



Resource Base (SEN) Teaching Assistant Application Pack

Required for: February 2026

Closing date for applications:

Friday 30th January 2026

Interviews to be held w/c 9th February 2026 tbc

We reserve the right to close this vacancy early if we receive sufficient applications for the role. Therefore, if you are interested, please submit your application as early as possible.

The role:

We have an exciting opportunity for a warm, creative and enthusiastic Teaching Assistant to support students with their learning based in the Resource Base provision here at Clarendon Infants.

At Clarendon Federation, we are proud to host a specialist **Resource Base for children with communication and interaction needs**, including those with a diagnosis of Autism Spectrum Condition (ASC). The provision is an integral part of our inclusive school community and offers a nurturing environment where pupils can thrive both academically and emotionally.

Our Resource Base provides personalised teaching and support for children who benefit from a more tailored approach to learning, while maintaining strong connections with the wider school. Pupils are part of their mainstream classes where appropriate, supported by skilled adults who understand their individual needs and strengths.

We work closely with families, specialists and external agencies to ensure every child has the right support in place. Our highly trained staff build trusting relationships with each pupil and help them to develop confidence, independence, communication skills and a sense of belonging.

The Resource Base is not separate from our school—it's a valued and vibrant part of it. Our ethos of inclusion, respect and high expectations extends to every corner of Clarendon Federation, and we are committed to ensuring that all children, whatever their starting points, can flourish.

Key responsibilities include supporting students learning, either in lessons, small groups or through 1:1 work as well as supporting the development of their self-esteem, inclusion and behaviour.

A commitment to help all young people and staff to achieve their best and a shared belief in our inclusive ethos is expected of all staff.

Contract: Fixed term

Hours: Part-time (27.5 hours Teaching Assistant, term time and 5 TDD (39 weeks) and 2.5 hours Midday Supervisor, term time only (38 weeks).

8:35-15:05 (includes 30 minutes unpaid lunch break)

Salary: Wilts Grade D/E depending on experience (£13.05 - £13.47)

We will consider applications from candidates who have other relevant experience and will provide training.



Dear Prospective Applicant

Thank you for your interest in applying for this post. This is an exciting opportunity to join our amazing school community where we live our ethos of 'Always a little further' for those in our care.

The Clarendon Federation serves a vibrant and diverse community, proudly supporting both military and civilian families. Our federation of Infant and Junior schools work closely together to ensure that every child feels valued, supported, and able to thrive, whatever their background or starting point. We are deeply committed to an inclusive ethos, where the needs of all pupils are recognised and met through teamwork, care, and high-quality teaching and learning.

As a member of our staff team, you would be joining a group of dedicated professionals who are passionate about making a difference. Collaboration is at the heart of our practice – we work together to share expertise, celebrate success, and support one another in achieving the very best for our children.

We are looking for enthusiastic, nurturing, and caring practitioners who are committed to helping children succeed with high expectations.

If you are ready for an exciting challenge and enjoy working as a team player, within a trauma informed child focused school, then please apply to join us. Visits are welcomed but not compulsory!

The Clarendon Federation is committed to safeguarding and promoting the welfare of children and young people and we expect all staff and volunteers to share this commitment.

The successful applicants will be subject to enhanced DBS checks. References will be sought on shortlisted candidates before interview and online checks will be made.

Thank you for your interest in the Clarendon Federation – we look forward to welcoming applicants who share our values and our commitment to inclusive, high-quality education for all.

I look forward to receiving your application.

Yours sincerely

Lisa Ashford-Smith

Head of School On behalf of The Clarendon Federation of Schools

Clarendon Infant School and Clarendon Junior School

How to Apply

Please take time to look at our school website by visiting www.clarendonfederation.co.uk

Should you have any specific queries, which are not answered by the information we have provided, or wish to visit us prior to making an application, please contact us on hr@clarendon-inf.wilts.sch.uk

Please email your application to hr@clarendon-inf.wilts.sch.uk remembering to include three documents:

- Application Form
- Equality & Diversity Form
- Letter of Application (no more than 1 side of A4 paper) in which you should detail the skills, attributes and experiences which make you an appropriate candidate for the post. Please try to include information in this letter that helps us get to know you as well as your professional skills.
- **Please note that CVs will not be considered**

Disclosure & Barring Service

Due to the nature of the position for which you are applying, and to ensure your suitability for this type of work, you will be required to apply for clearance from the Disclosure and Barring Service if you are successful in your application. This will take place before your appointment is confirmed. The clearance process will disclose details of formal cautions, reprimands and final warnings, as well as convictions. Having a criminal conviction will not automatically exclude you from employment – this will depend on the nature of the position, and the circumstances and background of the offences committed.

Equality and diversity monitoring form

You are under no obligation to provide information for equal opportunities monitoring purposes and there are no consequences for your application if you choose not to provide such information.

The school/academy is committed to building a workforce that reflects the diversity of the local community and ensure that applicants and employees from all sections of the community are treated equally and not discriminated against on the grounds of age, disability, sex, gender identity, marriage or civil partnership, pregnancy and maternity, ethnic background, religion or belief, sexual orientation or caring responsibilities.

This form assists us in monitoring who is applying for employment with us, measuring the effectiveness of our policies and practices and checking progress towards identifying and removing barriers.

We would be grateful if you would complete this form and return it with your completed application form. You are not obliged to answer any questions but the more information you supply, the more effective our monitoring will be.

The information you provide will be used solely for monitoring purposes. It will be kept securely and not opened until the recruitment process is complete.

Please state which job you have applied for and the date of your application.

Job applied for:

Name of school/academy:

Date of application:

What is your gender (please tick)? If you are currently undergoing the process of gender reassignment, please tick your future gender.

Male

Female

Other (please state)

Is your gender the same you were assigned at birth?

Yes

No

Is your age between (please tick)?

16-24

25-34

35-44

45-54

55-64

65 or

over

How would you describe your nationality and / or ethnicity (please tick)?

White:	Black or Black British:		Chinese or other ethnic group:	
British — English, Scottish, Welsh, Northern Irish	<input type="checkbox"/>	Caribbean	<input type="checkbox"/>	Chinese
Irish	<input type="checkbox"/>	African	<input type="checkbox"/>	Any other ethnic group
Any other white background	<input type="checkbox"/>	Any other Black background	<input type="checkbox"/>	
Mixed race:	Asian or Asian British:			
White and Black Caribbean	<input type="checkbox"/>	Indian	<input type="checkbox"/>	
White and Black African	<input type="checkbox"/>	Pakistani	<input type="checkbox"/>	
White and Asian	<input type="checkbox"/>	Bangladeshi	<input type="checkbox"/>	
Any other mixed background	<input type="checkbox"/>	Any other Asian background	<input type="checkbox"/>	
Prefer not to say	<input type="checkbox"/>	Other (please specify):		
How would you describe your sexual orientation (please tick)?				
Heterosexual	<input type="checkbox"/>	Bisexual	<input type="checkbox"/>	Lesbian
Gay	<input type="checkbox"/>	Prefer not to say	<input type="checkbox"/>	
How would you describe your religion (please tick)?				
My religion is:				
I am not religious	<input type="checkbox"/>			
Prefer not to say	<input type="checkbox"/>			
What is your current marital status?				
Married	<input type="checkbox"/>	Single	<input type="checkbox"/>	Divorced
Civil Partnership	<input type="checkbox"/>	Widow	<input type="checkbox"/>	Prefer not to say
Do you consider yourself to have a disability as defined under the Equality Act 2010 (please tick)?				
The Equality Act defines a disability as a "physical or mental impairment" which "has a substantial and long-term adverse effect on a person's ability to carry out normal				

day-to-day activities". An effect is long-term if it has lasted, or is likely to last, over 12 months or for the rest of the life of the person affected.

Yes

No

Don't know

Prefer not to say

If you answered "Yes" to the above question, please give brief details of your condition

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Signed

Dated

Please return the equality and diversity monitoring form with your application form. Completion and submission of this form is taken as consent to process the information you have provided.

Note: if you are a current employee of the school/academy, please complete this form even if you have already given us this information, as we need this to help us monitor recruitment.

Person Specification – Teaching Assistant

Main purpose of this role

To support the learning and pastoral needs of pupils throughout the school.

Attributes	Essential	Desirable
To support Qualifications and experience	<ul style="list-style-type: none"> Successful experience of working as a teaching assistant in a school or early years environment Proficiency in mathematics, written and spoken English 	<ul style="list-style-type: none"> Evidence of continuing or further professional development or other relevant national or professional qualifications Recognised TA qualification Grade A* - C in GCSE English and Maths (or equivalent)
Knowledge, understanding and skills	<ul style="list-style-type: none"> Clear understanding of safeguarding and child protection procedures and the teaching assistant's role and responsibilities Understanding of and commitment to working with children with a high level of additional needs Good understanding of the varied needs of children as they develop socially and academically Ability to support learning across the primary age-range Ability to work with children 1 to 1, in a small group or with the whole class, ensuring their safety and access to learning activities Promote good pupil behaviour, and deal promptly with conflict and incidents Ability to undertake pupil record keeping as requested Ability to meet the child's learning, physical, medical and emotional needs as required whilst encouraging and developing independent skills Ability to motivate and encourage in order to establish a supportive relationship with children, giving praise and positive recognition to help build self esteem 	<ul style="list-style-type: none"> Specific experience with children in Early Years Foundation Stage or with children who have Special Educational Needs Knowledge of Makaton Experience of or training in de-escalation strategies

	<ul style="list-style-type: none"> Ability to use own initiative to develop resources or adapt lessons in order to support small groups of children Basic IT proficiency for organisational purposes (e.g. use email, complete online forms etc) Ability to take the lead with whole classes in the short-term absence of the teacher Able to give constructive feedback to pupils on their learning 	
Personal skills and attributes	<ul style="list-style-type: none"> Commitment to inclusive education Involvement in and commitment to all aspects of school life Enthusiastic and positive, approachable, accessible and flexible Punctual and organised with good time management skills Emotional resilience and sense of humour Ability to work collaboratively and constructively with colleagues throughout the school Able to work positively and sensitively with parents/carers, particularly those who are harder to engage Capacity to be a positive role model who will consistently promote high expectations amongst pupils and staff 	
<p>The Clarendon Federation of Schools is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All applicants will be subject to a full Disclosure and Barring Service check before appointment is confirmed.</p>		