



## **Enquire Learning Trust Application Pack**

### **Teaching Assistant (Level 3)**

Reference Number: ELTMAR2614

Roseberry Academy  
Roseberry Crescent  
Great Ayton  
Middlesbrough  
TS9 6EP

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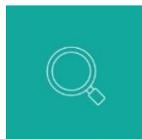
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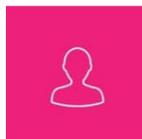
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## The Enquire Learning Trust

We are a multi-academy trust currently responsible for 32 academies in four clusters across the North of England; North East 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.

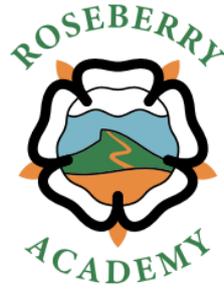
We recognise that the most important assets we have are our employees, and for our academies to succeed we need to ensure we employ the very best people in every single role. Our core values and beliefs are consistent throughout all of our academies, and our keys to success are at the heart of everything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



Roseberry Academy is a vibrant, inclusive primary school at the heart of the Great Ayton community, welcoming children from age 2 to 11. We are proud of the strong, trusting relationships that define our school - relationships with our children, our families, our staff team, and our wider community. These connections create a safe, supportive, and aspirational environment where children feel secure, valued, and ready to learn.

Our school is surrounded by extensive outdoor space and the stunning landscape of Roseberry Topping, provides an inspiring backdrop for children to be active, explore, and enjoy time outdoors. Physical activity and outdoor learning already play an important role in supporting pupils' wellbeing and curiosity. As we continue to develop our outdoor learning offer, our beautiful setting will provide further opportunities to strengthen pupils' enjoyment of learning outside.

We are deeply committed to developing confident, articulate learners, and our work on Oracy with Voice 21 plays a central role in this. We want every child to have the communication skills, confidence, and presence they need to stand out and thrive in the future. This focus on language and voice is woven throughout our curriculum and embedded into daily practice.

Our approach to teaching and learning is rooted in strong pedagogy. We place significant emphasis on effective task design, purposeful use of technology, and evidence informed practice that ensures every learner can access high quality learning experiences. This commitment to professional growth is underpinned by our belief that *"if we create a culture where everyone believes they need to improve, not because they are not good enough but because they can be better, there is no limit to what we can achieve."* — *Dylan William*. This mindset is lived out at Roseberry every day and has contributed to strong outcomes. 80% of our pupils reached the national standard at the end of KS2 in reading, writing and maths combined in 2025. This reflects the dedication of our team: children, staff and families.

Roseberry Academy is an ambitious school looking ahead to the future. We are currently preparing for a new school building through the Department for Education's capital programme, with work expected to begin in the near future. This marks an exciting new chapter for our school and an opportunity to design modern, high quality learning spaces that reflect our vision and values.

With a strong identity, an ambitious outlook, and a culture where relationships truly matter, Roseberry Academy is a school where children flourish — and where leaders can make a meaningful, lasting impact.

The opportunity to collaborate with other schools and access high quality professional development sets us aside from many schools. As part of the Enquire Learning Trust, we ensure that you will benefit from a vast range of opportunities to develop your skills and learn with likeminded colleagues across the north of England.

# 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)**  
**Reference Number: ELTMAR2614**

**Working Hours:** 32.5 per week

**Working Weeks:** 39 weeks per year (Term time only plus 5 training days)

**Salary Scale Range:** NJC SCP 5-7

**Contract Type:** Permanent

**Start Date:** asap

**Location:** Roseberry Academy, Roseberry Crescent, Great Ayton, Middlesbrough, TS9 6EP

Roseberry Academy are looking to appoint an experienced and highly skilled Teaching Assistant to join our friendly and caring team, supporting learners by working with them in the classroom, delivering small-group sessions, and delivering PPA sessions.

### **About the role**

- Supporting pupils using specialist (Curricular/Learning) skills/training/experience.
- Assist with the development and implementation of PDRs.
- 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.

### **What we are looking for**

We are seeking to appoint a highly motivated and energetic professional who:

- Is qualified at Level 3
- Is committed to working in a team environment
- Is caring, compassionate and dedicated to making a difference
- Is highly organised and has a positive attitude towards their role

### **What we can offer**

Membership of relevant pension fund

Opportunities for development and progression

Employee Assistance Programme provided by Health Assured

Cycle to Work Scheme

Lifestyle savings

### **Working arrangements**

8.30am – 3.15pm (Monday to Friday) plus one late night per week until 4.30pm

For more information, please contact *Mrs J Taylor, Business Manager*, 01642 722883

Visits to school are welcome please contact the school office on 01642 722883

## **How to apply**

You can apply for this position by visiting [The Enquire Learning Trust](#)

**Closing date and time:** Friday 27<sup>th</sup> March 2026

**Interview Date:** TBC

## **DBS/Safeguarding Statement**

The Enquire Learning Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. As this post involves access to children or vulnerable adults, the successful applicant will be required to obtain an Enhanced Disclosure from the DBS.

# Job Description

<b>Job Title</b>	Teaching Assistant (Level 3)
<b>Location/Base</b>	Roseberry Academy, Great Ayton
<b>Reporting to</b>	Teaching Staff

## 1. Job 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 also supervise whole classes during the short-term absence of Teachers, which may include providing cover for PPA sessions. The primary focus of cover supervision 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

## 2. Main Duties

### Support for pupils

- Use specialist (Curricular/Learning) skills/training/experience to support pupils.
- Assist with the development and implementation of PDRs.
- 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.

### 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 and participate in feedback sessions/meetings with parents/carers.
- Provide general clerical/administrative 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, KS3, 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.

### **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.
- Undertake planned supervision of pupils' out of school hours learning activities.
- Supervise pupils on visits, trips and out of school activities as required.
- Respond to first aid issues as in line with school policy.

### **To cover during lunchtimes, as and when necessary:**

- 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.

### **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.)

All Teaching Assistants are required to undertake First Aid training.

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.

### **3. Additional Responsibilities**

#### **Safeguarding**

All staff members have a duty to report any concerns they have about the safety or wellbeing of pupils, staff and adults within School, as well as members of their families, including children. Employees should be aware of their roles & responsibilities to both prevent and respond appropriately to abuse. They should undertake the safeguarding training required for their particular role.

#### **Health and Safety**

All employees have a responsibility under the Health and Safety at Work Act 1974 for their own health, safety and welfare and to ensure that the agreed safety procedures are carried out to provide a safe environment for other employees and anyone else that may be affected by the carrying out of their duties. All staff have a responsibility to identify and report risks, hazards, incidents, accidents and near misses promptly, in accordance within our Health and Safety Policy. All staff must be familiar with emergency procedures in their workplace.

#### **Data Protection**

The above duties may involve having access to information of a confidential nature, which may be covered by the General Data Protection Regulations. Confidentiality must be maintained at all times.

# PERSON SPECIFICATION

**POST TITLE:** Teaching Assistant (Level 3)

**GRADE:** NJC SCP 5-7

<b>Qualifications / Training</b>	<b>Essential / Desirable</b>	<b>Method of Assessment</b>
Valid Level 3 qualification.	E	Application, Interview
GCSE or equivalent level, including at least a Grade 4 (previously Grade C) in English and maths	E	Application, Interview
Basic Food Hygiene Certificate	D	Application, Interview
<b>Experience</b>	<b>Essential / Desirable</b>	<b>Method of Assessment</b>
Experience working in a school environment or other educational setting	E	Application, Interview
Experience working with children / young people	E	Application, Interview
Experience planning and delivering learning activities, including for the whole class	E	Application, Interview
<b>Skills and knowledge</b>		
Good literacy and numeracy skills	E	Application, Interview
Good organisation skills	E	Application, Interview
Ability to relate well to children and adults	E	Application, Interview
Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils	E	Application, Interview
Ability to work effectively within a team environment, understanding classroom roles and responsibilities	E	Application, Interview
Ability to build effective working relationships with all pupils and colleagues	E	Application, Interview
Ability to promote a positive ethos and role model positive attributes	E	Application, Interview
Ability to work with children at all levels regardless of specific individual need and identify learning styles as appropriate	E	Application, Interview
Ability to adapt own approach in accordance with pupils needs.	E	Application, Interview
Experience of resource preparation to support learning programmes	E	Application, Interview
Excellent communication and listening skills	E	Application, Interview
Be able to maintain confidentiality	E	Application, Interview
The ability to manage behaviour of children in a positive and supportive manner	E	Application, Interview
Knowledge of safeguarding and Keeping Children Safe in Education.	E	Application, Interview

Equal Opportunities and recognising the nature of the diverse school community	D	Application, Interview
Understanding of basic technology – computer, video, photocopier etc	D	Application, Interview
Working knowledge of relevant policies/codes of practice/legislation	D	Application, Interview
<b>Attitude and Impact</b>		
Calm, friendly, approachable and professional manner	E	Application, Interview
Flexible	E	Application, Interview
A commitment to working as part of the whole school team and supporting the vision and aims of the school	E	Application, Interview
High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic backgrounds; and commitment to raising their educational achievements	E	Application, Interview
Ability to build and maintain successful relationships with pupils; treat them consistently, with respect and consideration, and demonstrate concern for their development as learners.	E	Application, Interview
Demonstrate and promote the positive value, attitudes and behaviour they expect from the pupils with whom they work	E	Application, Interview
Ability to liaise sensitively and effectively with parents and carers, recognising their role in pupils learning	E	Application, Interview
Able to improve their own practice through observations, evaluation and discussion with colleagues.	E	Application, Interview
<b>Personal</b>		
Enhanced DBS clearance	E	Pre-employment check
Eligible to work in UK	E	Application, Interview

**Roseberry Academy**  
Roseberry Crescent  
Great Ayton  
Middlesbrough  
TS9 6EP

**Principal:** Mrs S Anderson  
**Telephone:** 01642 722883  
**Email:** office@roseberryacademy.org

*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