



## **Enquire Learning Trust Application Pack**

**Teaching Assistant (Level 3) (EYFS)**

**Ref: ELTSEP2608**

ROSE WOOD ACADEMY  
THE GARTH  
COULBY FARM WAY  
MIDDLESBROUGH  
TS8 0UG

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## **The Enquire Learning Trust**

We are a multi-academy trust currently responsible for 32 academies in four clusters across the North of England; Northeast Lincolnshire, Hull, Manchester, Teesside and North Yorkshire.

We work in complete collaboration with each of our academies and place a strong emphasis on school-to-school support and learning. Our academies work in collaboration with one another, sharing both their talent and ideas with others, giving employees the opportunity to learn from individuals within our other academies.

We recognise that the most important assets we have are our employees, and for our academies to succeed we need to ensure we employ the very best people in every single role. Our core values and beliefs are consistent throughout all of our academies, and our keys to success are at the heart of everything we do.

Every role across the Trust is valued, appreciated and purposeful. We believe that the outcome of every role across the Trust should improve the education each of our learners receive. Whether teaching, support or leadership, every single role is vital to the success of our academies.

We also recognise that all of our academies are different, and we encourage individuality. Whilst we believe our academies should work together to support best practice and to share ideas, we don't believe that implementing blanket priorities and objectives is pertinent to a successful academy, and we encourage autonomy for academy leaders wherever possible.

### **Values**

- We believe that all learners can be powerful learners given access to extraordinary learning experiences. We want children and the academies they attend to be confident, successful and ambitious.
- We envisage a Trust where well led, highly skilled and committed professionals collaborate, learn and innovate together to ensure that all academies are successful and where all learners have access to effective and innovative provision that meets their needs and aspirations.
- We want to add value to achievement and raise standards. We also want to change lives. We know this requires our provision and our practice to be world-class – because of the distance we have to travel, we understand that good will not be good enough and that we need to develop a shared appreciation of excellence and then strive to enact this every day.
- We take learning seriously and work together to create a vibrant culture in which this can happen. We know that it's what we do that counts and that our thinking must be visible in classrooms if it is to have leverage. Children are at the forefront of all that we do and aspire to do. We take serious steps to engage them, to hear their voice in authentic ways and then to use their insight and expertise to develop radical pedagogies that tap into their passions and interests and use the potential of emergent technologies.

## **Rose Wood Academy**

Rose Wood is a happy caring school in the middle of Coulby Newham on the outskirts of Middlesbrough. We pride ourselves with the quality of education we provide for the children but also the high levels of care and nurture that are in place. At Rose Wood we:

We aim to:

- Enable all children to achieve their full potential, by providing high-quality teaching, matched to the needs of the individual;
- Provide a safe, stimulating and caring learning environment which enriches children's learning and motivates them to become active, successful and independent learners;
- Develop a sense of wellbeing, confidence and responsibility so that children can become well rounded members of society;
- Develop a feeling of respect for themselves and others

We believe:

- That all children are equally important, regardless of race, gender, background or ability;
- That children should be listened to, respected and treated fairly;
- That it is our duty to protect and care for our pupils;
- That parents and carers are partners in their child's education and development;
- That bullying should not be tolerated;
- Good behaviour is essential if children are to learn;
- That everyone is a learner and everyone can be successful in their own way
- That adults in school should provide excellent role models for children

Our beliefs and aims are underpinned by our school's motto which is 'Be Kind and REAP the rewards' REAP stands for Respect, Empathy, Achievement and Pride. This is the language that we use with children to support the achievement of our aims, to support resolution and conflict and to celebrate and praise children who make the right choices. We celebrate these successes weekly with awards for kindness and for children that demonstrate respect and empathy. We also celebrate children's achievements and things that make the school proud.

## Level 3 Teaching Assistant EYFS

Reference Number: ELTSEP2608

**Working Hours:** 37 hours

**Working Weeks:** Term Time Only (+ 2 days)

**Salary Scale Range:** NJC 7

**Contract Type:** Permanent

**Start Date:** TBC

**Location:** Rose Wood Academy, The Garth, Coulby Newham, Middlesbrough, TS7 0UG

### About us

Rose Wood is a happy caring school in the middle of Coulby Newham on the outskirts of Middlesbrough.

### About the role

We are seeking to appoint a suitably qualified, enthusiastic and highly motivated Teaching Assistant to join our outstanding Foundation Stage team.

### What we are looking for

The successful applicant will work under the direction of the Foundation Stage Team Leader and classroom teachers and will demonstrate:

- Excellent interpersonal, communication and organisational skills
- Experience of working with primary aged children, particularly early years
- A commitment to promoting the inclusion and acceptance of all pupils
- Willingness to work flexibly across our busy Foundation Stage
- A commitment to teamwork and sharing best practice

### What we can offer

Membership of – *relevant pension scheme*

Opportunities for development and progression

Employee Assistance Programme provided by Health Assured

Cycle to Work Scheme

Octopus EV Scheme

Lifestyle savings

**Rose Wood Academy is committed to safeguarding and promoting the welfare of all children. This appointment will be subject to safer recruitment procedures and a full enhanced DBS check, and references will be taken up.**

**If you would like to look around the school, please contact the school office on the number above to make arrangements.**

**Application pack including the job description and person specification are available via Enquire Learning Trust website [www.enquirelearningtrust.org](http://www.enquirelearningtrust.org)**

**All applications must be applied for online via the Enquire Learning Trust website – [www.enquirelearningtrust.org](http://www.enquirelearningtrust.org) by the closing date listed below. Shortlisted candidates will be contacted by telephone.**

**Closing Date: 21<sup>st</sup> September 2026 at Midday**

**Shortlisting: 21<sup>st</sup> September 2026**

**Interviews: 25<sup>th</sup> September 2026**

## JOB DESCRIPTION

### Post Title: Teaching Assistant (Level 3) (EYFS)

**Line Manager:** Team Leader

To work under the guidance of teaching/senior staff and within an agreed system of supervision, to implement agreed work programmes with individuals/groups, in or out of the classroom. This could include those requiring detailed and specialist knowledge in particular areas and will involve assisting the teacher in the whole planning cycle and the management/preparation of resources. Staff may also supervise whole classes occasionally (e.g. During short-term absence of teacher) or for regular short periods with teacher's planning provided.

#### Support for pupils:

- Use specialist (curricular/learning) skills/training/experience to support pupils
- Assist with the development and implementation of support plans
- Establish productive working relationships with pupils, acting as a role model and setting high expectations
- Promote the inclusion and acceptance of all pupils within the classroom
- Support pupils consistently whilst recognising and responding to their individual needs
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities
- Promote independence and employ strategies to recognise and reward achievement of self-reliance
- Provide feedback to pupils in relation to progress and achievement

#### Support for teachers:

- Work with the teacher to establish an appropriate learning environment
- Work with the teacher in lesson planning, evaluating and adjusting lessons/work plans as appropriate
- Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives
- Provide objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
- Be responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems/records as requested
- Undertake marking of pupils' work and accurately record achievement/progress
- Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
- Liaise sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/meetings with parents with, or as directed
- Administer and assess routine tests
- Provide general clerical/admin. support e.g. administer coursework, produce worksheets for agreed activities etc.

#### Support for the curriculum:

- Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs
- Implement local and national learning strategies e.g. literacy, numeracy, early years and make effective use of opportunities provided by other learning activities to support the development of relevant skills
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use
- Help pupils to access learning activities through specialist support

- Determine the need for, prepare and maintain general and specialist equipment and resources

## Person Specification - Teaching Assistant (Level 3) (EYFS)



|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Desirable                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Qualifications</b> <ul style="list-style-type: none"> <li>• NVQ Level 1</li> <li>• NVQ Level 2</li> <li>• NVQ Level 3</li> <li>• NNNEB, Cache</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>• Training relevant to EYFS</li> <li>• Further qualifications and/or studies relevant to the primary age range.</li> <li>• First Aid Training</li> <li>• Child Protection Training</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Experience</b> <ul style="list-style-type: none"> <li>• experience in EYFS</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>• Experience of intervention strategies</li> <li>• Experience of 2-year-old provision</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Specialist Knowledge</b> <ul style="list-style-type: none"> <li>• Knowledge and Understanding of a broad and balanced EYFS curriculum.</li> <li>• A secure understanding of the processes by which children learn.</li> <li>• Ability to differentiate the curriculum to meet the needs of all learners.</li> </ul> <p>- Competent in the use of ICT across the curriculum especially in the relation to the use of Whiteboard Technology.</p> <ul style="list-style-type: none"> <li>• Understanding and use of assessment to inform future learning and teaching.</li> <li>• The promotion of good behaviour through a knowledge of positive behaviour strategies and positive reinforcement.</li> </ul> | <ul style="list-style-type: none"> <li>• A well-developed knowledge of a particular curriculum or specialist area.</li> <li>• An understanding of a whole school approach to improvement and raising standards.</li> <li>• Effective use of ICT to support planning and assessment.</li> <li>• Familiarity with the SEN Code of Practice.</li> <li>• An understanding of the personalised learning approach</li> <li>• To be able to plan a series of lessons to progress learning.</li> <li>• Has an understanding of how to support children who have special educational needs.</li> <li>• Experience of covering lessons.</li> </ul> |
| <b>Personal Qualities</b> <ul style="list-style-type: none"> <li>• Enjoys working with children of all abilities and backgrounds.</li> <li>• A commitment to ensuring all children reach their potential.</li> <li>• A caring ethos.</li> <li>• A commitment to working co-operatively in a team situation.</li> <li>• An enthusiastic, caring and flexible teacher.</li> <li>• A commitment to quality learning.</li> <li>• A commitment to the role of parents as co-educators.</li> <li>• A creative thinker.</li> <li>• Self-motivation and initiative.</li> <li>• An ability to embrace change with enthusiasm and a positive outlook.</li> <li>• A commitment to high standards.</li> </ul>             | <ul style="list-style-type: none"> <li>• A sense of humour.</li> <li>• An ability to inspire and motivate children.</li> <li>• To be able to think strategically.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

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Contact details:

**Mr Paul Cowley Headteacher**  
**Rose Wood Academy,**  
**The Garth,**  
**Coulby Farm Way,**  
**Coulby Newham,**  
**Middlesbrough**  
**TS8 0UG**

**Telephone number: 01642 595353**

**Email address: [contact@rosewoodacademy.co.uk](mailto:contact@rosewoodacademy.co.uk)**

*The Enquire Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All ID and qualification checks will be made prior to appointment, as will online searches of candidates (Keeping Children Safe in Education 2023). Any offer of employment will be subject to receipt of a satisfactory Disclosure & Barring Service check and Disqualification by Association Disclosure.*

## **DISCLOSURE AND BARRING AND RECRUITMENT CHECKS**

The Trust is legally obligated to process an enhanced Disclosure and Barring Service (DBS) check before making appointments to relevant posts.

The DBS check will reveal both spent and unspent convictions, cautions, reprimands and final warnings, and any other information held by local police that's considered relevant to the role. Any information that is "protected" under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 will not appear on a DBS certificate.

For posts in regulated activity, the DBS check will include a barred list check.

It is an offence to seek employment in regulated activity if you are on a barred list.

We'll use the DBS check to ensure we comply with the Childcare Disqualification Regulations. It is an offence to provide or manage childcare covered by these regulations if you are disqualified.

Any data processed as part of the DBS check will be processed in accordance with data protection regulations and the trusts information governance policy which can be found on the website.

*Please note this post is in regulated activity and exempt from the rehabilitation of Offenders Act 1974 and subject to satisfactory references and an enhanced DBS criminal records and barred list check for work with children. An online search may be undertaken as part of the recruitment process on information available in the public domain. Candidates should disclose anything that may be relevant in line with Keeping Children Safe in Education.*

Any job offer will be conditional on the satisfactory completion of the necessary pre-employment checks. Only applicants who have been shortlisted will be asked for a self-declaration of their criminal record or information that would make them unsuitable for the position. Any convictions that are self-disclosed or listed on a DBS check will be considered on a case-by-case basis.



All documentation will be treated confidentially and processed in accordance with Data Protection regulations.