



Enquire Learning Trust Application Pack

TEACHING ASSISTANT LEVEL 2

BROUGHTON PRIMARY ACADEMY

REF: ELTJUL2602

Contents:



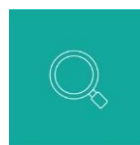
1. The Enquire Learning Trust Visions, Values and Mission



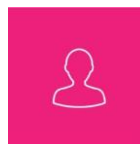
2. Academy Information



3. Job Advert



4. Job Description



5. Person Specification



We are a multi-academy trust currently responsible for 32 academies in four clusters across the North of England; North East Lincolnshire, North 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 Broughton Primary Academy, we are proud to be a part of the Enquire Learning Trust. We are dedicated to providing a safe, excellent learning environment where everyone, child and adult alike, is supported to achieve their potential and to fulfil their ambitions in life. We want everyone in our school community to "Reach For The Stars".

Children:

- ☐ Confident
Our children should be happy and confident to tackle whatever they face in life. When they are not sure, we want them to take a risk and try – showing self-belief. Independence and curiosity should be developed; whilst empowering children to decide how best to learn and demonstrate their learning.
- ☐ Resilient
For our children to aspire to be the highest achievers, we want them to be resilient when facing challenges, to learn from their mistakes and then try again. Building resilience helps raise self-esteem and sense of self-worth.
- ☐ Respectful
We strive for our children to develop into the future citizens of a global community, showing respect for and tolerance of all.
- ☐ Aspirational
Our children need to aspire to be the very best they can, whether that be in school, or in their ambitions for their future lives. Positive goals in life should be harnessed.
- ☐ Excited
Learning is exciting and we want to harness children's excitement to learn new knowledge and skills; fostering their inquisitiveness and working together to demonstrate their achievements. Children should be happy to clearly communicate both what they have learnt and how they learnt it.

Staff

- ☐ Collaborative
All staff and governors at Broughton Primary School work together to create the best possible learning environment. We each have our own strengths and these complement those of other members of the team.
- ☐ Role Models
Adults should provide brilliant role models for the children of the school, praising pupils for emulating them. They should have high standards in academic areas, whilst also showing that application and endeavour are necessary throughout life.
- ☐ Effective
All our staff strive to be the best they can be, but we strive to ensure that they work in the most efficient way possible rather than for the longest time possible. Staff are empowered to innovate and find more effective ways of working; to do what is right for children – whether that be to change how something is done in school or to introduce new ideas to the school. Staff should then discuss and reflect on the effectiveness of this so that we can all improve.
- ☐ Happy
We want to create an environment where staff are happy to work so that they inspire, motivate and encourage children.
- ☐ Learners
All staff in our school are life-long learners. We encourage staff members to never stop learning and support them when they want to develop further skills or knowledge.



At Broughton Primary Academy, we are dedicated to providing an excellent, safe learning environment where everyone, child and adult alike, is supported to achieve their potential and to fulfil their ambitions in life. We want our school community to "Reach For The Stars".

Teaching and Learning

- ☐ Inspiring
We want to ensure that everyone is engaged in their learning and that this school fosters a love for learning.
- ☐ Thematic
Where possible, we want our children's learning to be centred on themes and projects so that children understand the relevance of their learning and how connections are made.
- ☐ Flexible
Teaching is not a fixed path, and learning can be developed in different directions or to different depths so that everyone is challenged appropriately.
- ☐ Inclusive
Every child in our school is a learner and is entitled to a first class education with fantastic teaching and learning opportunities.
- ☐ Celebrate the Global Community
Our children are growing up into an increasingly diverse world. We want our teaching, and their learning, to celebrate the diversity that isn't available in our local community. We see it as our job to open children's eyes to the world around them.
- ☐ Experiential
Appropriate experiences help to drive learning and we aim to stimulate that learning with a range of indoor and outdoor learning opportunities that are undertaken within our school or on external visits.

The Learning Environment And Resources

- ☐ Quality
The environment we provide for children is high-quality with a safe, well-maintained building and grounds; attractive displays which showcase the children's work and with carefully chosen, well maintained teaching resources.
- ☐ Stimulating and Varied
The school's building and grounds are carefully designed and maintained to stimulate children's learning indoors and outdoors; maximising the use of our site. Our resources are similarly chosen to enhance children's understanding or to inspire their learning.
- ☐ Extended
Our learning environment extends beyond the school gates, into the local community and across the wider area. Visits to external sites are an integral part of our curriculum culminating in two residential visits for our older children.
- ☐ Respected
Our learning environment clearly demonstrates the value we place in children and their achievements. We also believe that this helps children show reciprocal respect for their school.
- ☐ Supportive
Whether it be the provision of staff to work with children to enhance their physical and mental well-being or our ability to listen to our children and develop the school site with indoor and outdoor areas to nurture their needs, we want our children to flourish in our care.

Community

- ☐ Engaged
We want our wider school community to be highly engaged with the education of the children. Whether that be through their support at events or being active participants in the children's learning.
- ☐ Proud
The desire of the school is that the behaviour, attitudes, academic attainment and wider successes of the children will be a continuing source of pride for both themselves and their community. We celebrate these successes with the community.
- ☐ Integral
Broughton Primary School is an integral part of its community. We seek different ways to support our local community and the wider community. We also invite members of our community to support us in a range of capacities.
- ☐ Enduring
The strength of our engagement with the community is measured in how long it endures. Whether it be engaging in annual community events internal or external to the school; or supporting past students with their future career aspirations, we see being part of Broughton Primary School as having life-long membership.
- ☐ Valued
We hope that our school is seen as a valued part of our community, and in turn, we value all that the community around us does to support the children of Broughton and help us to achieve our aims.

Teaching Assistant Level 2

Salary: NJC 3

Location Broughton Primary Academy

Hours: 17.5 hours – Monday 6.5 hours Tuesday 6.5 hours Wednesday 4.5 hours term time only (38 weeks)

DBS: Yes Enhanced with Barred List Check

Contract: Permanent

Broughton Primary Academy are seeking to appoint an enthusiastic teaching assistant to join our friendly team of staff from September 2026. Working at Broughton Primary is rewarding and challenging, but most of all never dull. Applications are welcomed from motivated, hard-working and enthusiastic people who can work as part of our busy team.

We are looking for a Team Member who:

- Has the ability to communicate effectively on all levels.
- Has a pleasant, friendly manner with the children themselves and also with colleagues parents, carers and other professionals.
- Has high expectations and is committed to raising standards through inspiring and motivating our pupils.
- Has the ability to work under pressure and meet deadlines.
- Can work collaboratively as part of a successful team.
- Can follow academy policies and procedures including safeguarding and GDPR.
- Is flexible and committed and has the desire to play a full role in the life of our school.

In return, we can offer you:

- Enthusiastic and well-behaved children who are eager to learn.
- A dedicated team of supportive colleagues who are passionate about the pupils in their care.
- An ethos of high expectations and mutual respect where pupils and adults are valued and cared for.

Closing Date for applications: Monday 3rd August 2026 – 9am

Interview Date: to be confirmed

For any enquiries about the position please contact – admin@broughtonprimary.net or telephone: 01652 65571. Pre-arranged visits are welcomed.

Broughton Primary Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. References will be obtained and all ID and qualification checks will be made prior to appointment. Any offer of employment will be subject to receipt of a satisfactory Disclosure & Barring Service check and Disqualification by Association Disclosure.

Please see our policies on our school website including the Privacy notice for job applicants

– <https://broughtonprimary.net/important-information/policies>

BROUGHTON PRIMARY ACADEMY

JOB DESCRIPTION

Job Title: Teaching Assistant Level 2
Location: Broughton Primary Academy

Responsible to: Working under the guidance of Teaching staff

Main Purpose

Teaching Assistants are appointed to work with pupils over the whole age range as part of a team under the direction of the line manager and the supervision of a classroom teacher/senior staff. To support pupils' learning, including those with SEN; to work with other staff to further pupils' independence, impact on learning and to ensure all pupils have equal access to the curriculum. The postholder will also perform other related practical duties to support learning including providing cover throughout the lunch hour in the dining area and playground.

Duties and Responsibilities

1. Support for pupils

- Work with individuals and small groups of pupils to identify choices and options to inform goals and targets that the individual and school can work towards.
- Support, assist and enable them to access the curriculum and develop social and independence skills to their fullest ability.
- Lead interventions with children, as directed by the class teacher.
- To observe individuals and groups of pupils' personal, social and learning achievements.
- Maintain appropriate records, monitor progression and attainment and provide reports and information to inform and support the assessment process.
- Monitor pupils' conduct and behaviour throughout the learning process and intervene to resolve routine issues using appropriate techniques and skills to de-escalate potential difficult situations or resolve simple conflict with individual and groups of pupils to establish and maintain a safe and calm atmosphere conducive to learning and ensure the safety and wellbeing of pupils, staff and visitors.
- Provide advice, assistance, information and support to all pupil to enable pupils to have full access to learning and life opportunities.
- Contribute to the development and interpretation of individual programmes to best support the pupils.

2. Support for the Teacher

- Support the class teacher in ensuring the highest possible outcomes for all learners.
- Carry out routine administrative tasks i.e. photocopying, laminating, basic record keeping, and basic IT skills.
- Provide regular feedback about pupils to the teacher and other colleagues suggesting alternative methods of differentiation that respond to identified needs.
- Prepare and clear up classroom materials and learning areas ensuring that they are available for use.
- Liaise sensitively and effectively with parents/carers as agreed with the Teacher.
- Assist in the presentation of displays in the learning environment to enhance the learning experience and celebrate the achievements of pupils and provide information.

- Participate in and support educational visits and outings to enhance the learning experience.

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.

4. **Support for the School**

- Contribute to the overall ethos/aims of the academy.
- 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 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.
- 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.
- Supervise pupils on visits, trips and out of school activities as required.
- Respond to first aid issues as in line with school policy.

5. **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 lunch-time 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.

6. **General**

Postholders will be required to possess (or be in training for) a relevant NVQ Teaching Assistants or an equivalent qualification or experience, together with training in the relevant strategies. All Teaching Assistants must complete First Aid training which will be provided.

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.
- Meet the requirements of the Enquire Learning Trust's Professional Standards for Teaching Assistants.

PERSON SPECIFICATION

Teaching Assistant

Attributes	Essential	How identified *	Desirable	How identified
Relevant experience	➤ Recent and relevant experience of working with and/or caring for children within a specified age range/subject area, preferably within an education setting ➤ Are an excellent role model, who can inspire our children to achieve their full potential. ➤ Have good knowledge of National Curriculum expectations.	A. I. R.	Evidence of specialism in specific curriculum areas or areas of particular learning difficulty. Experience of working with SEN children or children with additional SEMH needs.	A.I.R
Qualifications	➤ GCSE English & Maths grade C or above or equivalent. ➤ Hold relevant qualifications at a level equivalent to at least NVQ Level 1. ➤ Expectation to complete Level 2 qualification whilst employed with the Trust.	A. I	NVQ Level 2 qualification. Safeguarding training First Aid training or willingness to undertake certificate in First Aid Training in Special Educational Needs strategies	A.I.
Knowledge and Skills	➤ Excellent interpersonal, oral and written communication skills ➤ Ability to work with children demonstrating a range of needs. ➤ Ability to supervise groups of students ➤ Ability to self-evaluate learning needs and actively seek learning opportunities ➤ Ability to effectively use ICT to support learning, or to undertake training to do so ➤ Effective oral and written communication skills.	A.I.R.	Understanding of basic technology – computer, video, photocopier etc	A. I. R.

	➤ Is able to use their initiative to support behaviour and have an impact on learning			
Social skills	➤ Ability to work effectively as a member of a team ➤ Have great communication and lesson delivery skills. ➤ Ability to maintain good working relationships with school staff, parents and children ➤ Ability to remain confidential ➤ Good time management & organisational skills ➤ Ability to manage change and be adaptable ➤ Ability to demonstrate tact, diplomacy and discretion	I.R	A positive, calm, and adaptable personality	I. R
Motivation	➤ A commitment to professional development ➤ A commitment to our school values and vision ➤ A willingness to attend relevant courses ➤ A willingness to make a positive contribution to the development of the school ➤ A reflective practitioner who is prepared to invest time in their own professional development so that they can improve their practice	A.I.R.		I. R

*A – Application form

I – Interview

R – References

This job description is not intended to be a complete inventory of all the activities you will be expected to undertake. You must comply with any reasonable request from your Manager.

Contact details for school: Mrs Anne Marris, Business Manager 01652 655711

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.