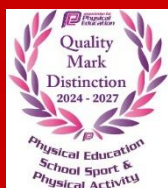




# PENRYN COLLEGE

Belong | Aspire | Succeed



## Candidate Pack Teaching Assistant





## Message from The Headteacher

Thank you for the interest that you have shown in joining us at Penryn College. As Headteacher, I am proud to lead a school community that is committed to excellence, inclusivity, and innovation. Our motto, “Belong, Aspire, Succeed” reflects our belief that with the right support and encouragement, all young people can reach their full potential.

We are passionate about providing a broad and balanced curriculum that inspires curiosity, creativity, and confidence. Together we work tirelessly to create an environment where students feel valued and empowered to take ownership of their learning. Lessons are engaging and underpinned by excellent resources including technology.

We have high expectations of our staff, but in return we provide a supportive and friendly working environment where your feedback is valued and your efforts recognised and rewarded, with ample CPD opportunities and the chance to really make a difference.

Penryn College is more than just a place of learning—it is a vibrant, caring community where every moment matters.

One of the most important things I have learnt in my career is to listen to students. Finding out what our students think and experience in any capacity, whether it’s with our student leadership groups, standing in the canteen queue, or sitting next to them in their lessons. These important interactions tell us what we’re doing right and set our priorities. After all, it’s the reason we came into this profession!

I hope this information pack will give you a good overview of the position and working at our School. There is a strong community spirit here, and all our staff, whatever their role, play an important part in our success. If you have any questions please do contact us, we are more than happy to help.

Warm regards,  
Claire Croxall

# About Our School - Vision, Mission & Ethos

Penryn College is a lively, thriving school, and we pride ourselves on our local and national reputation for educational excellence. We work in partnership with national research-led teaching and learning initiatives such as the Arts Council Creativity Collaborative and we are an award-winning Cyber Award School and UNICEF Rights Respecting School. We cater for children and young people aged 11-16 who live in Penryn and the surrounding villages of Constantine, Flushing, Mabe, Mawnan Smith, Mylor, Perranwell and Ponsanooth. Students also join us from Falmouth and other outlying villages and towns.

Originally, Penryn College opened in Falmouth in 1957 and was moved to its present site in 1961. Since that time, there has been a programme of continuous improvement and updating of buildings/classrooms. Our biggest development was the opening of our £24 million College building in 2008. Our PAN for each year group is 210, but the occupational capacity is slightly different for each one. Currently, we are oversubscribed in all year groups.

We want the children of Penryn College to be the best they can be and do the very best they can, whoever they are, wherever they are from, whatever their starting point and wherever they are headed. We want them to be able to meet the challenges of the future. We want them to be flexible, to solve problems, to be resilient and to think for themselves. Most of all, we want them to achieve their dreams.

"Belong, Aspire, Succeed" is a tangible part of the life and work of the school. Children have inspiring learning opportunities because teachers open new worlds. The range of rich opportunities in a wide and exciting curriculum, using Cornwall's natural environment to the full, gives students a thirst to know more, understand more and do more. Building upon their achievements at primary school, students develop purposeful learning habits, including being competent in reading, writing and numbers. They are able to talk openly and confidently about themselves, their progress, their aspirations and their opinions. They learn to understand, value and uphold people's right to be treated equally. They leave us with a broad range of qualifications which give them knowledge and skills they need for their future, whatever that future might be, and as self-assured, well rounded young citizens, understanding the responsibilities, challenges and opportunities of life in modern Britain and the wider world. They value people for who they are and know that each one of us has a responsibility to give something back. They know where they are headed and how to achieve their dreams.

Penryn College's ethos centers on nurturing happy, resilient, and aspirational students through challenge, aiming for them to reach their full potential in a supportive, inclusive environment that values individuality, mutual respect, and community, underpinned by their motto "Belong, Aspire, Succeed" and a commitment to developing well-rounded individuals with strong academic and personal skills.

At Penryn College, we believe that everyone's voice matters. We listen carefully to students, families, staff, and our wider community to help shape the future of our school. This shared approach ensures we create a supportive, inclusive environment where every learner can thrive.



## 01 What parents say ...

"Both of my children are very happy at the school and we're very grateful to have a fantastic school on our doorstep. They are given many extra-curricular opportunities which enable them to grow in confidence and feel part of the school community."



## 02 What students say ...

"There's a great team spirit here. We all get on well with each other and the teachers. We feel safe, and the facilities are amazing!"  
"The changes that have been made by all of us have been listened to and have happened thanks to the school staff."



## 03 What staff say ...

"The school does a fantastic job... it enables our young people to thrive and be valued"  
"This is a great school to work in... there is a strong sense of community."



## 04 What OFSTED say ...

"Penryn College is a happy and welcoming school."  
"Pupils follow an exciting curriculum with a broad range of different opportunities. Leaders are ambitious for pupils and there is an ethos of 'having a go', without fear of failure."

# The ARB



Penryn College ARB, situated on the Penryn College campus, is a specialist provision for children with an EHCP. Students who attend the ARB follow an adapted curriculum, accessed through targeted support which is tailored to meet individual needs.

All students at Penryn College are encouraged, and supported, to reach their full potential. ARB places are commissioned by the local authority as part of a child's annual review process.

## **The Vision for Penryn College ARB**

Penryn College ARB strives to achieve these five objectives:

1. To produce and implement a high-quality, accessible learning journey, where we celebrate success and achievement.
2. A student-centred ARB, where every child is nurtured, supported and appropriately challenged.
3. Clear and consistent expectations, with appropriate reasonable adjustments that prepare students for life beyond Penryn College.
4. A safe and dynamic learning environment that adapts to meet current need.
5. Where students leave Penryn College able to read, and where possible, are functionally literate.





# Working with Us

## THE RECRUITMENT PROCESS

- 1. Application:** To apply for a staff vacancy, please visit our website [here](#) and complete an Application Form and Personal Statement of Suitability (no longer than two sides A4). Demonstrate clearly how you meet the criteria outlined in the Person Specification, providing specific, relevant examples to support your evidence. Please email completed applications by the closing date to [vacancies@penryn-college.cornwall.sch.uk](mailto:vacancies@penryn-college.cornwall.sch.uk)
- 2. Shortlisted applicants** will be invited by email to attend an interview. References will be taken up after shortlisting unless you have indicated otherwise.
- 3. Interview Process:** The selection process will include a formal panel interview and a practical assessment designed to evaluate the knowledge, skills, and abilities outlined in the Person Specification. Full details will be provided to shortlisted candidates prior to interview.
- 4. Feedback:** Unsuccessful applicants will be provided with professional feedback
- 5. Taking up post:** The start date is subject to completion of all Safer Recruitment checks
- 6. Additional Information:** For further information, please contact Helene Zeat-Kane, HR Officer. If you require any reasonable adjustments in order to attend or participate fully in the interview process, please let us know at your earliest convenience so that appropriate arrangements can be made
- 7. Safeguarding:** Penryn College is committed to safeguarding and promoting the welfare of children and young people and expect staff and volunteers to share this commitment. The successful applicant will be subject to an Enhanced DBS and barred list check.

**We reserve the right to interview early should an exceptional candidate apply**

**Closing date:** Friday 16 October

**Interview date:** Wednesday 21 October

Please note that we are unable to process applications without a fully completed application form.

Please return your completed application form and covering letter to Helene Zeat-Kane, HR Officer at

[vacancies@penryn-college.cornwall.sch.uk](mailto:vacancies@penryn-college.cornwall.sch.uk)

Thank you again for your interest in joining our team. We look forward to receiving your application.

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*"The School has a great culture - one that supports staff and the development of teams. I love being part of the team!"* Staff Survey 2025

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## JOB DESCRIPTION

**Job Title:** Teaching Assistant  
**Grade:** F £24,678 - £28,399  
**Reporting to:** Associate AHT SEN/ARB SENCo/SENCo/ Assistant SENCo

### Main Purpose of Role

To provide high-quality support to students, ensuring that individual learning needs are met and barriers to learning are removed. To complete the Graduated Response (Assess, Plan, Do, Review) process for an allocated caseload, three times per year.

### Key Responsibilities

#### Identification & Assessment

- To play an active role in early identification of SEND for students.
- Gather, document and present evidence of student progress for internal/external reviews.
- Maintain accurate records and contribute to additional funding claims/diagnostic processes.
- To be meticulous in record keeping.
- To develop an understanding of the specific needs of the student(s) and become an 'expert' in recognising and breaking down barriers to learning within an expert field.

#### Planning & Graduated Response

- Complete the Graduated Response process for a designated caseload of students, carrying out Assess, Plan, Do, Review cycles three times annually, maintaining learning passports and quality assuring.
- To ensure that communication surrounding plans, actions and interventions is well articulated, well recorded and easily understood by all stake holders.
- Ensuring all members of staff are clear on Learning Passports, where to locate the most accurate information, and how to expedite them to have an impact in school.
- To ensure each identified pupil meets their outcomes each term through working with them directly/indirectly both in and out of lessons. Where outcomes are not met, put comprehensive plans in place promptly to address this under the direction of SEND Leaders.

#### Intervention Planning & Delivery

- Plan and deliver high-quality interventions within an expert field.
- Deliver a range of one-to-one and small-group interventions within an expert field e.g.
  - Cognition and Learning (MELSA)
  - Dyslexia
  - Speech and Language Therapy (SALT)
  - Emotional Literacy Support (ELSA)
  - Neurodiversity
  - ACE/TISUK
  - Reading
- Provide both in-class and out-of-class support to help remove barriers to learning.
- To enable the student to access lesson content so they can learn as effectively as possible, in group and independent contexts.
- To assist in the preparation or adaptation of materials for students with additional needs e.g. vision impairment materials.

#### Monitoring & Impact

- To support each student within a caseload to meet their outcomes each term.
- Gather, document and present evidence of student progress (internal/external reviews).
- To recognise and remove specific barriers to learning for identified students.

#### Student Relationships & Inclusion

- To forge meaningful relationships with a caseload of students, supporting attendance and a sense of belonging at Penryn College.

- Promote positive behaviour and inclusion, supporting the school's ethos.
- To encourage acceptance and integration of students with SEND.
- To develop methods of promoting/reinforcing students' self-esteem.

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#### **Parent & Carer Engagement**

- Engage with parents and carers on at least a fortnightly basis to update on progress and address concerns.
- To build and sustain a positive working relationship with parents to support students beyond school.

#### **Multi-Agency & Wider Collaboration**

- Liaise with external agencies, where required, to support individual student needs.
- Support student transition and run workshops on relevant topics.
- Join transition evenings and events to develop and share SEND knowledge.

#### **Exams & Assessment Access**

- Support the implementation of exams access arrangements testing.
- Assist with exams invigilation for students with access arrangements.

#### **Safeguarding, Behaviour & Pastoral Care**

- Maintain a high level of awareness of safeguarding and child protection, reporting concerns immediately.
- Be aware of and follow child protection policies and procedures.
- To play a proactive role in duty rotas to support a safe school environment.
- To be responsible for implementation of the school uniform policy.
- Support students during off-site activities when required.

#### **Health & Safety / First Aid**

- Act as a school first aider, where required, administering first aid and managing medical needs on-site and on trips (training provided).

#### **Professional Responsibilities & Development**

- Attend relevant INSET.
- Be responsible for continued professional development.
- Adhere to school policies, legislation, and procedures (e.g., safeguarding, H&S, data protection, equality).
- Any other duties as directed by SEND leadership.

7 additional days will be allocated to shared responsibility and equitable coverage with other members of the SEND team for: Summer School, Stepping Stones Day, subject review, Learning Event Evenings, Evening meetings (Behaviour Review Committee/pre-arranged meetings), additional administration time.

**Date Prepared:** May 2026

**Prepared by:** Associate Assistant Headteacher: SEND (KS4), Penryn College

## PERSON SPECIFICATION

| ATTRIBUTES                            | ESSENTIAL                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | DESIRABLE                                                                                                                                                                                                                                                                                                                                                                                                                        | HOW IDENTIFIED                             |
|---------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|
| <b>Relevant Experience</b>            | <p>Practical knowledge, skills and experience of working with students within a learning environment.</p> <p>Experience of supporting children with SEND.</p> <p>Proven record in working with vulnerable students and their families.</p>                                                                                                                                                                                                                                                                                                                                                                                             | <p>Relevant experience to include providing specialist support within speech and language/Autism and with specialist pupil groups.</p> <p>Specific SEND Training in an expert field e.g. TIS, ELSA.</p>                                                                                                                                                                                                                          | <p>Application form.</p> <p>Interview.</p> |
| <b>Education &amp; Training</b>       | <p>Good levels of literacy and numeracy to GCSE Grade 5 (C) or above or equivalent qualification in English Language and Maths.</p> <p>A good level of speech, language and SEN/Behaviour/SEMH training.</p> <p>Willingness to undertake further training relevant to the role</p>                                                                                                                                                                                                                                                                                                                                                     | <p>Child Protection training</p> <p>Safeguarding training</p> <p>NVQ 3 in Mentoring (or equivalent, e.g. Learning Mentor training).</p> <p>Phonics Training</p> <p>A good understanding of behaviour/relationship remediation strategies.</p>                                                                                                                                                                                    | <p>Application form.</p>                   |
| <b>Special Knowledge &amp; Skills</b> | <p>Understanding what limits progress for students and how to overcome these barriers.</p> <p>Organisational skills to ensure plans are communicated and delivered to the highest possible standard.</p> <p>Communication skills to motivate staff, students and parents to engage and take responsibility for their learning and attendance to school.</p> <p>ICT skills – able to support learning through ICT.</p> <p>Understanding of the needs of young people in a secondary school setting</p> <p>Ability to support the delivery of learning activities</p> <p>Awareness of safeguarding and child protection requirements</p> | <p>Ability to use data to set targets for progress and to review achievement against these targets.</p> <p>Knowledge of a range of issues relevant to education and child development.</p> <p>Knowledge and creativity to plan an inspiring programme based on a student's needs to make academic progress despite their social and behavioural difficulties.</p> <p>Knowledge of statutory frameworks relating to teaching.</p> | <p>Application form.</p> <p>Interview.</p> |
| <b>Any Additional Factors</b>         | <p>Self-motivated</p> <p>High expectations and aspirations for all students</p> <p>Able to work own initiative and have a flexible and adaptive approach.</p> <p>A reliable and punctual team player</p> <p>Ability to work to deadlines and methodical approach to work.</p> <p>Commitment to maintaining confidentiality at all times</p> <p>Commitment to equality and diversity</p> <p>Displays an awareness, understanding and commitment to the protection and safeguarding of children and young people.</p>                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>Interview.</p>                          |



**Penryn College**

Belong | Aspire | Succeed

# Belong | Aspire | Succeed

Thank you for your interest in Penryn College. We look forward to welcoming you to our school.

**Address** Penryn College, Kernick Road, Penryn, TR108PZ

**Phone** 01326 372379

**Email** [vacancies@penryn-college.cornwall.sch.uk](mailto:vacancies@penryn-college.cornwall.sch.uk)

**Website** [www.penryn-college.cornwall.sch.uk](http://www.penryn-college.cornwall.sch.uk)