



Bank Specialist Teaching Assistant

Candidate Briefing Pack





Dear Candidate

Thank you for your interest in becoming a Bank Specialist Teaching Assistant at The Children's Trust.

We are the UK's leading charity for children with brain injury and neurodisability. We deliver rehabilitation, education and community services through skilled teams who work with children and young people, and their families.

We are unique, with an international reputation for the work we undertake to improve the lives of the children and families with whom we work.

We provide information and support to thousands of children with brain injury and their families annually, through education, care, therapy, and research. We provide expertise and experience in meeting the needs of children and young people with acquired brain injury, neuro-disabilities, and complex health needs.

As a Bank Specialist Teaching Assistant, you will report to the Class Teacher. Your role will be to provide high-quality support for children with severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD) and complex therapeutic, medical and health needs, placing their quality of life at the centre of what we do.

This is a chance for an outstanding candidate to make a significant and lasting difference to the lives of thousands of children and families.

Kind regards

Launa Randles
Headteacher



The Charity

The Children's Trust supports children and young people with brain injury and neurodisability to live the best life possible. From our national specialist centre in Tadworth, Surrey, and through our community services, we provide specialist rehabilitation, education, therapy, care, and family support.

Our services include:

- specialist rehabilitation for children with acquired brain injury.
- a non-maintained special school, supported by residential provision for children with complex education, health, therapy, and care needs.
- community-based clinical support for children and young people with acquired brain injury.
- online information and resources for families, including our Bumps Happen hub and publications.

Our Tadworth site provides a child and family-focused environment, including residential accommodation, therapy facilities, outdoor space, and specialist equipment. We work closely with the NHS, local authorities, and other partners to help children transition between hospital, home, school, and community life.

The Children's Trust is also the only paediatric centre with a national specialised commissioning contract through NHS England to provide brain injury rehabilitation for children with severe brain injury. Alongside this nationally

commissioned work, our services are supported through local health, care, and education funding, as well as voluntary fundraising.

Our work is made possible by around 550 committed staff and more than 1,000 volunteers, bringing together expertise across nursing, care, education, therapy, retail, operations, fundraising, communications, HR, finance, and other support functions.





Our Strategy: achieving our goals together

The Children's Trust exists to support children and young people with brain injury and neurodisability so they can live the best life possible.

Every year, 40,000 children across the UK experience a brain injury and about 350 sustain a severe brain injury, many with devastating consequences. Some children lose the ability to walk, talk, learn, or communicate. Their lives – and the lives of their families – are turned upside down. Their chances to thrive in childhood and beyond are put at risk.

Our 2025–2030 strategy sets out how we will respond to the growing and urgent need for specialist neurorehabilitation for children and young people, deepen our impact and reach more families across the UK.

At the core of our strategy is a bold ambition: to be the UK's leading provider of paediatric neurorehabilitation, transforming outcomes through expertise, compassion, and innovation.

Children, young people, and families are central to everything we do. This strategy focuses on what matters most to them – their goals, potential and quality of life – while working in partnership with the wider health, education, and social care system to create lasting change.

Over the next five years, we will expand and strengthen our services, invest in life-changing neurotechnology, future-proof our outstanding school, and build a sustainable

organisation that can help more children, sooner.

By 2030, we want to look back with pride at how far we have come. We want to see how many more children and families we have helped to achieve their goals, whether that's future career aspirations, learning to walk again, being able to speak, or playing with siblings.

"This strategy reflects both the scale of the challenge we face and the strength of our ambition. Demand for specialist neurorehabilitation is growing, and our responsibility is clear: to build on our decades of expertise, invest in innovation and work in partnership across the system to help more children achieve the best possible outcomes, now and in the future."

Mike Thiedke, Chief Executive, The Children's Trust

Our strategic goals to 2030

Our Goals:

- Goal 1** Delivering safe, effective and high-quality services
- Goal 2** Enhancing and expanding our neurorehabilitation services
- Goal 3** Future-proofing our education offer
- Goal 4** Investing in our people
- Goal 5** Strengthening our finances

You can find out more about our strategy: achieving our goals together [here](#)



The Children's Trust School

At The Children's Trust School our aim is to provide high-quality education and expertise to meet each pupil's individual special needs and to celebrate all achievements in a happy environment.

As a non-maintained special school, we pride ourselves on seeing each individual as a 'whole' and delivering integrated, holistic education, therapy, and care for pupils with profound and multiple learning difficulties. We provide day and residential education for pupils aged 2-19 years old. For children with disabilities aged 0-5 years, we also offer 'Taddies', a weekly run parent and child group that offers support and planned opportunities to learn through sensory play and fun!

We offer individualised learning opportunities relevant to each pupil to support the development of their communication, language and literacy skills, their cognitive development, physical skills, environmental control, and social, emotional, and personal well-being. We focus on developing pre-intentional learning to intentional and formal stages, with an aim of supporting pupils to develop

a sense of agency and understanding of the world around them.

Our services include play therapy, music therapy, physiotherapy, occupational therapy, speech and language therapy, paediatric nursing, and access to health services, including GPs, consultants, and clinics, such as orthotics. We aim to provide the best educational opportunities, and unparalleled expertise in order to deliver significant outcomes.

Want to find out more?

Visit: thechildrenstrust.org.uk/school
The Children's Trust School
Tadworth Court,
Tadworth, Surrey,
KT20 5RU

01737 365 810
school@thechildrenstrust.org.uk
thechildrenstrust.org.uk
facebook.com/childrenstrust
twitter.com/childrens_trust
instagram.com/childrens_trust
Registered charity number 288018.



Job Description

Job Title	Bank Specialist Teaching Assistant
Reporting Manager	Class Teacher
Direct reports	None
Level	Bank Assistant
Contract Type	Bank
Location	Tadworth, Surrey
Salary	£16.25 per hour
Probationary Period	Five months – this is a regulatory requirement for all new employees of The Children’s Trust.
Hours of Work	Working hours will be determined by demand.
Working Pattern	Monday to Friday – 09:00 – 17:00 This is a 52-week working pattern over the school term opening.
Notice Period (after Probation)	Immediate pending completion of any booked shifts.
DBS	Enhanced with Child & Adult Barred Lists

Job Purpose

The role of Bank Specialist Teaching Assistant is to provide high-quality support for children with severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD) and complex therapeutic, medical and health needs, placing their quality of life at the centre of what we do. Under direction from the teacher, and with support from the class team, you will be responsible for the development and education of all pupils in your allocated class.

- Support an integrated and holistic approach to education, health, and care.
- Work under the direct supervision of an allocated teacher
- Support access to learning and provide general support to the teacher in the management of pupils in learning opportunities.
- Provide a high standard of direct care, including personal care.

Duties and Responsibilities

Skills and Responsibilities

- Supporting EHCP delivery in school. Under the guidance and supervision of the teacher.
- Assists in the delivery of educational work programmes by participating in day-to-day learning activities.



- Discusses with and reports back to the teacher on the engagement in learning of pupils.
- Support the class team to maintain the learning environment.
- Working alongside class team, support the learning and care routines of pupils.
- Work with individual pupils during learning actives as requested by class teacher.
- Works as part of a team to ensure that the wellbeing, behaviour, and personal development of pupils enhance their learning opportunities and life skills and has an understanding of pupil's happiness.
- Learns to effectively use and understand various electronic platforms (ECR, ClassDojo, Evidence PP) to support learning and monitor individual pupil progress.

Communication

- Communicates effectively with children and young people, families, and members of the inter-professional teams.
- Understands a range of communication methods and styles that could help meet the child/young person's communication needs, wishes, and preferences.
- Recognises barriers to effective communication and reduces these as appropriate.
- Is able to document concise records.
- Clearly reports any concerns to senior staff and actions as instructed.
- Participates effectively in education, therapy, medical and care meetings.
- Utilise efficiently The Children's Trust Information technology systems of communication and assists Children's Support Assistants (and any others) in their development of effective IT skills.

Management of self and others

- Attends mandatory training, as directed by line manager, to ensure underpinning skills and knowledge are developed and attained to carry out their job effectively.
- Participates in The Children's Trust development programme.
- Commitment to commence qualification – Understanding the Needs of individuals with profound Multiple Learning Difficulties – Level 2 and 3.
- Shares knowledge and skills with other members of the inter-professional team.
- Work flexibly to meet the needs of the service which operates for 48 weeks of the year Monday to Friday from 9am – 5pm.
- Work in a range of different environments including The Children's School, residential houses, residential rehabilitation and undertaking local community outings /trips.

Professionalism

- Takes action and raises concerns.
- Adhere to the policies and procedures of The Children's Trust.
- Maintain professional boundaries and professionalism at all times.
- Committed to demonstrating the organisations values and behaviours at all times.



Health and Safety

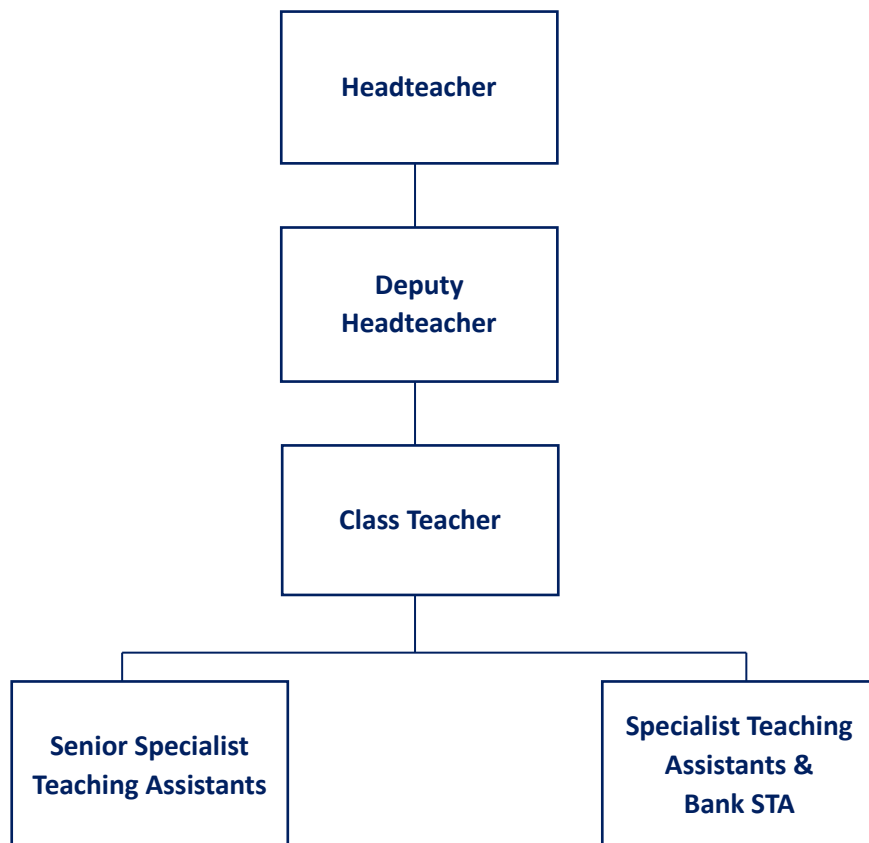
- Adheres to all Health and Safety guidelines, principles, and regulations to perform your role and comply with The Children's Trust policies and procedures.
- Provide evidence of all vaccinations (or medical exemption) required for the post.
- Adhere to manual handling procedures and complete mandatory manual handling training.
- Promotes the health and safety of others.
- Uses the incident reporting and risk assessment system (Vantage), to identify and report risks and incidents/actions if directed.
- Responsible for identifying and mitigating risk within the work environment.

Wellbeing and Emotional Resilience

- Maintains a positive approach and outlook when dealing with change and overcoming challenges and problems.
- Recognises own limitations, develops realistic goals, and uses support network resource when or if necessary.
- Treats challenges and problems as a learning experience.
- Remains organised and focused when under pressure.
- Responds appropriately and effectively to all constructive feedback.
- Motivates self and others.



Organisation and Structure





Person Specification

Selection Criteria:		Essential or Desirable
Education & Qualifications	<ul style="list-style-type: none"> Commitment to complete OCN Understanding the Needs of Individuals with Profound Multiple Learning Difficulties – Level 2 and 3 	Essential
Experience	<ul style="list-style-type: none"> Previous experience of working with children/young people with Profound Multiple Learning Difficulties and complex needs. 	Desirable
Skills & Abilities	<ul style="list-style-type: none"> Proficient in written and spoken English, basic numeracy, and IT skills, including using emails, digital platforms (National College, ECR, ClassDojo), MS Word, PowerPoint, Excel, Access, and MS Teams for meetings and training. Able to follow instructions and manage tasks efficiently. Able to effectively communicate with pupils and motivate them to engage in learning activities. Capable of working and communicating effectively with adult team members, with a positive approach to building professional relationships within the class team. Proficient in maintaining electronic pupil records, capturing evidence photos, and reporting notable moments to teachers. Able to read and understand individual programs and support pupils with diverse educational, care, health, and therapy need. Ensure you follow and record plans for each pupil, such as care, health, and behaviour management plans. Engage in relevant training to stay competent and support pupil safety. Clinical competency will increase with experience in handling more complex needs. 	All Essential
Personal Qualities	<ul style="list-style-type: none"> Commitment to the vision and values of The Children's Trust. Flexible and 'can do' attitude to competing commitments in workload. Highly motivated and reliable. Ability to cope working in a demanding environment. Commitment to maintaining personal wellbeing and the wellbeing of colleagues. 	All Essential



Safeguarding

The Children's Trust is committed to safeguarding and promoting the welfare of children and young people. To achieve our commitment, we will ensure continuous development and improvement of robust safeguarding processes and procedures that promote a culture of safeguarding amongst our workforce.

The Children's Trust has policies on safer recruitment, the recruitment of ex-offenders and criminal record checks. Please refer to the People Team for further information. It is an offence to apply for a role in regulated activity with children and young people if the applicant is barred from engaging in regulated activity relevant to children and vulnerable adults.

Equity, diversity & Inclusion

The Children's Trust is committed to achieving equity, diversity, and inclusion (EDI) across all levels of the organisation. For further information, see: <https://www.thechildrenstrust.org.uk/about/statement-equity-diversity-inclusion>

To help us achieve our ambition to give children and young people with brain injury and neurodisability the opportunity to live the best life possible, we want to accurately reflect the UK's diverse population. We want equity, diversity, and inclusion to be at the heart of everything we do, and our people, services, and culture to reflect the diverse needs of all. Through our diversity and inclusion strategy, we have made a commitment to increase the diversity of our charity and create an inclusive culture. We have networks across the organisation working to ensure that these aims are met - including an LGBTQIA2S+ group, Ethnic

Diversity Group, and Spark – our broad EDI group. [Read more about our EDI work](#)

We welcome applications from all who share our ambition regardless of background. We will strive to ensure that any reasonable adjustments are made in respect of interview and working arrangements.

Our Promises

Our Promises capture our strengths and aspirations. They guide the way we act, interact, and come together to achieve our goals. The journey we took to reach our Promises has been an important one. A highly collaborative and iterative process that has seen each word shaped by our people – our volunteers, employees, partners, trustees, and suppliers. Perhaps most importantly, at the core of this process are our children, young people, and their families. This journey has given us a critical opportunity to give children and young people a voice. As a result, our Promises have been genuinely enriched by them. That's because how we work and carry out our role is as important as what we do, and that's why as part of The Children's Trust, we all need to live by our five Promises.

