been judged as Outstanding by OFSTED on five occasions. We are very excited about the future of the school and look forward to working with our leadership team to see it develop further within the Sea View Trust.

As a governing body, you can be assured that we are extremely dedicated to the school and highly supportive of our leadership team and all our staff, who are a major strength of the school. This will be a challenging and rewarding role for the successful candidate and the Governors are fully committed to providing the successful candidate with all the challenge and support needed to be effective and successful in the post. The Governing Body encourages and supports the take up of opportunities for continuing professional development.

Visits to our school will be offered to shortlisted candidates. To find out more detailed information about our wonderful school, please take time to view our website and have a look at our Twitter feed @PCABlackpool.

On behalf of the Governors, thank you again for your interest in this position and we look forward to receiving your application.

Yours faithfully,

**Mrs S Fielder**  
Chair of Governors



Dear Candidate,

### **LETTER FROM THE HEADTEACHER**

Thank you for your interest in the position of Additional Needs Teaching Assistant at Park Community Academy, I am delighted that you are considering joining us.

Park Community Academy is a vibrant, happy and successful school with dedicated staff who provide high quality education for all of our children and young people in a safe and secure environment which reflects care, happiness, enjoyment and success. Pupils who attend PCA have a wide range of learning needs including moderate to severe learning difficulties, complex learning difficulties associated with Autistic Spectrum Conditions and speech and language difficulties, sensory impairment, some complex medical needs and varying degrees of social, emotional and behavioural needs associated with their Special Educational Needs and Disability. All of the children and young people have an Education, Health and Care Plan. PCA caters for pupils aged between 2 and 19.

Our curriculum is designed to enable the children and young people to be the very best they can be. The curriculum not only provides our children and young people with a broad and balanced academic offer, leading to a wide range of accreditation opportunities, but also one which prepares them for adult life. Throughout their time at PCA children and young people are introduced to the world of work, taught independence skills and encouraged to live an active and healthy lifestyle. Learning outside the classroom, residential opportunities, extra curricular activities and a wide range of after school clubs are a key component of our offer, alongside enrichment opportunities through the creative and performing arts, National Citizenship Award, student leadership and the D of E award scheme.

If you wish to discuss the post, or to find out more about Park Community Academy, I would be delighted to hear from you. Please do contact me directly via e mail ([gill.hughes@park.blackpool.sch.uk](mailto:gill.hughes@park.blackpool.sch.uk)) or the school office: 01253 764130. Meanwhile, we very much look forward to receiving applications from outstanding practitioners with relentless drive, enthusiasm and resilience, who would enjoy working with a highly motivated and effective staff team.

Best wishes,

**Mrs Gill Hughes**  
Headteacher



# Application Procedure

## Further Information

For a confidential discussion about the vacancy you are warmly invited to contact:

**Mrs Gill Hughes (Headteacher)**

Telephone: 01253 764130

Email: g.hughes@park.svt.org.uk

For an informal discussion about the academy, you are warmly invited to contact:

**Mrs Louise Gilligan (Business Lead)**

Telephone: 01253 764130

Email: l.gilligan@park.svt.org.uk

### **Application Form & Covering Letter (no more than 2 sides of A4)**

Please complete the Trust's application form, available from:

**Our Website:** <https://www.park.blackpool.sch.uk> - Vacancies

Please refer to the applicant pack when completing the application form and provide a covering letter, briefly summarising why you would be suitable for the post.

### **Application Deadlines**

**Closing date: Monday 16<sup>th</sup> June 2025**

**Shortlisting: Monday 16<sup>th</sup> June 2025**

**Interviews: TBC**

Prospective candidates are advised that they will be contacted with details of the interview process as soon as possible after the shortlisting process.

### **Safer Recruitment**

The Sea View Trust is an equal opportunities employer and welcomes applications from all sectors of the community. We are committed to protecting our students and staff and therefore have a rigorous recruitment process that includes assessing candidates' suitability to work with children.

The settings within our Trust are committed to safeguarding and promoting the welfare of pupils and expects all staff and volunteers to share this commitment. All staff will be required to hold an enhanced DBS Disclosure. *To ensure compliance with Safer Recruitment Guidelines, CVs will not be accepted.*

### **Equal Opportunities**

At our Trust we believe that all individuals are of equal value, and we are committed to equal opportunities for all. All people who work and study in the Trust have the right to be respected and valued within a safe and secure environment and not to be discriminated against on the grounds of age, class, sex, race, disability, sexual orientation and religion or belief.

*Please note: To ensure compliance with Safer Recruitment Guidelines, CVs will not be accepted.*

# Overview of Park Community Academy



## INTRODUCTION

Park Community Academy is a Community Special Academy for pupils aged 2 - 19 years from Blackpool and surrounding areas. Blackpool Council's Children and Young People's Department have retained their statutory duties with regards to admitting children into the Academy and there are currently 329 pupils on roll.

From September 2015, the Local Authority commissioned Park Community Academy to deliver post-16 provision for pupils with Special Educational Needs. Our Sixth Form Centre is located at The Oracle on St Anne's Road in Blackpool.

## LOCATION

The Academy is situated in a pleasant area of the well-known seaside resort of Blackpool, approximately one-mile inland from the town centre and sea front. Nearby is the large open space and recreational and sports area of Stanley Park, and in close proximity to the Whitegate Drive Health Centre and Woodlands School for pupils with SLD/PM LD.

## THE ORACLE SIXTH FORM CENTRE

The Oracle Sixth Form Centre provides a nurturing environment in a strong pastoral setting. It utilizes a holistic learning approach to maximize inclusivity and provides real opportunities for students to develop those all-important employability skills. The Sixth Form's mission is to provide students with outstanding teaching and learning that will prepare them for the start of their adult life.



## THE PUPILS

All pupils attending PCA have an Education, Health and Care Plan. The children and young people have a range of learning needs associated with moderate to severe learning difficulties, complex learning difficulties (including autistic spectrum disorders), sensory difficulties and associated social emotional and behavioral difficulties and challenging behaviours. Many are admitted from local mainstream Schools or Nurseries. However, because of the nature of Blackpool, there is a significant transient population and some pupils move into the area with only partly completed statements or EHCP's. Children are regularly admitted at any time throughout the academy year.



Our pupils have access to a broad and balanced curriculum, adapted to meet the needs of each individual. In addition to gaining language, mathematical, scientific, technological, artistic and physical skills, our aim is for children to build confidence, develop self-reliance, learn to make decisions and develop the ability to express feelings and ideas.

We attach great importance to the personal, social and moral development of pupils, seeking to enable them to build positive relationships with other pupils and adults, and to be sensitive to the feelings and needs of others. We work hard to ensure that all pupils feel good about themselves, acquiring a high level of self-esteem to promote self-confidence.





## THE BUILDINGS AND SITE

The original school opened in September 1960, and the architecture reflects the style of that period. Since this time, there has been significant investment and development, resulting in a site that now has numerous specialist areas, located both in integrated and outlying teaching spaces.

Outside is a large playing field, a floodlit Multi Use Games Area (MUGA), a smaller MUGA for primary pupil use, a trim trail, a separate playgrounds for early years, primary and secondary pupils and 3 separate car parking areas.

Subject to availability and Covid restrictions permitting, interested candidates are invited to tour the academy site and buildings with the Headteacher who can further explain any recent developments.



## OFSTED INSPECTION

The academy was last inspected in October 2023 and was judged as **‘Outstanding’**. It was also judged as ‘Outstanding’ in its previous full Inspections in May 2018, May 2015, October 2009 and May 2007.

For further information about the strengths of our academy, please visit the Ofsted website to read the full report: [www.ofsted.gov.uk](https://www.ofsted.gov.uk) – ‘schools’

## **ACADEMY ACHIEVEMENTS**

Park Community Academy is proud to have received a number of accolades and more information about this can be found on the Park Community Academy website.

## **TRUST CURRICULUM STATEMENT**

The Park Community Academy curriculum is driven by the curriculum statement of The Sea View Trust. This places emphasis on providing a formal developmental and additional curriculum, relevant to each learner's needs.

Pupils will have access to the Foundation Stage and the full breadth of the National Curriculum, having due regard for the relevance to each pupil at their particular age and development level.

## **ACADEMY ORGANISATION**

The Academy is organised into the five stages of education defined by the National Curriculum:

|              |                     |                  |
|--------------|---------------------|------------------|
| KEY STAGE 1: | Yrs. R, 1 and 2     | Lower Primary    |
| KEY STAGE 2: | Yrs. 3 to 6         | Upper Primary    |
| KEY STAGE 3: | Yrs. 7 to 9         | Lower Secondary. |
| KEY STAGE 4: | Yrs. 10 and 11      | Upper Secondary. |
| KEY STAGE 5  | Years 12, 13 and 14 | Sixth Form       |

## **THE STAFF**

The teaching staff compliment is organised into five teams, one for each of the Key Stages. The teams also include Nursery Nurses or Special Support Assistants and Apprentice Teaching Assistants who work closely with the teachers. The work within each Key Stage is organised by a senior team member, a Team Leader.

All teaching staff have leadership responsibilities for curriculum areas across the whole academy, at either primary or secondary level. Class based support staff are integral members of the teaching teams and all are supported by dedicated groups of non-class based staff. The academy also promotes, in conjunction with a partner training agency, a highly successful apprentice Teaching Assistant training programme.

### **Pupils**

The pupils are organised into form groups or classes with children of similar age and need. The class teacher (or form tutor) has direct day to day responsibility for maintaining an overview of the pupil's well-being, together with their progress and care. Older learners experience a number of subject specialists, in line with mainstream models.

*Every effort is made to promote the inclusion of our pupils within the mainstream sector where appropriate and this work is developing still further.*

**Break-times**

During break times, the pupils and students mix socially within their own age bands.

**College Link Courses and Accreditation**

Students in Years 11 to 14 access mainstream college link courses and the academy offers a range of accreditations.

**Parents and Carers Partnership**

PCA works in close partnership with families.

**Children and Family Support Team**

The Children and Family Support Team is a key team within the pastoral care system of the academy, comprising of a Children and Family Support Manager and two support workers. All work with academy based colleagues, individual families and external agencies to further develop home school relations. This promotes a high quality educational provision for all pupils, in an environment that reflects care, happiness, enjoyment and success. The academy also has Lead Learning Mentors to further support the mental health and wellbeing of our learners.

**Other Multi Agency Staff**

PCA has access to a School Nurse Practitioner (SNP), for one day per week, who supports the academy in addressing health related issues. The SNP delivers health related programmes across the academy in order to promote healthy lifestyles and good health, conducts health assessment of individuals, maintains a 'health surveillance' and leads on health promotion; this ensures that both local and national Public Health initiatives are met.

**OUT OF SCHOOL CARE**

The academy is an OFSTED registered provider of Out of School Care and, in normal circumstances provides clubs three nights per week, completely free of charge. A variety of sessions are offered, including a range of sports, leisure, recreational, musical, art and technology based activities for pupils of primary and secondary age. In July 2007 the academy's Summer Activity Scheme was also inspected by OFSTED. The overall quality and standards of care provided by the academy were judged as 'Outstanding' in all areas. The full report can be viewed at [www.ofsted.gov.uk](http://www.ofsted.gov.uk) – 'out of school care'.

## SVT Additional Needs Teaching Assistant (ANTA) Level 2 Grade D

| Role Title   |
|--|
| <b>Sea View Trust</b><br><b>Additional Needs Teaching Assistant (ANTA) Level 2</b><br><b>Blackpool Grade D</b>   |
| Information sources  |
| Agreed by School Working Party Job Evaluation Panel  |
| Purpose of the role (job statement)  |
| To work with teachers as part of a professional team to support teaching and learning for pupils with SEND. Providing learning support to pupils who need particular help to overcome barriers to learning, such as those with moderate, severe, profound and multiple learning difficulties and/or behavioural, social, communication, sensory or physical disabilities.  |
| Responsibilities   |
| <b>Key duties:</b> <ol style="list-style-type: none"> <li>1. Work with individuals or groups of pupils in the classroom under the direct supervision of teaching staff and provide feedback to the teacher;</li> <li>2. Assist with planned learning activities / teaching programmes as agreed with the teacher, and resolving related problems as appropriate;</li> <li>3. Participate in planning and evaluation of learning activities with the teacher for the session, day or week and providing feedback to the teacher on pupil progress and behaviour;</li> <li>4. Support the teacher in monitoring, assessing and recording pupil progress / activities;</li> <li>5. Provide feedback to pupils in relation to attainment and progress under the guidance of the teacher;</li> <li>6. Work with pupils on therapy or care programmes, designed and supervised by a therapist / care professional;</li> <li>7. Share information about pupils with other professionals, as appropriate;</li> <li>8. Support pupils to understand instructions support independent learning and inclusion of all pupils;</li> <li>9. Support the teacher in behaviour management and keeping pupils on task;</li> <li>10. Attend to pupils' personal needs including toileting, hygiene, dressing and feeding, as well as help with social, welfare and health matters, reporting problems to the teacher as appropriate;</li> <li>11. Physically assist pupils in activities (may involve hoisting/lifting, where mobility is an issue);</li> <li>12. Requires the regular manoeuvring of pupils with severe physical disabilities;</li> <li>13. Prepare and clear up the learning environment and resources and contribute to maintaining a safe learning environment, including photocopying, filing and the display and presentation of pupils' work;</li> <li>14. Responsible for the careful and safe use of specialist equipment e.g. standing frames, sensory equipment;</li> <li>15. Maintain confidentiality and adhere to safeguarding procedures;</li> <li>16. Working with individuals, small groups and / or whole classes of pupils where work is regularly interrupted, which requires switching from one activity to another.</li> </ol> |
| <b>Additional Needs Teaching Assistants at this level may also:</b> <ol style="list-style-type: none"> <li>1. Administer medication in accordance with an agreed plan under direct supervision of healthcare practitioner and following appropriate training;</li> <li>2. Support children's learning through play;</li> <li>3. Support pupils as part of a planned inclusion programme / work experience programme;</li> <li>4. Assist with break-time supervision including facilitating games and activities;</li> <li>5. Assist with escorting pupils on educational visits;</li> <li>6. Support pupils in using basic ICT;</li> </ol>   |

- |   |
|---|
| 7. Support pupils with exams and tests;<br>8. May demonstrate own duties to new or less experienced staff.  |
| <b>Indicative knowledge, skills and experience</b>  |
| <ul style="list-style-type: none"><li>• Level 2 qualification or equivalent, or relevant experience;</li><li>• Knowledge and compliance with policies and procedures relevant to child protection and health and safety;</li><li>• Requires knowledge and procedures for supporting personal and learning activities;</li><li>• Experience of dealing with pupils with challenging behaviour.</li></ul> |