

The King Edward VI School Lead 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: Lead Curriculum Support Assistant
(Cognition and Learning)

Responsible to: SENDco/Senior CSA

Terms: 31 hours per week term time only

Pay scale: Band 4, Actual salary (£18,597 – £20,271)

Start date: September 2026

Applications are invited to apply for the Lead CSA role – Cognition and Learning. 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 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

info@kevi.cheviotlt.co.uk

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

Job Description

Job Purpose: Under the direction of the SENCo/Access Manager, to work in a classroom with a teacher, or on a 1:1 basis, to support access to learning for students with additional needs and to provide general support to the teacher in the management of students in the classroom. To have extra responsibility for the coordination and dissemination of information, advice and guidance about one specific broad area of need

Additional Responsibilities

- To support the SENCo in liaising with teachers, students, parents and outside agencies/professionals around all aspects of need that come under the umbrella of a specific area of need
- To support teachers with the implementation of strategies as identified on Student Profiles relevant to this area of need
- To observe students in lessons to support the identification of need as required or requested
- To support the SENCo, teachers and CSAs to find further and more effective strategies to support students identified under the broad umbrella of this specific area of need
- To attend training as directed by the SENCo and to notify the SENCo of relevant training identified
- To disseminate learning from training to the team of CSAs and wider staff team as required
- To provide drop in support for teachers to discuss and learn more about students' individual needs
- To support the SENCo and identified CSA mentors in the creation, monitoring and reviewing of student profiles
- To liaise with and learn from external agencies and professionals in relation to the specific area of need
- To support the Access Manager in the identification, implementation, delivery and monitoring of specific interventions

Support for Students

- Supervise and support students in their access to learning
- Establish good relationships with students; model and promote appropriate behaviour for the learning environment and respond to the educational/pastoral needs of each individual child
- To produce, in liaison with subject teachers, resources to help students to learn
- To have high expectations that encourage students to act independently and build self esteem
- To actively promote inclusive practice within the classroom to ensure acceptance of all students
- To encourage and support students to engage and participate in learning activities led by the subject teacher
- To impartially observe supported students in the learning environment and feedback to the subject teacher on attainment of learning objectives

Support for the Teacher

- Liaise with relevant teachers on student performance and progress
- Support the teacher in the promotion of excellent behaviour for learning

Support for the Curriculum

- Undertake structured and agreed learning programmes according to individual student needs
- Help students to understand instructions
- Support students' learning with respect to local and national learning strategies
- Support students in their use of ICT as directed by the subject teacher

Job Description (Continued)

Responsibilities

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Be aware of and support difference and ensure equal opportunities for all
- Contribute to the overall ethos/work/aims of the school
- Appreciate and support the role of other professionals
- Attend and participate in relevant meetings as required
- Participate in training and other learning activities and performance development as required
- To undertake other duties and responsibilities as required commensurate with the grade of the post



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

SPECIFICATION	ESSENTIAL	DESIRABLE	ASSESSMENT
Knowledge / Qualifications	<p>Excellent literacy and numeracy skills</p> <p>An understanding of the difficulties faced by students with additional needs gaining access to the curriculum</p> <p>NVQL2 for Teaching Assistants or equivalent qualifications</p> <p>Good knowledge and understanding of the broad area of need specific to this role</p>	<p>NVQL3 for Teaching Assistants or equivalent qualifications</p>	(a) (i) (r)
Experience	<p>Working with or caring for young people of the relevant age</p> <p>Working as a member of a team</p>	Basic clerical duties	(a) (i) (r)
Skills and competencies	<p>Excellent ICT skills</p> <p>Can relate well to young people and adults</p> <p>Can work as a member of a team as well as on own initiative</p> <p>Good communication skills</p> <p>Ability to deliver courses to other CSAs</p>	<p>First aid knowledge</p> <p>Enthusiasm, confidence and empathy</p>	(a) (i) (r)
Other	Willing to participate in training and personal development		(a) (i) (r)



Contact us

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