

# The King Edward VI School Curriculum Support Assistant Recruitment Pack



# The Cheviot Learning Trust

Cheviot Learning Trust was created in 2023 from a merger of Tyne Community Learning Trust and Three Rivers Learning Trust. The new Trust will enable our high quality staff from across all of our schools to cooperate through professional and innovative networks that develop the educational excellence all of our students deserve. We educate over 5500 students across 18 schools between the ages of 2 and 19 and employ over 750 staff. We are a charity supported by over 150 governance volunteers who hold us to account in their role as critical friends. We are proud Northumbrians; more than happy to welcome schools to join us from inside or outside Northumberland. All of the schools have a long and proud history of

providing an excellent education service to their local populations. We are seen locally as a centre of educational excellence and were selected to be the Teaching School Hub for Newcastle, Northumberland & North Tyneside. We recognise the mutual benefits to our Learning Trust through reciprocal staff development opportunities, training events, and the generation of new ways of working through system leadership. Through our teaching, we aim to equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

## The Cheviot Learning Trust mission

Our core purpose is to advance education for the public benefit. We believe that each school in the Trust family has unique qualities to share and unique challenges to be resolved. Deep collaboration is a key Trust expectation that helps us to deliver significant benefits for the students, the staff and the schools that form the Trust. Each school is stronger in the Trust family; delivering a better education for the public good than if they were outside the Trust.

## Our vision

Our purpose is to deliver excellent education for the benefit of all and our mission is to develop all our young people to have the opportunity to succeed.

## Our values

Everything we do is based around the values that we hold dear:

- **Innovation:** We're here to shape the future, which is why we all have a responsibility to be thinking about the big issues of tomorrow.
- **Cooperation:** We nurture the relationships that we've built over many years and we know by working together we can achieve more than we can alone.
- **Respect:** We take the time to understand and make decisions and have due regard for the feelings, wishes and rights of others.
- **Excellence:** We will always strive for continuous improvement and will produce the best solutions and deliver the best services possible.

## About The King Edward VI School

Welcome to our school. The King Edward VI School is a high achieving school, with a reputation for academic excellence for all. We provide for over 1500 students from Years 9-13 and have a thriving Sixth Form of around 450 students. We pride ourselves on being a fully inclusive and truly comprehensive school built on traditional principles and high standards.

We aim to prepare all in our care to leave the school fully equipped to meet the challenges they may face, and with a sense of service to their communities. We value our positive relations between staff and students and are proud of our friendly and purposeful atmosphere.

Our dedicated staff ensure that students are challenged to meet their potential, in a supportive environment. We have a holistic view of education and pride ourselves on offering a fully rounded educational experience. It is not only in the academic sphere where our students excel. Our commitment to extracurricular activities is very strong, and we offer our students an extensive enrichment and extra-curricular programme.

We believe there is something here for everyone.

We are very proud of our staff, students and our legacy. Please take a moment to look through our website to get an insight into what our school has to offer.

We have many amazing people working here. People who are knowledgeable, passionate and committed. Some people spend their career with us, some because they've found their niche, others are with us because of the opportunities to grow and develop. We want great people working for us. To get the best, we will always offer the best in terms of employment and opportunity. Diversity and inclusion are important to us - we are all individual and shaped by our personal characteristics, backgrounds, knowledge, skills and experience.

We believe we provide a great place to work.

**Ms Clare Savage**

Headteacher



## Access Department

The Access Department at The King Edward VI School is a supportive and caring community that sits at the heart of our school. Ensuring provision is in place for students with Special Educational Needs and/or Disabilities (SEND), as well as embodying inclusion, the department plays a vital role in the development of our young people. We are proud of the positive relationships that are formed between staff and students and the culture of aspiration and success that underpins how we work with our most vulnerable young people.

We largely support students with SEND, however, we also know that some students may require provision that is short term based on a specific event in their lives. The Access department is for all KEVI students who need a little something extra to manage school. We enable access to the curriculum within lessons, we provide additional help through time in the Access Room, we support the challenges of a large and overwhelming environment but most importantly we do so based on individual needs.

Our SEND register has over 250 students all of whom have a SEND student profile to help staff understand and meet their needs. Students with an EHCP are supported closely by Curriculum Support Assistants (CSAs) who work with teachers to enable access to the curriculum through specific adjustments and adaptation in lessons.

In Access we encourage our students to fulfil their own, individual potential and motivate them to persist with courage and tenacity. We work towards preparing our students for the next phase of their lives beyond school, whatever their aspirations are. Our students are taught to have a voice and advocate for themselves enabling them to succeed once they leave school. From the moment they join us, we are working towards the point at which they leave us, carving an appropriate pathway alongside them.

# Job Advert

**The King Edward VI School**

**Part of the Cheviot Learning Trust**

**(13-19 Years High School, Headteacher:**

**Ms Clare Savage)**

**Job title:** Curriculum Support Assistant

**Responsible to:** SENDco/Senior CSA

**Terms:** Four days per week, term time only (25 hours per week)

**Pay scale:** Band 3, Actual salary (£14,532 – £15,096)

**Start date:** September 2026

Applications are invited to apply for this post to work within the Curriculum Support Team with the aim of increasing accessibility to all curriculum areas for students with Special Education Needs. Training will be provided in a supportive and successful team but the ability to relate to young people is an important requirement of this post.

At The King Edward VI School, we are very proud of our school where we support every child to achieve their full potential. In November 2024, Ofsted judged the school to be good/outstanding in all categories. As a designated teaching school, we provide high quality professional development, supporting induction, teaching, leadership and wellbeing. Further information about the school can be found on our website.

We are strongly committed to safeguarding and promoting the welfare of all children and young people and expect all staff to share this commitment. This post is exempt from the Rehabilitation of Offenders Act 1974. If you are invited for an interview, you will be required to disclose convictions that would not be filtered, prior to the date of the interview. Certain spent convictions and cautions will be 'protected' and do not need to be disclosed. Full details on protected convictions and information about which convictions

must be declared during job applications can be found on the [Ministry of Justice website](#). You will be asked for further information about your criminal history during the recruitment process. If your application is successful, this self-disclosure information will be checked against information from the Disclosure and Barring Service before your appointment is confirmed.

This role will include Regulated Activities and an enhanced Disclosure and Barring Service (DBS) disclosure is required for this post. An online search will be carried out on shortlisted candidates, prior to interview. The Trust Employment of Ex-Offenders Policy can be [found here](#).

**Completing an Application Form:** Application forms can be downloaded from the school [website](#).

**If you have a Gmail account:**

- Open the Application document
- Click 'Sign in' at the top right of the page
- Go to File > Make a copy
- Complete the application form in Google

**If you don't have a Gmail account:**

- Open the Application document
- Go to File > Download as > Microsoft Word
- Complete the app

Completed applications should be returned via email directly to [p.reeves@kevi.cheviotlt.co.uk](mailto:p.reeves@kevi.cheviotlt.co.uk) by 12 noon on 24 June 2026.

**If you require assistance or have any questions, please reach out using the contact details provided below:**

01670 515415

[kevi.cheviotlt.co.uk](http://kevi.cheviotlt.co.uk)

[info@kevi.cheviotlt.co.uk](mailto:info@kevi.cheviotlt.co.uk)

Address: Cottingwood Lane, Morpeth,  
Northumberland, NE61 1DN

# Job Description

## **Job Purpose:**

- To support and enable young people to access and make progress in their learning
- To support teaching staff in planning, preparing and delivering lessons

## **Duties and Key Result Areas:**

### **Support and enable young people to access and make progress in their learning:**

- Develop and use specialist skills, training or experience to supervise and support students learning
- Assist with the development and implementation of student profiles
- Support use of ICT, Google Classroom and assistive technology in learning and develop students' competence and independence in its use
- Establish good relationships with students, acting as a role model and responding to the needs of each individual student
- To actively promote inclusive practice within the classroom setting and outside to ensure acceptance of all children
- Encourage children to engage in learning activities led by the class teacher. Help students to understand instructions
- To have challenging expectations that encourage children to act independently and build self esteem
- Provide feedback to students in relation to progress and achievement

### **Support teaching staff in planning, preparing and delivering lessons**

- Work with the teacher to establish an appropriate learning environment and resources for learning
- Work with the teacher in lesson planning, evaluating and adjusting the lesson plan as appropriate according to student responses and needs
- Monitor and evaluate students' responses to learning activities through observation and planned recording of achievement against agreed, predetermined, learning objectives
- The post-holder will be required to promote, monitor and maintain health, safety and security in the workplace. To include ensuring that the requirement of Health & Safety at Work Act, COSHH, and all other mandatory regulations are adhered to
- An Enhanced Disclosure with the Disclosure and Barring Service (DBS) will be undertaken before an appointment can be confirmed
- Be aware of and support differences and ensure equal opportunities for all
- To undertake other duties as responsibilities as required commensurate with the grade of the post
- Provide the teacher with accurate and objective feedback on pupil progress and other matters, ensuring the availability of supporting evidence
- Advise teachers on appropriate deployment and use of specialist equipment for individual students
- Support the teacher in management of student behaviour and assist with the management of students outside the classroom e.g. lunch times and outside of school (school trips) as directed by subject teachers, line managers, senior leadership
- Establish constructive relationships with parents and carers, exchanging information between school and parents/carers and participate on feedback sessions as directed
- Support the organisation, communication, implementation and record keeping around transition
- Administration of classroom based tasks and assessments
- Invigilate examinations and routine tests and implement confirmed access arrangements for individual students which may include acting as reader or a scribe

## Job Description (Continued)

### Generic Responsibilities

- Maintain personal expertise, to be a role model and promote high expectations for all members of the school community through your role within the structure
- To model the values, ethos and vision of the trust
- To maintain at all times the utmost confidentiality with regard to all financial reports, records personal data relating to staff, student and other information of a sensitive or confidential nature
- The post-holder will be expected to undertake any appropriate training provided by the Trust to assist them in carrying out any of the above duties
- The post-holder will be expected to contribute to the protection of children and vulnerable adults, as appropriate, in accordance with any agreed policies and/or guidelines, reporting any issues or concerns to their immediate line manager

### Transport requirements

- Required to use own transport to move between schools if required

### Working conditions

- Indoors and outdoors on the school site and offsite on trips



# Person Specification

Key to assessment methods (a) application, (i) interview, (r) references, (t) ability tests, (q) personality questionnaire, (g) assessed group work, (p) presentation (o) other case studies/visits

Essential	Desirable	Assess by
<b>Knowledge and Qualifications</b>		
<ul style="list-style-type: none"> <li>• Very good numeracy and literacy skills;</li> <li>• NVQ3 for Teaching Assistants or equivalent qualifications</li> <li>• Participated in training related to various national strategies e.g. literacy and numeracy</li> </ul>	<ul style="list-style-type: none"> <li>• First Aid Certificate</li> <li>• Level 1 BSL</li> <li>• Willingness to participate in development and training opportunities</li> </ul>	(a) , (i)
Experience		
<ul style="list-style-type: none"> <li>• Willingness to participate in development and training opportunities</li> </ul>		(i)
Skills and Competencies		
<ul style="list-style-type: none"> <li>• NVQ 2 ICT Qualification or in-service training and three years experience of using ICT in a learning environment</li> <li>• Ability to use other types of learning technology:               <ul style="list-style-type: none"> <li>- Photocopying</li> <li>- Whiteboards</li> <li>- CD ROM</li> <li>- Video</li> </ul> </li> <li>• Understanding of codes of practice and recent relevant education</li> <li>• Good understanding of the principles of child development and the learning process</li> <li>• Can actively self evaluate learning needs and seek out learning opportunities</li> <li>• Can work as a member of a team, understanding their role in the classroom and associated responsibilities.</li> </ul>		(a), (i)
<b>Physical, mental and emotional demands</b>		
<b>Other</b>		



**Contact us**

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