



Enquire Learning Trust Application Pack

Teaching Assistant – Level 3 Full Time

Springfield Primary Academy
ELTSEP2607

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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.



At Springfield Primary Academy our vision is to: -

- Promote respect for all through positive example
- Recognise and value everyone as an individual
- Grow, develop and learn within a safe and secure environment
- Provide experiences and opportunities for all to reach their full potential
- Create a stimulating and exciting learning environment
- Have professional relationships with everyone; to be a welcoming community
- Strive for the best through rigorous self-evaluation
- Celebrate everyone's achievements
- Engender an enthusiasm for learning and a sense of awe and wonder of the world that we live in

At Springfield Primary Academy we recognise and value everyone as an individual. We are a supportive, inclusive learning community, committed to challenging and supporting each person in order for them to reach their full potential.

Our highly ambitious vision for an excellent education for all pupils, underpinned by our key drivers of 'Care, Collaboration and Challenge', is at the heart of all that we do. We value diversity and promote a culture of respect and understanding, in order to develop independence and life skills, so that everyone is equipped to make a positive contribution to our school and the wider community.

Our ambition is that our children develop a thirst for learning achieved through our carefully sequenced curriculum. Learning at Springfield is fun but purposeful with an emphasis on deepening and broadening understanding, through exciting and vibrant experiences, both in and outside of our classrooms.

Children leave our Academy with a sense of belonging, confidence in themselves and their abilities; the capability to adapt to the rich diversity of Britain today; the aptitude to continue their education successfully; the ability to talk eloquently and with confidence and an inherent kindness for others, their local community and the world in its entirety.

EAP Programme



The Trust offers a plan through Health Assured which provides access to valuable health and wellbeing services.

Key Features:

- Unlimited access to 24/7 confidential telephone helpline
- Up to 10 sessions of face to face, telephone and online counselling
- Access to the portal and wisdom app
- Coverage for spouse/partner and dependants
- Medical information line including articles, webinars and podcasts
- Menopause Support access to other resources such as 'Menopause Matters'
- Access to Perks and Discounts
- Online and mobile access, anywhere and anytime
- Self-help guides, mood and wellness trackers

Teaching Assistant – Level 3

NJC Pay scale 6-7

36.75 hours per week – Term Time plus 5 days

The hours of work are 9.00am – 3.30pm 2 days per week and 9.00am – 5.45pm 3 days per week to cover After School Club

We welcome job share applications. Candidates applying for a job share must be able to work 1/2 After School Clubs.

Actual Salary: £22,318 - £23,184

Permanent

Start Date 1st October 2026 or as soon as possible.

Closing date: Monday 21st September at 9.00am

Interviews: Thursday 24th September 2026

Springfield Primary Academy are wishing to appoint a self-motivated, caring and enthusiastic person to work across the primary age range, providing support for individuals and small groups, and cover supervision when necessary and to support in the development and running of our After-school club.

Duties will include:

- To work under the guidance of Teaching staff to implement agreed work programmes with individuals / groups both within and out of the classroom. This may include the use of detailed and specialist knowledge in particular areas and will involve assisting the Teacher in the whole planning cycle and with the management / preparation of resources.
- The post holder will deliver PPA sessions as timetabled.
- The post holder may also supervise whole classes occasionally during the short-term absence of Teachers, when the primary focus will be to maintain good order and to keep pupils on task.
- As Cover Supervisors, the post holder will need to respond to questions and generally assist pupils to undertake set activities.
- To support in the daily running of the After School Club, working with the team to ensure and provide care, play opportunities and activities in a homely, nurturing and safe environment, with regard to the individual development needs of the children.

In return, we can offer you;

- A chance to be a part of a thriving and happy school
- A dedicated team of supportive colleagues who are passionate about the pupils in their care;
- An ethos of high expectations and mutual respect where each pupil and adult knows they are valued and well cared for.

For any enquiries about the position please contact – office@springfieldacademy.net

Springfield Primary Academy is committed to Safeguarding and Promoting Welfare of Children and young people/vulnerable adults and expects all staff and volunteers to share this commitment. We follow Safer Recruitment practices and will ensure that our recruitment and selection process reflect this commitment. All ID and qualification checks will be made prior to appointment. Online searches may be conducted for all short-listed candidates (this is to reflect paragraph 226 of Keeping Children Safe in education 2024). All successful candidates will be subject to Disclosure Barring Service checks along with other relevant employment checks.

JOB DESCRIPTION

Post Title:	Level 3 Teaching Assistant (Support and Learning Delivery)
Grade:	SCP 6 - 7
Responsible to:	Working under the guidance of Teaching staff and or Teaching Assistants of a higher level.
Responsible for:	Support and guidance for Level 2 Teaching Assistants

Main Purpose

- To work under the guidance of Teaching staff to implement agreed work programmes with individuals / groups both within and out of the classroom. This may include the use of detailed and specialist knowledge in particular areas and will involve assisting the Teacher in the whole planning cycle and with the management / preparation of resources.
- The post holder will deliver PPA sessions as timetabled.
- The post holder may also supervise whole classes occasionally during the short-term absence of Teachers, when the primary focus will be to maintain good order and to keep pupils on task.
- As Cover Supervisors, the post holder will need to respond to questions and generally assist pupils to undertake set activities.
- To support in the development and daily running of the After School Club, providing a safe and caring environment in line with relevant statutory guidance, where children 3-11 years of age can enjoy a range of play, learning and leisure activities.
- To support in organising a daily routine that meets the emotional, social, physical and intellectual needs of the children.
- To build links and work in partnership with parents, carers and professionals to promote the well-being of the children.

Duties and Responsibilities

1. Support for pupils

- Use specialist (Curricular / Learning) skills / training / experience to support pupils.
- Assist with the development and implementation of PLPs.
- 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 cooperatively 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.
- Provide 1:1 SEN support as and when required.

2. Support for the Teacher

- Work with the Teacher to establish an appropriate learning environment.
- Work with the Teacher in lesson planning, evaluating and adjusting lesson / work plans as appropriate.
- Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievements against pre-determined learning activities.
- 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 as appropriate.
- Liaise sensitively and effectively with Parents / Carers as agreed with the Teacher within your role / responsibility and participate in feedback sessions / meetings with Parents / Carers.
- Provide general clerical / administrative support, e.g. produce worksheets for agreed activities etc.
- Attend and contribute to annual review meetings with parents and other professionals in order to support the monitoring and development of the child where appropriate.

3. 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.

4. Support for the School

- Contribute to the overall ethos / aims of the academy.
- Be aware of and comply with policies and procedures relating to Child Protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person in accordance with policy.
- Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with school policy and encourage pupils to take responsibility for their own behaviour.

- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Establish constructive relationships and communicate with other agencies / professionals, in liaison with the Teacher, to support achievement and progress of pupils.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities as required.
- Recognise own strengths and areas of expertise and use these to achieve and support others.
- Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate.
- Supervise pupils on visits, trips and out of school activities as required.
- Respond to first aid issues as in line with school policy.

5. To cover during lunchtimes:

- Supervise children, monitor their wellbeing and intervene to resolve non-routine issues using appropriate techniques and strategies to maintain behaviour standards.
- Resolve or report any areas of concern to ensure compliance with good practice.
- Intervene in serious pupil related incidents to ensure understanding and use appropriate responses to ensure compliance with behaviour standards and school policy.
- Identify and respond to pastoral concerns related to individual pupils.
- Care for children's routine personal needs, maintaining dignity and respect and develop awareness of personal hygiene and cleanliness.
- Monitor pupils' conduct and behaviour throughout lunchtime to resolve complex, difficult or challenging issues using appropriate techniques, skills strategies and routine sanctions to de-escalate potentially difficult situations or resolve conflict with individual and groups of pupils and establish, maintain or restore a safe and calm atmosphere conducive to learning and ensure the safety and wellbeing of pupils, staff and visitors.
- Duties may include dining room and hall supervision as well as playground cover

6. After School Club

- To support in the daily running of the Club, working with the team to ensure and provide care, play opportunities and activities in a homely, nurturing and safe environment, with regard to the individual development needs of the children.
- To work within a small team of staff to deliver high-quality creative play opportunities in a safe and caring environment.
- To liaise with the academy staff in regard to the needs of the children who attend the club.
- To liaise with parents to encourage parental involvement and support of the After School Club.
- To identify any potential child protection issues related to specific children or to the overall running of the club, liaising with the co-ordinator and school's Designated Child Protection Lead and other professionals as appropriate in order to safeguard and promote the welfare of our children.
- To develop and maintain good communication with all staff, Principal and with parents/carers.
- To undertake appropriate tasks as and when assigned.

General

Postholders will be required to possess the NVQ 3 for Teaching Assistants or an equivalent qualification or experience, together with training in the relevant strategies (e.g., Literacy and / or particular curriculum or learning area such as bilingual, sign language, dyslexia, ICT, Maths,

English, CACHE etc.)

Appropriate First Aid training will be required.

The following knowledge/skills will be required:

- Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation.
- Working knowledge of national/foundation stage curriculum and other relevant learning programmes/strategies.
- Understanding of principles of child development and learning processes.
- Ability to relate well to children and adults.

Person Specification for Teaching Assistant

	Essential	Desirable
Qualifications and experience	• Good level of numeracy and literacy GCSE grades C/4+ in English Language and Maths; O levels or equivalent • A relevant NVQ Teaching assistant Level 3 qualification (or be in training for), or an equivalent qualification or experience	• Experience of working with children in this age range in a paid capacity or as a volunteer • Relevant Early Years Level 3 qualification
Knowledge and understanding	• Good written and spoken English	• Knowledge of how children develop and learn • Knowledge of a range of behaviour management strategies and techniques • SEN knowledge • Understanding of assessing and tracking progress within the Early Years
Skills	• To be able to model behaviour expectations • Ability to work within a team • Ability to be organised • To be able to accept and respond to instructions and supervision • Work with guidance, but limited supervision • Ability to form excellent relationships with pupils	• Provide strategies for spelling, reading, number skills
Personal characteristics	• Ability to promote the vision and aims of the academy • A well-developed sense of responsibility • Calm under pressure	• Ability to work in liaison with a variety of professionals

	• Good sense of humour • Caring	
Equal opportunities	• Demonstrate awareness and understanding of the implication of equal opportunities, inclusion and multicultural education	
References	• Positive recommendation in professional references	• Professional reference without reservations • Strong positive examples of impact
Safeguarding	Springfield Primary academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An enhanced DBS check is required for all successful applicants.	

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.