

Ambition • Bravery • Respect



Northern Ambition Academies Trust

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# Job Description & Person Specification

## Teaching Assistant



**Northern Ambition**  
Academies Trust

Ambition • Bravery • Respect

[northernambition.org.uk](http://northernambition.org.uk)

## Our Values

Our mission is for every child to leave our schools equipped with the essential skills they need to contribute effectively to society and to become well-rounded, confident, happy adults. To do this, we keep the following values at the heart of everything we do:



### Ambition

- We aim high and don't put limits on ourselves or other people.
- We are relentless in assessing our performance and seeking to continuously improve.
- We make the most of the opportunities offered to us to help us achieve our goals.



### Bravery

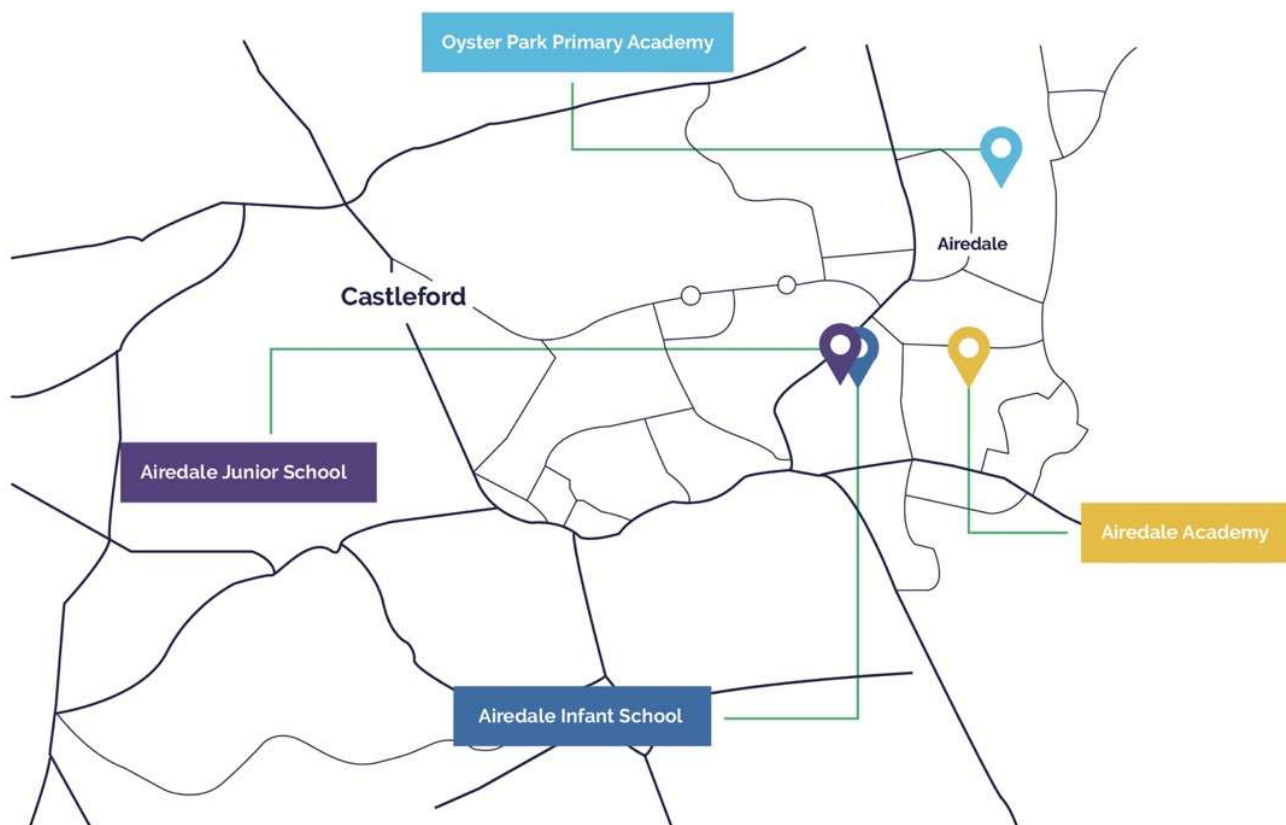
- We try new things and see mistakes as opportunities to learn.
- We don't shy away from tough decisions or difficult situations.
- We don't give up if things are hard.



### Respect

- We think about the impact of our actions on others in the choices we make.
- We value what makes us different and believe everyone has something to contribute.
- We encourage honest, open debate and listen to constructive feedback about how to make things better.

# Our Academies





# Teaching Assistant

## Purpose Of The Post

- Under the direction and supervision of the Inclusion Strategic Leaders, SENDCOs and teachers to support pupil's learning, to attend to pupils' personal needs and to provide general support in managing pupils one to one, in small groups and in the classroom

## Responsible For

- To work within a key stage, providing appropriate support for individual pupils (including SEND pupils), small groups of pupils and at times the class with support from the class teacher
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- Contribute to the safeguarding and promotion of the welfare and personal care of children and young people in line with local and national requirements

## Liaising with

The Headteacher, pupils, teaching staff, SENDCO, Inclusion Leaders, other school staff, external professionals, parents/carers.

## Working Conditions

- The post holder may be subject to some exposure to disagreeable or unpleasant people-related behaviour.
- The post involves contact with people which, through their circumstances or behaviour, occasionally places emotional demands on the post holder.
- The nature of the post may involve periodic requirements for considerable effort.

## Requirements of the Post

- The ability to occasionally attend meetings as required by the Headteacher/Line Manager.
- Employees are encouraged to participate in training activities in order to enhance their own personal development.
- All employees of a school have a responsibility for promoting and safeguarding the welfare of children and young people.

The employment checks are required:

- Evidence of entitlement to work in the U.K.
- Childcare Disqualification Declaration (where applicable)
- Evidence of essential qualifications – see page 1 of this job specification
- Two satisfactory references
- Confirmation of medical fitness for employment
- Registration with appropriate bodies (where applicable)

The following employment checks are required for those positions which are based in a school or working with vulnerable young people and adults:

- Evidence of a satisfactory safeguarding check e.g. An Enhanced DBS Disclosure

# Main (Core) Duties

## Teaching Assistant

### Support & Deliver Learning - Supporting Colleagues

- Work effectively as part of the teaching support team and with the inclusion team and teaching staff in contributing to the quality of teaching and learning. This includes attending various meetings where there are relevant items on the agenda.
- Under direction from the inclusion team and/or teacher, support and complement the teaching by:
  - Preparing practical resources for the lessons such as apparatus, differentiated worksheets or visual aids.
  - Assisting with the preparation of classroom displays, ensuring pupil work is presented in conjunction with teaching points.
  - Supporting in behaviour management and reinforcing agreed rules when working with pupils.
  - Make use of a range of resources suitable for individual or small group needs and use them to ensure pupil motivation.
  - Reporting to the teacher progress made, problems arising, and any difficulties with work and/or resources.
  - Arrive in class, on or before the start of the lesson.
  - Setting a good example in terms of personal presentation, attendance and punctuality.
  - To report to the teacher or line manager any pupil problems or behavioural difficulties in accordance with school policy.
  - To report to the teacher or line manager on pupil progress and achievements in accordance with school policy.
  - To assist the teacher or line manager by contributing as directed to a pupils' individual behaviour/ education plan.
  - To provide or gather routine information to or from parents/carers under the direction of the teacher or line manager.
  - As directed and guided, to work with the school staff to administer a programme of interventions for selected children in directed areas of the curriculum on a regular basis, in order to accelerate progress and improve attainment.
  - To record results and observations and share these with class teachers as appropriate to help track and monitor progress.
  - To liaise with the class teacher and SENDCO as appropriate and necessary, in order to maintain effective communication.

# Main (Core) Duties (Continued)

## Teaching Assistant

### Support & Deliver Learning - Supporting Pupils

- Assist in the promotion of development and learning; physical, emotional and behavioural.
- To assist with, and attend to, the personal needs of pupils including social, health, physical, hygiene, first aid and welfare matters.
- To assist with the supervision of pupils, including those with SENDs, ensuring their safety and access to learning.
- Work to develop inclusion of all pupils within a lesson. This may be done by encouraging pupils to work collaboratively, by ensuring equitable access to resources or by further developing the use of ICT in lessons.
- Establish constructive relationships with pupils and interact with them according to their individual needs
- To provide general support with learning to enable pupils to understand instructions and to ensure they remain on task
- To assist pupils in using resources
- To assist with the supervision of pupils outside of lesson times. These duties shall be undertaken within the postholder's contractual hours.
- To participate in school visits, assisting with activities as required.
- Set challenging and demanding expectations and promote self-esteem and independence
- Provide feedback to pupils in relation to progress and achievement under the guidance of the teacher.

### Health and Safety

- Undergo Basic First Aid training and update courses.
- Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
- Co-operate with the employer on all issues to do with Health, Safety & Welfare.



## Other Specific Duties

Other duties commensurate with the grade of the post as directed by the Headteacher

**The duties and responsibilities highlighted in this Job Specification are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and scope of the post and the grade has been established on this basis.**

To play a full part in the life of the school community, to support its distinctive mission and ethos and treat all users of the school with courtesy and consideration.

- Present a positive personal image, contributing to a welcoming school environment which supports equal opportunities for all
- To attend any relevant training as necessary in order to support the needs of the individual.

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- Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken has not been identified.
  - Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.
  - Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.
  - The Academy will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.
  - The job description is current at the date shown, but, in consultation with you, may be changed by the Headteacher/the Trust to reflect or anticipate changes in the job commensurate with the grade and job title.
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# Person Specification

## Teaching Assistant

### Essential Criteria

#### Qualifications & Experience

Educated to good standard of education with at least Grade C/Level 2 in English and Mathematics (or equivalent).

#### Knowledge & Experience

Has experience of communicating to others in a professional capacity.

A good understanding of what quality support means.

An understanding of positive behaviour management and modern methods of managing behaviour.

An understanding of how to build positive relationships with children to assist in supporting their needs

Have had some experience of working with children with an identified SEND need

#### Competencies & Other Skills Required

The ability to relate well with children and adults.

The ability to work as a member of a team.

Ability to work closely with other adults.

Ability to listen to and interact with children.

Ability to work under pressure.

To demonstrate professionalism in approach to children and tasks set.

Ability to maintain discipline in line with school policy.

Has good ICT skills.

To be flexible in approach and adapt quickly to changes in routine.

To learn new systems quickly and effectively.

#### Qualities/Attributes

Evidence of personal qualities to set a positive example to others in appearance, work and attitude.

Commitment to personal development.

Understanding of equal opportunities approach.

Warmth and sensitivity in relationships with all adults and children in school.

Has a sense of humour and is resilient.

#### Equal Opportunities & Safeguarding

An understanding of safeguarding issues and promoting the welfare of children and young people.

A commitment to safeguarding pupils.

Suitability to work with children.

A commitment to equal opportunities.

A willingness to undergo enhanced Disclosure and Barring Service and other employment checks.

Willing to adhere to Trust policies and procedures

# Person Specification

## Teaching Assistant

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### Desirable Criteria

#### Qualifications & Experience

Experience of working with children and children with social & emotional development needs

Support Work in Schools (S.W.I.S) Level 2

Supporting pupils with S.E.N. Level 2 or 3 qualification

Recent qualifications in supporting children's education.

#### Knowledge & Experience

Appropriate knowledge or First Aid.

Use of Technology to support recording keeping and/or assistive technologies

Child Protection protocols,

Health, Safety protocols & Security .

Previous experience of working in a primary school or educational setting

Data Protection protocols.

#### Competencies & Other Skills Required

To demonstrate knowledge and understanding of supporting children in all areas of child development- personal development and academic development

## Development Opportunities

At Northern Ambition Academies Trust, we live our values – including that of ambition. We are committed to offering high-quality professional development that helps individuals reach their career goals. This applies to everyone in the Trust, no matter what their role.

We believe in providing the best opportunities for our pupils, meaning that we do the same for our staff. Demonstrating our value of bravery, we encourage staff to move out of their comfort zone, help them to continuously develop and improve their practice, and support them to take on new challenges and excel in what they do.

All staff have access to a wide variety of general and role-specific training opportunities (delivered in-house, through a suite of e-learning courses or by external providers). Teachers can access regular CPD across a range of teaching and learning topics, and we support teachers and headteachers to access nationally-recognised qualifications including NPQSL and NPQML. We have provided the opportunity for staff across the Trust to study for other qualifications, including Master's degrees

and doctorates that generate new ideas and evidence-based research which we can use to improve our organisation.

We also develop staff through our commitment to apprenticeships. Before advertising a role, we consider whether we can offer the post as an apprenticeship and we support access to apprenticeship opportunities for existing staff where possible as part of our commitment to CPD.

We are proud that our apprentices have undertaken qualifications including:

- **Accountancy and Taxation Professional Level 7**
- **Chartered Manager Degree Level 6**
- **School Business Professional Level 4**
- **Data Analyst Level 4**
- **Business Admin Level 2 & 3**
- **Supporting Teaching & Learning Level 2**

We are also keen to offer the Teaching Apprenticeship for prospective or existing staff with the passion and aptitude to train as a teacher.

## Other Benefits

All staff at Northern Ambition Academies Trust benefit from:

- **The opportunity to work collaboratively within a vibrant, supportive family of schools.**
- **Our commitment to staff wellbeing (as shown by our Wellbeing Awards for Schools and school-based Staff Wellbeing Ambassadors).**
- **Annual appraisals.**
- **Discounted Microsoft products.**
- **Annual Flu jabs**
- **National College membership.**

# Ethical Leadership

NAAT is driven by a strong moral purpose. We are first and foremost an educational charity established to benefit children and local communities. We have therefore chosen to be part of the Ethical Leadership in Education Pathfinder Project.

As a Pathfinder, we join over 150 other schools and Trusts across the country who are testing the Framework for Ethical Leadership in Education. Through this, we hope to further improve our ethical foundation, provide appropriate training for our leaders, and lead the way as an exemplar of ethical leadership.

## Framework for Ethical Leadership in Education

### Selflessness

School and college leaders should act solely in the interest of children and young people.

### Integrity

School and college leaders must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. Before acting and taking decisions, they must declare and resolve openly any perceived conflict of interest and relationships.

### Objectivity

School and college leaders must act and take decisions impartially and fairly, using the best evidence and without discrimination or bias. Leaders should be dispassionate, exercising judgement and analysis for the good of children and young people.

### Accountability

School and college leaders are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.

### Openness

School and college leaders should expect to act and take decisions in an open and transparent manner. Information should not be withheld from scrutiny unless there are clear and lawful reasons for so doing.

### Honesty

School and college leaders should be truthful.



## Leadership

School and college leaders should exhibit these principles in their own behaviour. They should actively promote and robustly support the principles, and be willing to challenge poor behaviour wherever it occurs. Leaders include both those who are paid to lead schools and colleges and those who volunteer to govern them.

Schools and colleges serve children and young people and help them grow into fulfilled and valued citizens. As role models for the young, how we behave as leaders is as important as what we do.

Leaders should show leadership through the following personal characteristics or virtues:

**Trust:** Leaders are trustworthy and reliable. We hold trust on behalf of children and should be beyond reproach. We are honest about our motivations.

**Wisdom:** Leaders use experience, knowledge and insight. We demonstrate moderation and self-awareness. We act calmly and rationally. We serve our schools and colleges with propriety and good sense.

**Kindness:** Leaders demonstrate respect, generosity of spirit, understanding and good temper.

We give difficult messages humanely where conflict is unavoidable.

**Justice:** Leaders are fair and work for the good of all children.

We seek to enable all young people to lead useful, happy and fulfilling lives.

**Service:** Leaders are conscientious and dutiful. We demonstrate humility and self-control, supporting the structures, conventions and rules which safeguard quality. Our actions protect high-quality education.

**Courage:** Leaders work courageously in the best interests of children and young people.

We protect their safety and their right to a broad, effective and creative education. We hold one another to account courageously.

**Optimism:** Leaders are positive and encouraging.

Despite difficulties and pressures, we are developing excellent education to change the world for the better. be truthful.



# Curriculum

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Our central purpose is to ensure that all children and young people within the Northern Ambition Academies Trust achieve the highest standards. We aim to develop and deliver a coherent curriculum that is ambitious, enriched, broad and engaging.

As a Trust, we pride ourselves on our united approach to delivering a broad and effective curriculum, preparing our pupils for the next steps in their educational journey. As part of this mission, we have set up curriculum hubs for Mathematics, English and the English Baccalaureate (EBacc).

## Mathematics Hub

The Mathematics Hub is one of the more established hubs within the Trust. We have worked on a shared vision and approach with our schools and developed Trust-wide Mathematics and Calculations Policies. Staff also use technical terminology consistently, exposing children to rich vocabulary on a daily basis. The impact is that all children use similar methods and strategies in their work and are increasingly confident when approaching reasoning questions.

## English Hub

The aim of the English Hub is to facilitate the sharing of best practice in English teaching across the Trust. This approach has increased the consistency of English teaching and assessment across all of our schools, with a shared focus on reading, vocabulary and transitional phases between units. Staff are regularly given opportunities to visit other schools within the Trust, allowing everyone in our community to learn from each other and develop together.

## EBacc Hub

The establishment of our EBacc Hub has allowed staff to bridge gaps between KS2 and KS3, giving pupils a chance to overcome barriers they may face in EBacc subjects. This collaborative work and feedback loop between our secondary and primary academies has allowed staff to ensure that children leave Year 6 equipped to perform well in the EBacc.

## SEND Hub

The aim of the SEND hub is to enable staff from across all schools to discuss and reflect upon any issues regarding SEND, whether that be school-specific, locally, regionally or nationally. The hub enables our staff to share best practice, act as sounding boards and critical friends to ensure the most effective provision for pupils with SEND.

## Attendance Hub

Through our Attendance Hub, we have introduced a Club 100 programme across all schools in the Trust, encouraging pupils to aim for 100% attendance rates. Across NAAT, pupils who achieve 100% attendance each half term are rewarded with a postcard, badge and reward experience. We also run competitions between classes to further motivate pupils. As with all Trust hubs, the Attendance Hubs facilitates sharing of best practice between schools with the aim of improving attendance throughout.

# Who's Who?

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## Executive Team

### CEO

Liz Fairhurst

### Chief Financial Officer

David Walton

### School Improvement Team

Katie Robinson (Primary)

Paul Greenough (Secondary)

### Head of Human Resources

Nikky York

### Headteachers

Jodie Chapman-Kemp

Dan Neale (Interim)

Kirsten McKechnie

### Trust Governance Professional

Karen Wood-Stones

## Members

Mike Dixon

Richard Sloan

Andy Clark

Alex Nicholson

## Board of Trustees

### Chair

Rob Hall

### Vice Chair

Stephen Groves

Alison Latham

Simon Fox

Kevin Guy

Nina Wrightson

Bruce McDowell

# Recruitment Process

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**1**

Advert posted with job description and person specification.

**2**

Candidates invited to look around if desired.

**3**

Shortlisting process.

**4**

Candidates invited to interview, and references requested.

*Interview days may include a task or teaching example depending on the role.*

**5**

Offer made to successful candidate(s).

**6**

Pre-employment checks completed.

**7**

Start date and induction period.



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