



Appointment of Learning Mentor - TA COIN (SRP)

Required:
September 2026
or before

Welcome from the Head



My priority over the past few years has been to improve the quality of teaching and learning and to open doors for every student that we are privileged to teach.

The school has undergone a great deal of change since I arrived in 2018. Some of these changes have been as a result of our own analysis and reflections on what we needed to do better, some have come about through the amazing new building project, and others have evolved as we have addressed our vision, ethos and purpose as educators .

We want our students to **ASPIRE**; to want to be the best they can be, to seize opportunities, be prepared to take risks and not be frightened of failure.

We want them to **INNOVATE**; to think outside the box, be creative and curious, to be proud of who they are and to be able to work both collaboratively and independently.

We want them to show **RESPECT**; to be thoughtful and kind citizens who support each other, members of our school and local community.

Our motto, **Ad Astra**, to reach for the stars, represents the high expectations that we have for each member of our school community. Having dreams, goals, targets and a vision is an important driver to help keep us all motivated and make the learning journey purposeful and exciting. We want excellence in everything and we support and encourage everyone to be the best they can be in all that they do.





Who We Are

- We are a 11-16 comprehensive school
- We are a 7 form entry, 210 PAN
- We are central to Redhill and have great access from the train station, easily accessible to the coast and London
- We are in SESSET along with The Ashcombe School and Therfield School
- Our last Ofsted Inspection was rated 'Good' in May 2023
- Our students make good progress and we continue to work hard to ensure their outcomes continue to improve

“Pupils are proud of their school. They know that the staff work very hard to support them”
(Ofsted 2023)

The Role

The High COIN Unit plays a vital role in the delivery of high-quality specialist provision for students with complex needs.

Definition: High COIN

High COIN (Complex, Overlapping and Communication/Interaction Needs) refers to students whose needs are complex and multifaceted, often spanning communication and interaction difficulties (including ASC), social, emotional and mental health needs, and associated barriers to accessing mainstream learning. Students within this provision require highly adapted teaching approaches, increased adult support, and a nurturing environment underpinned by high expectations.

The Teaching Assistant – High COIN Unit supports the delivery of high-quality specialist provision for students with complex needs by providing consistent adult support, emotional containment and learning engagement.

Working under the direction of the Teacher and HLTA, the postholder will support students:

- Within the Specialist Resource Provision
- During 1:1 or small-group intervention
- In mainstream lessons when hybrid placement is appropriate

The role is pivotal in helping students feel safe, regulated and ready to learn, while maintaining clear routines and expectations in line with The Carrington Way.

Salary:

SESSET 5 30 hours pw, 39 weeks per year
£19,290 to £21030 (£27,155 to £29,604 FTE)

Line Manager:

Teacher of High COIN SRP

Contact Karen Ehren, HR Officer for more information:
hr@carringtonschool.org or 01737 764356 x208



Benefits

- > **Above average PPA** allocation
- > Strong Induction Programme
- > Great CPD and training opportunities
- > Teaching staff **finish early on Fridays**
- > Two-week October half term
- > ECTs paid from June throughout summer for a Sept start
- > Opportunities to **accompany visits locally, nationally and internationally**, such as skiing in Italy, hiking in Morocco and community project work in Uganda
- > Modern, spacious and well-equipped staff room
- > On-site parking
- > Confidential membership of Smart Clinic, our employee support service that covers legal, health, financial and lifestyle support for all staff
- > Annual pay progression within your pay grade
- > Laptops for all teaching staff and tablets for all teaching assistants
- > Start the day with free morning porridge!
- > Complimentary refreshments when attending evening events such as Parent-Teacher meetings and Open Evening
- > £1000 finders fee for staff who recruit other appropriate staff for us
- > London Fringe Allowance
- > **Annual flu vaccinations**
- > Paid lunch duties available

Our people really are what sets us apart, with a warm and positive culture that challenges and supports us to be our best every day.

Our holistic approach is evident in our innovative Excellence Programme designed to provide cultural capital, a beautiful Ecology Area that stretches alongside the Earlswood brook where we run our Forest School, and extensive enrichment opportunities.

Role Description

Key Responsibilities

1. Supporting Teaching and Learning

- Support students during lessons within the High COIN Unit.
- Reinforce learning objectives through structured questioning and guidance.
- Support literacy and numeracy activities through practical, accessible strategies.
- Encourage focus, engagement and participation.
- Support the delivery of planned learning activities under the direction of the Teacher or HLTA.

2. 1:1 and Small-Group Support

- Provide targeted 1:1 support for students as directed.
- Support small-group learning and intervention sessions.
- Reinforce strategies that support understanding, routine and independence.
- Observe and feedback on student learning, engagement and regulation.

3. Emotional Regulation and Behaviour Support

- Support students with emotional regulation and readiness to learn.
- Use agreed, trauma-informed and attachment-aware strategies.
- Reinforce boundaries calmly and consistently.
- Support de-escalation and re-engagement where needed.
- Uphold The Carrington Way consistently, without deviation.

4. Inclusion and Mainstream Support (Hybrid Model)

- Support High COIN students accessing learning in mainstream classrooms.
- Provide in-class or withdrawal support as agreed.
- Reinforce strategies that enable success in mainstream lessons.
- Support transitions between SRP and mainstream environments.
- Encourage students' confidence, independence and belonging.

5. Working with the Specialist Team

- Work collaboratively with:
 - Teacher – High COIN Unit
 - HLTA
 - SENCO / Assistant SENCO
 - Inclusion and safeguarding teams
- Follow agreed plans and strategies consistently.
- Contribute observations to support planning and review.

6. Supporting EHCP Implementation

- Support the day-to-day implementation of EHCP provision.
- Provide observational feedback to contribute to reviews.
- Support accurate record-keeping where required.
- Ensure provision aligns with agreed outcomes.

7. Safeguarding and Student Wellbeing

- Maintain high levels of safeguarding awareness at all times.
- Act promptly on concerns or disclosures.
- Support students' wellbeing and sense of safety.
- Handle information confidentially and professionally.



Role Description cont

8. Professional Responsibilities

- Follow school policies, procedures and professional standards.
- Engage in training and professional development.
- Contribute positively to the development of the High COIN provision.
- Undertake other duties appropriate to the role as directed by senior staff.

Safeguarding

The successful candidate will be subject to a satisfactory enhanced disclosure from the Disclosure and Barring Service (DBS), Carrington School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment



Person Specification

Essential	Desirable
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Qualifications

GCSEs (or equivalent) in English and Maths.



Relevant TA qualification or training



First Aid qualification or willingness to undertake training



Experience

Experience working with children or young people in an educational or care setting



Experience supporting students with additional or complex needs.



Experience working as part of a team



Experience in SEND, SEMH or specialist provision



Experience supporting students with communication or regulation needs



Experience in mainstream and/or alternative provision settings.



Knowledge and Understanding

Understanding of behaviour as communication



Awareness of emotional regulation and support strategies



Understanding of inclusive practice and belonging



Secure awareness of safeguarding responsibilities



Commitment to consistent practice and routines



Person Specification continued

	Essential	Desirable
Skills and Abilities		
Ability to build positive, trusting relationships with students	✓	
Ability to remain calm and consistent under pressure	✓	
Good communication skills with staff and students	✓	
Ability to follow plans and strategies accurately	✓	
Good organisational skills	✓	
Willingness to adapt and learn	✓	
Personal Qualities and Attributes		
Patient, nurturing and emotionally intelligent	✓	
Reliable, professional and reflective	✓	
High expectations matched with empathy	✓	
Resilient and solution-focused	✓	
Committed to dignity, inclusion and belonging	✓	
Shares the values of Aspire · Innovate · Respect	✓	

Aspire Innovate Respect



Closing date Tuesday 05 May 2026 at 10:00am
Interview date - TBC

We reserve the right to close applications early should we appoint a suitable candidate.

For an informal discussion about the role please contact the HR Manager,
Karen Ehren
hr@carringtonschool.org



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www.carringtonschool.org

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