



APPLICATION PACK

Teaching Assistant Cornerstone Academy

£22,188 - £23,162 Actual Salary

Term Time - 37 hours

Temporary until 17/07/26 with the possibility of a permanent position due to our expansion

Closing Date: Friday 14th November 2025, 12 noon

Start Date 05/01/2026



Working across Cornerstone school sites, currently
Sandbach, Crewe and any other site
Car or ability to travel between sites essential

WHY CORNERSTONE ACADEMY IS A GREAT PLACE TO WORK

Cornerstone Academy is a safe and stimulating place of learning for pupils who, for whatever reason, have become disengaged from mainstream education.

With facilities to cater for up to 30 primary aged pupils, we offer a structured and positive learning experience, and an outstanding dedicated team able to provide emotional support in a safe and supportive environment. We are looking for a Teaching Assistant to support and lead pupils and become a key member of the Cornerstone Academy team.

This is a unique opportunity for a highly motivated and adaptable Teaching Assistant to take a lead role in delivering lesson inputs to a small group of pupils. You will make a real difference to the outcomes for young people in our growing school and become a fully functional, multiskilled member of a highly inclusive and collaborative team that strives to change the lives of children with Social, Emotional and mental Health needs (SEMH) through all that we do.

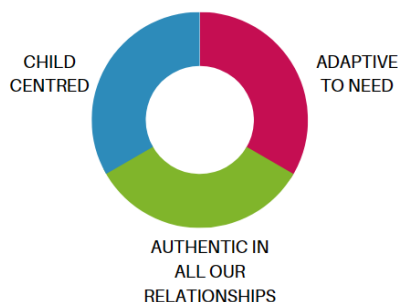
The successful candidate will be responsible for delivering pre-planned lessons and supporting pupil engagement, progress and wellbeing. You will work collaboratively with Learning Mentors and senior staff to ensure high quality teaching. You must have a flexible, creative approach to learning and the ability to form positive, therapeutic relationships with all pupils. Please click on the apply no button to find out more or to apply for this unique opportunity.

For more information or to arrange an informal visit, please email admin@cornerstoneap.org

Damien Sweeney
Headteacher

OUR CORE VALUES

To be successful, you need to demonstrate our core values. We are:



HOW TO APPLY

We are proud of our school. We encourage all applicants to view our website, contact us informally or visit us. To arrange this please contact: Anne Williams, Office Manager admin@cornerstoneap.org / 01270 304094. Please complete the Youth Engagement Schools Trust application form.

You are also asked to complete a letter of application that addresses the items listed on the attached Person Specification & Assessment Criteria. Please keep this letter brief and to the point (maximum 2 pages).

CVs cannot be accepted, so please do not send in, or refer to one.

Please return your application form and letter via the online portal

The deadline for applications is:

<u>Timeline for Assessment and Selection Process</u>	
Advertising window	Open now
Closing date for applications	Friday 14/11/25 at 12 noon
Opportunity for informal discussions with the headteacher	Please contact Anne Williams at admin@cornerstoneap.org 01270 304094
Interview	TBC



The Stables, Crewe



Cornerstone House, Sandbach

We are a growing and expanding school. We are opening a new SEMH school in Crewe September 2026.

JOB DESCRIPTION Teaching Assistant

To work collaboratively with the class teacher in order to support outstanding lessons and student's emotional health and wellbeing.

As an Academy our key focuses will be:

Re-engagement, raising aspiration and motivating

- Recognising that personal and emotional development, independent living and decision-making skills and discovering meaningful interests and goals are essential to educational success.
- A personalised curriculum including specific engagement activities based on the interests of each individual learner.
- Positive and trusted adult role models in the form of Teaching Assistants and qualified teachers recruited for their enthusiasm for working with disconnected young people and their ability to understand and adapt, in order to meet the needs of the students.
- Opportunities to support social and emotional needs through individual programmes and a varied curriculum.

Unlocking every child's potential

- The curriculum will determine the knowledge and skills students will learn at each stage. It is planned efficiently to Support exceptional lessons where students make outstanding progress, and are able to relate their learning to the wider world.
- Individual learning programmes, based on the interests and skills of the students and which draw upon the diverse range of pastoral, vocational, engagement and personal and social development activities.
- Small groups of students (max 1:8) with capability to offer 1 to 1 student support and small group learning.
- Practical application of English and Maths to develop skills that prepare for accreditation and work towards independence and social integration.

Recognising and celebrating achievement

- Positive learning environments with praise for success and recognition of achievement.
- Regular liaison with parents and carers to involve them fully in the education of their children including weekly progress telephone calls.
- Celebration of success through: weekly celebrations with students and staff; rewards for targeted elements; and high profile annual celebration events.
- Relevant vocational learning that broadens the curriculum offer to students providing the opportunity to support their classroom learning by gaining practical skills in the workplace and ultimately allowing them to achieve recognised qualifications.

Key Priorities;

- Support teachers and Learning Mentors to deliver an engaging specialist curriculum within the academy
- Support the vision and direction of the school
- Support effective learning and teaching throughout school
- Ensure effective pastoral care and behaviour support throughout the school

Teaching and Learning;

As a Teaching Assistant of The Academy you will support teaching staff to ensure effective teaching and learning throughout the academy. You will:

- Actively support teaching staff to lead and deliver high-quality, engaging lessons, ensuring personalised and engaging learning that meets the diverse needs of pupils and promote outstanding learning outcomes.
- Support teaching staff to provide and maintain an environment and a code of behaviour and discipline which promotes and secures good teaching, effective learning and high standards of achievement
- To support the curriculum and its assessment; work with the teachers and Learning Mentors to monitor and evaluate it in order to identify areas for improvement
- To support students with their emotional health and wellbeing
- To develop key relationships with students and parents and carers
- To engage in outreach to ensure all our students needs are met
- Ensure that the relevant interventions are delivered to support improvements in literacy, numeracy and emotional wellbeing.

Partnership Working;

- Seek opportunities to invite parents and carers, into The Academy to enrich student experience and to promote The Academy's value to the wider community

- Collaborate with staff, to actively promote the British values, academic, spiritual, moral, social, emotional and cultural well-being of students and their families

Health and Safety / Child Protection;

- To help ensure that health and safety standards meet statutory requirements, monitoring health and safety matters within the school, particularly ensuring that all members of the staff take reasonable care for the health and safety of themselves and others
- To help ensure that Child Protection and Safeguarding procedures and Department of Health assessments of Children in Need are rigorously complied with, and that the welfare and health and safety of students are of prime consideration
- To promote the safety and well-being of students and staff
- To ensure good order and discipline of students and staff

Extra CPD Opportunities

- Engage with CPD opportunities in order to effectively fulfil your role and achieve the best possible outcomes for our students.

PERSON SPECIFICATION: Teaching Assistant

Essential

- GCSE or equivalent – including maths and English Grade 4 or above
- A commitment to continuing professional development.
- Confident in independently delivering structured lesson inputs to small groups of pupils
- Set high expectations which inspire, motivate and challenge
- Promote good progress and outcomes
- Make accurate and productive use of assessment
- Manage behaviour effectively to ensure a good and safe learning environment
- Communicate and work effectively
- Ability to motivate and inspire
- Proven ability to:
 - Generate enthusiasm for new ideas
 - Inspire others with confidence
 - Communicate effectively to groups and individuals, orally and in writing
- Resolve conflict through active listening and negotiation
- Demonstrate a flexible approach and a willingness to listen to others
- Good organisational skills
- Provide advice and guidance to parents and carers in a positive and clear manner
- Remain calm when working under pressure
- Show patience and empathy
- Good ICT skills
- Follow direction from the class teacher and senior staff
- Ability to travel independently within the area
- Meets Safer Recruitment requirements

Desirable

- Recognised behaviour / SEMH qualification / Enrolled in a college Apprenticeship course Teaching Assistant Level 2
- Previous experience with disconnected students or neurodivergent learners
- Evidence of coaching and/or mentoring
- Able to effectively resolve relationship issues
- Training and understanding of child protection
- Training and experience of working with students with a variety of mental health needs
- Training and experience of working with students with a variety of special educational needs, including speech, language and communication needs

Our Trust

Together, we have developed a growing family of schools which makes a difference for children and young people. As we continue to set and raise the bar in all the work we undertake, we are keen to maintain our national recognition as one of the highest achieving alternative provision and SEN multi-academy trusts in the country.

Our ability to make that difference rests on our vision and our core values which include an absolute belief in the importance of collaboration and mutual support, and on our recognition of the trust as a family of schools in which colleagues are equally valued. We unashamedly use words like "kindness" and "compassion" in our values.

We want to continue this further, and to become the employer of choice for teaching and support staff across the region.

A handwritten signature in black ink, appearing to read 'N. Brindle', with a stylized flourish at the end.

Nic Brindle, CEO

We are an employer of choice for teaching and support staff

Anna (teacher)

I love working at The Axis Academy. Staff and pupils are a family, supporting each other, and celebrating successes. Lives are without doubt, transformed because of the Yes Trust.

Rhiannon (teacher)

Coming from a mainstream background I was nervous but excited for the opportunity to truly support students and families. I can truly say that applying was one of the best things I have done. Not only are the children at the forefront of the school, but I feel staff are really listened to and supported.

- A teaching day that ends at 14.30
- Small class sizes
- Fantastic classroom support
- Access to training and CPD including further professional qualifications.
- Specialist training where required
- Cycle to work scheme
- Flexible and supportive approach to work
- Free lunch at school
- Free parking (including charging stations on most sites)
- Nursery benefits
- Education Mutual – **private health support** - access to a 24/7 GP, free face to face counselling, physiotherapy, nurse help-line, prescription service whenever you need it
- Perkbox - vouchers, discounts and wellbeing

Flexible Working

We recognise that attracting and retaining the highest quality candidates means offering a flexible working environment. We consider a variety of flexible arrangements, including part-time roles, job-sharing, flexible start and finish times, and hybrid opportunities where appropriate. By adopting a flexible approach, we empower our staff to bring their best selves to work every day, fostering creativity, commitment, and resilience. Our teams remain diverse, motivated, and aligned with our vision of transforming children's lives through world-changing education. We believe that by investing in the wellbeing and professional fulfilment of our staff, we are also investing in the futures of the communities we serve.

Candidates are encouraged to discuss flexible working from recruitment onwards, in line with the statutory "day one right" principle, and ensuring equal opportunities for all groups of prospective employees

Mission statement

We are:

- Child centred
- Adaptive and sensitive to need
- Authentic in our relationships (our core values)

We strive for:

- Solution-focused mindsets
- A climate of reflection and feedback
- Intrinsic motivation
- Continual improvement
- A culture of collaboration

Our minimum expectations of our staff are:

- Belief in our core values
- Professional conduct at all times
- Appropriate communication
- Ability to follow direction
- Kindness and compassion
- Flexibility and adaptability

The Youth Engagement Schools Trust (YES TRUST) Safer Recruitment Policy Statement

The safe recruitment of staff in the YES Trust is the first step in the effective safeguarding and promotion of welfare for our children. The YES Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, and other workers in the YES Trust to share this commitment. It is recognised that this can only be achieved through sound procedures, good inter-agency co-operation and the recruitment and retention of competent, motivated employees who are suited to, and fulfilled in the roles they undertake.

The YES Trust recognises the value of, and seeks to achieve a diverse workforce which includes people from diverse backgrounds, with different skills and abilities. The YES Trust is committed to ensuring that the recruitment and selection of all who work within The YES Trust is conducted in a manner that is systematic, efficient, effective and promotes equality of opportunity. Selection will be on the basis of merit and ability, assessed against the qualifications, skills and competencies required to do the job. The YES Trust will uphold its obligations under law and national collective agreements to not discriminate against applicants for employment on the grounds of age, sex, sexual orientation, marital status, disability, race, colour, nationality, ethnic origin, religion, or creed.

The YES Trust will implement robust recruitment procedures and checks for appointing staff and volunteers to ensure that reasonable steps are taken not to appoint a person who is unsuitable to work with children, or who is disqualified from working with children, or does not have the suitable skills and experience for the intended role.

The YES Trust will ensure that the terms of any contract with a contractor or agency requires them to adopt and implement measures described in this procedure. The YES Trust will monitor the compliance with these measures and require evidence that relevant checks have been undertaken for all workers deployed to The YES Trust.

The following pre-employment checks will be required:

- receipt of at least two satisfactory references as well as verification of the candidate's identity and a satisfactory Enhanced DBS check
- verification of the candidate's medical fitness
- verification of qualifications
- verification of professional status where required e.g. QTS status (unless properly exempt)
- the production of evidence of the right to work in the UK

- for teaching posts, verification of successful completion of statutory induction period (applies to those who obtained QTS after 7 May 1999)

NB It is illegal for anyone who is barred from working with children to apply for, or work in our YES Trust in any voluntary or paid capacity.

*In exceptional circumstances, where you have good reason not to want your referees to be contacted prior to interview, you should set out your reasons with your application form. The YES Trust will liaise with you and where they agree to defer in such cases, referees will be contacted immediately after interview and before an offer of employment is made.

The YES Trust maintains a single central record of recruitment and vetting checks, in line with the statutory requirements.

The YES Trust requires all staff and volunteers who are convicted or cautioned for any offence during their employment to notify the school, in writing of the offence and penalty.

All posts within the YES Trust are exempt from the Rehabilitation of Offenders Act 1974 and therefore all applicants will be required to declare spent and unspent convictions, cautions and bind-overs, including those regarded as spent and have an Enhanced Disclosure & Barring Service Certificate.

The YES Trust is committed to ensuring that people who have been convicted are treated fairly and given every opportunity to establish their suitability for positions. Having a criminal record will not necessarily be a bar to obtaining a position. This will depend on the background, nature, and circumstances of the offence(s). The YES Trust's Recruitment (pre-employment checks) Procedure outlines the considerations that will be taken into account when determining the relevance of a criminal record to the post.

The DBS has published a Code of Practice and accompanying explanatory guide. The YES Trust is committed to ensuring that it meets the requirements of the DBS in relation to the processing, handling, and security of Disclosure information. A copy of the YES Trust's draft Safer Recruitment Policy & Procedures is available on request.