The Sovereign Trust Candidate Application Pack

New Park Academy

New Park Academy are looking to appoint a Higher Level Teaching Assistant (HLTA/TA4) to join our team.

The full job description and person specification can be found at the end of this pack.

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The Sovereign Trust

About The Sovereign Trust

The Sovereign Trust is a growing family of schools and colleges committed to delivering exceptional opportunities for learning.

We believe that by learning and growing together, we can inspire every child and young person to achieve their highest personal potential, while experiencing individualised, innovative and creative education.

Our Vision

We create environments across our academies that:

- Nurture and support every learner
- Encourage curiosity and exploration
- Celebrate creativity and individuality
- Foster a lifelong love of learning

Our Journey

Established in 2016, The Sovereign Trust was founded with a clear ambition: to provide high-quality education for pupils with additional needs across the region.

Since then, we have grown from two special schools in Trafford to a Trust of six academies, including three in the Salford area, supporting learners from age 2 to 25.

Our Pupils

The majority of our pupils have an Education, Health and Care Plan (EHCP) and present with a wide range of needs, including:

- Autism
- Down syndrome
- Physical and medical needs
- Learning difficulties
- Social, Emotional and Mental Health (SEMH) needs

Our approach is built on understanding and responding to these diverse needs through specialist, inclusive practice.

Our People

We know that great academies are built by great people.

That is why we invest heavily in:

- Staff development and professional learning
- Leadership capacity and succession planning
- Creating supportive and collaborative working environments

Our leadership team includes professionals with a strong track record of transforming schools and sustaining outstanding outcomes.

Why Join Us?

This is an exciting time to join The Sovereign Trust.

You will be part of a Trust that:

- Is ambitious for its pupils and staff
- Values collaboration and shared expertise
- Is committed to continuous improvement
- Places wellbeing and professional growth at the centre of its work

Above all, we are driven by a shared commitment: to deliver exceptional opportunities for every child and young person in our care.

For more information, please visit: https://www.thesovereigntrust.uk/

New Park Academy



About New Park Academy

New Park Academy is part of The Sovereign Trust, joining the Trust in June 2018 alongside Manor Academy and Pictor Academy.

We are a specialist provision for pupils in Key Stages 2, 3, 4 and 5 (Years 3–13) who have been identified as having Social, Emotional and Mental Health (SEMH) needs, often alongside additional learning, communication or developmental challenges.

Many of our pupils arrive having experienced significant barriers to education. At New Park, we recognise that every young person's journey is unique. Our approach is rooted in a simple but powerful principle:

School should adapt to the needs of the child – not the other way around.

Our Approach

We pride ourselves on:

- Seeing each pupil as an individual
- Taking a flexible, creative and "out of the box" approach to education
- Building strong, trusting relationships as the foundation for learning
- Providing a safe, structured and nurturing environment

In addition to our school-based offer, for pupils who find traditional school settings particularly challenging, we have developed a thriving EOTIS (Education Other Than In School) programme, offering personalised pathways to ensure continued engagement in education, that is facilitated through learning mentors within the community and/or on occasion within students homes.

Curriculum

New Park Academy offers a broad and balanced curriculum, carefully adapted to meet the needs of our pupils.

Learners are supported to achieve a wide range of **external qualifications**, from Entry Level through to GCSE, alongside developing key life and employability skills.

Our curriculum places particular emphasis on:

- Engagement and re-engagement with learning
- Practical and vocational pathways
- Personal development and independence
- Preparation for adulthood

Specialist Support

We take a holistic approach to supporting our pupils, recognising that learning cannot happen without emotional wellbeing.

Our staff team includes a high proportion trained in ELKLAN, enabling us to effectively support communication needs across the school.

We also provide a range of targeted interventions, including:

- Counselling
- Therapeutic play
- Therapeutic art
- Dog therapy
- Nurture-based provision

Our Setting

- Key Stage 2 provision is based alongside Alder Brook KS2 PRU
- Key Stages 3 and 4 are delivered at our purpose-built site in Patricroft, Eccles, and a smaller provision, 'The Hub' in Swinton
- Key Stage 5 is based at The Hub

Our Ethos - "Believe and Succeed"

This underpins everything we do. We believe in every pupil's potential and work tirelessly to help them succeed—both in education and in life.

Welcome from the Headteacher

Dear Candidate,

Thank you for your interest in joining **New Park Academy**.

Our school serves pupils with Social, Emotional and Mental Health (SEMH) needs, many of whom have experienced significant barriers to education. At New Park, we are committed to providing a structured, supportive and ambitious environment where every pupil can succeed.

This role sits at the heart of our school improvement strategy. The successful candidate will play a key role in improving literacy, numeracy and communication outcomes for our pupils, many of whom have experienced significant barriers to learning. You will help shape our reading culture, deliver evidence-based interventions and create opportunities for pupils to experience success both academically and personally. Alongside this, you will lead events that strengthen our school community and celebrate pupil achievement. Your work will have a direct and lasting impact on the lives of young people every day.

In return, you will find a welcoming and supportive school community that is deeply committed to both pupil and staff wellbeing. We offer extensive opportunities for professional development, high-quality training, collaborative working with experienced colleagues, and the chance to contribute meaningfully to the ongoing development of the school. We recognise that our staff are our greatest asset and strive to create an environment where everyone feels valued, respected and supported to achieve their full potential.

If you are passionate about improving outcomes for young people, have high expectations, and are committed to making a difference, we would be delighted to hear from you.

Thank you once again for your interest in New Park Academy. I hope the information contained within this candidate pack gives you a clear understanding of our vision, values and aspirations. I look forward to receiving your application.

Yours sincerely,



Laura Clegg

Higher Level Teaching Assistant (HLTA/TA4)

New Park Academy | The Sovereign Trust

Salary: Band 6 Scp 23-25
Contract: Full Time, 36.25 hpw, Term Time Only | Permanent
Start Date: January 2027

Teach. Build. Change Lives.

This isn't a typical teaching assistant role.

At New Park Academy, our pupils don't just need a teaching assistant—they need someone who can engage, inspire and rebuild confidence through practical learning.

We are looking for a Higher Level Teaching Assistant / TA4 who can bring learning to life, helping pupils with Social, Emotional and Mental Health (SEMH) needs develop skills, resilience and a sense of achievement.

If you believe that relationships, come before results, but drive them, this could be the role for you.

What You'll Be Doing

- Lead and deliver targeted literacy and numeracy interventions across the school, supporting pupils to accelerate progress and close gaps in learning.
- Coordinate and deliver whole-school reading assessment and screening programmes, ensuring accurate assessment, analysis and reporting of pupil outcomes.
- Plan and deliver small group interventions focused on reading, communication and language development.
- Monitor, evaluate and report on the impact of interventions, adapting provision to meet individual pupil needs.
- Work closely with teachers, pastoral staff and external professionals to support pupils with SEMH, communication and learning needs.
- Support the implementation of whole school literacy strategies and promote a culture of reading across the academy.
- Lead and coordinate key school events including open days, charity fundraising events, parent engagement activities and celebration events.
- Contribute to curriculum enrichment opportunities that enhance pupil engagement, wellbeing and personal development.
- Support teaching and learning across classes where required, including cover and intervention delivery.

Who We're Looking For

You don't need to come from a special school—but you do need the right mindset.

We're looking for someone who:

- Is a qualified HLTA/TA4
- Can build strong relationships with pupils quickly
- Is calm, resilient and consistent
- Has high expectations but understands the importance of flexibility
- Can manage behaviour positively and effectively

Experience in SEMH or alternative provision is desirable, but not essential.

Why Join Us?

- A genuinely supportive and values-driven Trust
- Strong focus on staff wellbeing and workload
- Ongoing CPD and clear progression pathways
- Opportunity to specialise in vocational and SEMH education
- A team that works together—no silos, no egos

Most importantly: **You will see the difference you make every single day.**

Safeguarding

In line with Keeping Children Safe in Education, safeguarding is at the heart of everything we do.

All staff are expected to:

- Promote the welfare of children and young people
- Maintain vigilance and professional curiosity
- Report concerns immediately to the Designated Safeguarding Lead

All appointments are subject to:

- Enhanced DBS clearance
- Satisfactory references
- Pre-employment safeguarding checks

Key Dates

- **Closing Date: Monday 30th November 2026 by 8:00am**
- **Shortlisting Date: Monday 30th November 2026**
- **Interview Date: Week beginning 7th December 2026**

We reserve the right to close this vacancy early.

Visit the Academy

We strongly encourage candidates to visit New Park Academy to fully understand the role and environment.

To arrange a visit, please contact: **Laura Clegg: lclegg@newparkacademy.org**

Equal Opportunities

The Sovereign Trust is committed to equality of opportunity and welcomes applications from all suitably qualified candidates.

Why This Role Matters

This is more than a teaching role.

For many of our pupils, school has not worked before. You will help them:

- Experience success
- Develop confidence
- Build skills for the future

You will change how they see themselves.

Job Description and Person Specification

Job Description: HLTA Teaching Assistant Level 4

Main Responsibilities

To compliment the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision. This may involve planning, preparing and delivering learning activities for individuals/groups, including PPA cover or short term for whole classes and monitoring pupils and assessing, recording and reporting on pupil's achievement, progress and development.

Responsible for the management and development of a specialist area within the school and/or management of other teaching assistants including allocation and monitoring of work, appraisal and training.

Support for the pupil

- Assess the needs of pupils and use detailed knowledge and specialist skills/training/experience (including knowledge of learning difficulties and associated conditions) to support the pupil in their learning.
- Establish productive working relationships with the pupil, becoming a role model by presenting a positive personal image and setting high expectations.
- Promote the inclusion and acceptance of the pupil at all times during the school day.
- Encourage pupil to interact and engage with learning opportunities offered
- Provide positive and suitable feedback to pupil in relation to progress and achievement.
- Support and continually recognise and respond to the individual needs of the pupil
- Attend to pupils' personal care needs, including minor first aid and provide advice to assist their social, health and hygiene development.

Support for teachers

- Organise and manage appropriate learning environment and resources.
- Within an agreed scheme of supervision, contribute to the whole planning cycle, including preparing challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate.
- Give regular feedback on the progress of the pupil to the class teacher and keep up to date and cohesive records.
- Be responsible for keeping and updating records, information and data, producing analysis and reports as required.
- Provide objective and accurate feedback and reports as required to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.

- Record progress and achievement in lessons/activities systematically and providing evidence relevant evidence.
- Administer and assess routine assessments
- Monitor and manage stock within an agreed budget, cataloguing resources and undertaking audits as required.
- Provide specialist advice and guidance about the pupil as required.
- Liaise with parents and establish constructive relationships and communicate with other relevant bodies to support achievement and progress of the pupil.
- To provide constructive feedback on pupil progress and achievement for the pupil.
- Contribute to the development and implementation of appropriate behaviour management strategies promoting self-esteem, self-control and independence
- Monitor and evaluate pupil responses to learning activities through observation and planned recording of achievement against predetermined learning aims.

Support for the curriculum

- Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs, including assessment.
- Contribute to the development of lesson/work plans to ensure progress in all areas (including social and emotional development as well as academic progress).
- Deliver programmes including those linked to local and national learning strategies and make effective use of opportunities provided by other learning activities to support the development of skills.
- Support the use of ICT in learning activities and develop the pupil's' competence and independence in its use.
- Select and prepare resources necessary to lead learning activities, taking account of the pupil's interests, language and cultural background.
- Proactively advise on appropriate deployment and use of specialist aid/resources/equipment.

Support for the school

- Ensure strategic processes are complied with in order to overcome barriers to learning for the pupil, including behaviour management strategies
- Comply with and assist with the development of policies and procedures relating to child protection procedures, health and safety and security, confidentiality and data protection, reporting any concerns to the relevant member of staff.
- Arrange and accompany the pupils on educational visits.
- Assist in maintaining high standards of health and safety at all times. This involves keeping up to date a risk assessment for the pupil.
- Maintain good relationships with colleagues and ensure all work together as a team to support the pupil.

- Deliver out of school learning activities within guidelines established by the school.
- Contribute to the identification and implementation of appropriate learning activities which consolidate and extend work carried out in class. This involves making a judgement about where learning might take place, be that inside or outside of the classroom.
- Be aware of and support difference and ensure the pupil has equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the school.
- Establish relationships and communicate with other agencies/professionals, in liaison with the class teacher, to support individual pupil progress and achievement including social and emotional development as well as educational/ academic progress.
- Take the initiative as appropriate to develop multi agency approaches to supporting the pupil.

SEN Payband

TAs appointed to jobs carrying the SEN addition must be prepared to carry out the following duties:

- Dealing with complex behaviour/emotional needs
- Dealing with complex physical, care and personal needs, including lifting and handling.
- Support complex sensory needs
- Attend appropriate in-service training as required to address the complex needs of the pupils.
- Communicate with parents/carers and other professionals around complex issues/needs.
- Be aware that the job may require TAs to work in difficult and challenging conditions from anti-social, difficult behaviour or medical conditions.

Person Specification: Higher Level Teaching Assistant / TA4

Requirements	Essential	Desirable	Selection Method
Qualifications and Training	• Relevant Level 4 qualification e.g. HLTA or TA4 or evidence of studying towards the qualification • Commitment to undertaking further qualifications for the role where necessary • GCSE English and Maths or equivalent	• Any additional training attended • Specific training in interventions/ SEN/SEMH	✓ Application ✓ Interview
Experience	• Relevant experience to the post • Working with children of relevant age • Evidence of working with pupils with social, emotional and mental health needs	• Working within a school setting • Experience working as a cover supervisor • Use of therapeutic interventions	✓ Application ✓ Interview ✓ References
Examples of recommended knowledge and training	• Sound Knowledge of the strategies and a good overview of Key Stage relevant curriculum. • Sound knowledge of one or more areas of special need) and Code of Practice for SEN. • Sound knowledge and understanding of the causes and patterns of behaviour and strategies to address these. • Sound knowledge of how children learn and how to	Knowledge of: • ICT Literate • Attachment styles • Specialist skills/training in curriculum or learning area e.g. bi-lingual, sign language, ICT. • Understanding of pupils with social, emotional and	✓ Application ✓ Interview ✓ References

	create and maximize learning opportunities. • To be able to work as part of a team and to have good inter-personal relationships. • To have attended significant training relevant to role and, in the case of those working with particular SEN/SEMH pupils, to have become skilled in dealing with particular areas of special need though attending LA and other providers of specialist training. • Willingness to spend own time developing knowledge and understanding of relevant	mental health difficulties and SEN such as autism, ADHD, dyslexia and attachment difficulties	
Knowledge and Skills	• Effective use of ICT to support learning. • Use of other equipment technology – video, photocopier. • Understanding of relevant polices/codes of practice and awareness of relevant legislation. • General understanding of national/foundation stage curriculum and other basic learning programmes/strategies. • Secure understanding of child development and learning.	• An ability to make learning fun • Any skill that contributes to the successful education of pupils and enhances our school provision. • Experience of supporting parents/carers	✓ Application ✓ Interview ✓ References

	• Ability to self-evaluate learning needs and actively seek learning opportunities. • Proactive attitude and ability to manage own workload. • Willingness to spend significant time before and after-school to ensure provision for the pupil is of the best possible quality • Willingness to prepare and share feedback to parents/carers each day and organise meetings with relevant professionals when required.		
Qualities	• Flexibility • Enthusiasm • High Energy Levels • Integrity • Honesty • Resilient • Good Sense of Humour • Excellent health, attendance & punctuality record • An interest in innovating teaching styles. • An interest in the development of young people and their needs. • Sound communication and organisational skills. • The ability to form good relationships with staff and students.	• A commitment to extra-curricular activities.	✓ Interview ✓ References

	• **A commitment to continued professional development.** • **A willingness to support and promote the ethos and standards of the school.**		
Other	• **Holds a clean, full driving licence and able to drive a school minibus or willing to undertake MIDAS training**	• **Access to own car**	✓ **Application**

This job description reflects current requirements and may be reviewed in line with school needs. Changes will be made in consultation with the postholder.

How to Apply

Are we the right opportunity for you?

If you wish to be considered for this vacancy, you should complete the attached application form and a supporting statement outlining your suitability for the role. Your supporting statement should address:

- Your teaching experience and subject knowledge
- Your approach to behaviour and SEMH support
- How you build relationships and engage pupils
- Your commitment to safeguarding

Please note that only applications on the Trust's application form will be considered. Candidates who submit a CV will not be short-listed. Completed applications are to be returned to **hr@thesovereigntrust.uk** to arrive by 8:00am on Monday 30th November 2026

Closing date for receipt of applications:	Monday 30th November 2026 by 8:00am
Shortlisting:	Monday 30th November 2026
Interviews for successful candidates will be held at New Park Academy:	Week commencing 7th December 2026

Safeguarding & Pre-Employment Checks

The Sovereign Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults. We expect all staff, volunteers and partners to share this commitment.

Our recruitment process follows the principles set out in Keeping Children Safe in Education and reflects our robust approach to safer recruitment.

As part of this process:

- An online search will be carried out on shortlisted candidates as part of our due diligence checks
- Shortlisted candidates will be required to complete a self-declaration of criminal record and safeguarding information

All appointments are subject to:

- A satisfactory enhanced Disclosure and Barring Service (DBS) check, including a barred list check where appropriate and registering for the update service.
- A minimum of two years' satisfactory references, which may be sought before the interview
- Verification of identity and right to work in the UK in line with the Asylum and Immigration Act 1996
- Medical clearance
- Verification of qualifications and professional status

We are committed to ensuring that all recruitment decisions are made in line with safeguarding best practice and that all staff are suitable to work with children, young people and vulnerable adults.

A copy of our Safeguarding and Child Protection Policy is available on our website: https://www.thesovereigntrust.uk/policies-1/