



Teaching Assistant

Recruitment Pack

September 2026

WELCOME MESSAGE

Dear Applicant,

May I take this opportunity to thank you for expressing an interest in applying for a position at Caedmon Primary School which is part of the Steel River Academy Trust with Bankfields Primary School, Grangetown Primary School and Whale Hill Primary School.

You will be joining an outstanding, friendly and supportive team, who are driven to ensure that our pupils achieve the highest possible standards.

As a school, we all work together. The ability to collaborate and be open to development is essential. If you value support and want to be the best that you can be, we would encourage you to apply.

We are very proud of our school, and we all buy in to the 'Caedmon way' of doing things.

The School is committed to safeguarding and promoting the welfare of children and young people. Safer recruitment practices will be undertaken before any appointment is confirmed, please refer to the enclosed information on Safer Recruitment.

During the application/selection process if you require special arrangements at any of the recruitment stages, please do not hesitate to contact the School.

Please ensure that you read all of the instructions for applying very carefully and complete the application form in full. Please do not attach any supplementary documents, as the application form is the **only** document we consider.

If this fantastic opportunity excites you, I look forward to your application. If you would like to visit the school, please telephone to arrange a suitable time.

Regards,

Mrs Rachel Bergamino

Headteacher

ADVERT

Position: 1 x Teaching Assistant (Level 3) (Term Time Only - plus PD Days)

Contract: Fixed term contract until 31st August 2027

Required: October 2026 or as soon as possible after.

Salary: Grade C+ (Level 3) Scale Points 7-8 (Actual Salary £18,970 - £19,273 per annum)

Hours: 30.5 hours per week

The governors of Caedmon Primary School are seeking to appoint 1 Teaching Assistant from February 2026.

The successful candidate will:

- embrace the ethos and vision of Caedmon Primary School;
- be able to support in the delivery of high quality learning experiences for all pupils;
- have a proven track record in effectively supporting groups and individuals in a primary setting;
- have high expectations of learning and behaviour and the use of nurture techniques;
- have high levels of emotional intelligence to establish positive relationships with pupils and colleagues and to contribute to maintaining the calm, working atmosphere that our pupils enjoy.
- be supportive, nurturing and understanding;
- be able to communicate effectively with all members of the school community;
- have excellent behaviour management skills including positive approaches;
- have an excellent command of Standard English;

Please state your relevant strengths, experience and interests in your application.

Our school can offer:

- a very friendly, caring and supportive team;
- quality professional development opportunities in collaboration with other schools;
- extremely well behaved, polite and enthusiastic pupils; and
- supportive parents and governors.

Applications are invited from prospective candidates who are able to demonstrate that they meet the criteria set out in the person specification.

Closing date: Friday 9th October 2026

Shortlisting: Monday 12th October 2026

Interviews: Wednesday 14th October 2026

Caedmon Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Safer recruitment practice and pre-employment checks will be undertaken before any appointment is confirmed. This post is subject to an enhanced Disclosure and Barring Service (DBS) check and completion of the disqualification by association declaration form (Childcare Disqualifications Regulations 2009).

Caedmon Primary School, Attlee Road, Grangetown, Middlesbrough, TS6 7NA
Tel: 01642 453187

Email: enquiries@caedmon.steelriver.org.uk

JOB DESCRIPTION



Post Title	Teaching Assistant (Level 3)
Salary	Grade C+ Scale Points 7-8 (Actual Salary £18,970–£19,273 per annum)
Summary of the role	To work under the instruction/guidance of teaching/senior staff.
Line manager/s	The Headteacher and members of the SLT.

Overall Purpose of the role

To work under the instruction/guidance of teaching/senior staff to undertake work/care/support programmes, to enable access to learning for pupils and to assist the teacher in the management of pupils and the classroom. Work may be carried out in the classroom or outside the main teaching area.

Teaching and Learning

- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use
- Use strategies, in liaison with the teacher, to support pupils to achieve learning goals
- Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupils responses
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use
- Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop.
- Promote and support the inclusion of students, including those with specific needs, both in learning activities and within the classroom.
- Promote and reinforce student's self-esteem and independence and employ strategies to recognise and reward achievement and self-reliance.
- Assist the class teacher in encouraging acceptance and integration of students with special needs, or from different cultures and/or with different first language.
- Support the role of parents in students' learning and contribute to meetings with parents to provide constructive feedback on student progress, achievement and behaviour, maintaining sensitivity and confidentiality at all times.
- Provide feedback to pupils in relation to progress and achievement under guidance of the teacher
- Encourage pupils to interact with others and engage in activities led by the teacher
- Assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes
- Contribute to the opportunities for students to learn in out-of-school contexts in line with school policies and procedures (e.g. homework tasks and remote learning activities).
- Provide admin support e.g. photocopying, organising pupils' work books/floor books, collating scores etc.

Monitoring and assessment

- Under the guidance of the teachers, evaluate students' progress through a range of assessment activities.
- Administer routine tests and invigilate exams and undertake routine marking of pupils' work
- Monitor students' participation and progress and provide constructive feedback to students in relation to their progress and achievement.
- Monitor pupils' responses to learning activities and accurately record achievement/progress, problems etc.

Behavioural and Pastoral

- Recognise and challenge any incidents of racism, bullying, harassment, victimisation and any form of abuse of equal opportunities, ensuring compliance with relevant school policies and procedures and making sure the individual/s involved understand it is unacceptable.
- Understand and implement school Safeguarding procedures and comply with legal responsibilities.
- Assist in maintaining good discipline of students throughout the school and escort and supervise students on planned visits and journeys.
- Use behaviour management strategies, in line with the school's policy and procedures, to contribute to a purposeful learning environment and encourage students to interact and work co-operatively with others.
- Provide support and assistance for student's pastoral needs.
- Provide physical support and maintain personal equipment used by the students at the school.
- Foster and maintain constructive and supportive relationships with parents/carers, exchanging appropriate information, facilitating support for their child's attendance, access and learning, and supporting home to school links.
- Supervise students at times other than during lessons according to the schools duty arrangements.
- Assist teachers by acting upon advice from professional or specialist support staff involved in the student's education. These may include social workers, health visitors, language support staff, speech therapists, educational therapists, educational psychologists and physiotherapists.

Other

- Any other duties required by the class teacher, SLT or the Headteacher, which is in the scope of the post.
- 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 the appropriate person
- To work within and encourage the school's Equal Opportunity policy and contribute to diversity policies.
- To adhere to the requirements set out in other policies/documentation such as Staff Code of Conduct, Staff handbook, The teaching assistant standards
- Contribute to the overall ethos/work/aims of the school
- Attend and participate in relevant meetings as required
- Participate in training and other learning activities and performance development as required
- Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher
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**Signed
(staff)**

Date

Signed (headteacher)

Date

PERSON SPECIFICATION

Please be aware that applications are assessed against the following criteria in the first instance.

1. Overall presentation
2. Use of standard English
3. Grammatical accuracy

ATTRIBUTES		Essential	Desirable	Source A= application R = reference I = interview
Qualifications	Level 3 qualification in supporting teaching and learning		X	A
	GCSE/O level maths and English at minimum grade C or equivalent.		X	A
	First Aid Qualification		X	A
Experience	Previous experience working within a primary setting	X		A, R, I
	Previous experience of working with children with SEN.	X		A, R, I
	Familiarity with working in a school situated in an area of deprivation.		X	A, I
Skills, knowledge & understanding	Knowledge of the National Curriculum and Early Years Framework / Curriculum.	X		A, R, I
	The ability to organise creative and interesting learning opportunities for pupils.	X		A, R, I
	A calm, caring but firm approach to dealing with challenging pupils.	X		A, R, I
	High levels of emotional intelligence.	X		A, R, I
	The ability to develop positive working relationships with pupils.	X		A, R, I
	A commitment to further training and support.	X		A, R, I
	The ability to work positively as an effective member of a close team with a range of colleagues.	X		A, R, I
	Good literacy and communication skills in accurate spoken English.	X		I
	Flexible and able to work on own initiative.	X		A, R, I
	Positive, self-motivated and enthusiastic.	X		A, R, I
	Ability to make decisions and find solutions.	X		A, R, I
	Ability to set and sustain high standards in all areas.	X		A, R, I
	Commitment to the spiritual, moral, social and cultural development of pupils.	X		A,R, I
	Commitment to maintain values and ethos that nurture and safeguard children.	X		A, R, I

SAFER RECRUITMENT

The safe recruitment of staff in schools is the first step to safeguarding and promoting the welfare of the children in education.

This school recognises the value of and seeks to achieve a diverse workforce which includes people from different backgrounds with different skills and abilities. The school is committed to ensuring that the recruitment and selection of all who work within the school is conducted in a manner that is systematic, efficient, effective and promotes equality of opportunity. The school will uphold its obligations under law and national collective agreements to not discriminate against applicants for employment on the grounds of age, sex, sexual orientation, marital status, disability, race, colour, nationality, ethnic origin, religion or creed.

All posts within school are exempt from the Rehabilitation of Offenders Act 1974 and therefore all applicants will be required to declare spent and unspent convictions, cautions and bind- overs, including those regarded as spent and will be subject to an Enhanced Disclosure and Barring Service check with barred list information.

Applications

Caedmon Primary School will provide an Application Form for all advertised jobs.

The school requires candidates to account for any gaps or discrepancies in employment history on this application form. Where an applicant is shortlisted, these gaps will be discussed at interview.

Applicants should be aware that by submitting an application they are agreeing that the information given is true and correct and that any offer of employment will be made on this basis. Where it is found that false information has been provided this could result in the application being withdrawn or summary dismissal if the applicant has been selected and employment has commenced. This may also result in possible referral to other professional regulatory bodies where appropriate.

References

- A minimum of two references will be sought, one of which must be from current or most recent employer.
- References for shortlisted candidates will be sent for immediately after shortlisting.
- The school has a standard template which is used for all references.
- The school does not accept open references, testimonials or references from relatives, a partner or people writing solely in the capacity as a friend.

A standard template will be used for both requesting and providing references. This has been checked and verified by Human Resources.

Only references from a trusted authoritative source will be acceptable. References will always be sought and obtained directly from the referee.

Reference requests will specifically ask:

- About the referee's relationship with the candidate.
- Whether the referee is completely satisfied that the candidate is suitable to work with children and, if not, for specific details of the concerns and the reasons why the referee believes that the person might be unsuitable.

Referees will also be asked to confirm details of:

- The applicant's current post, salary and attendance.
- Performance history and conduct.
- Any disciplinary procedures in which the sanction is current.
- Any disciplinary procedures involving issues related to the safety and welfare of children, including any in which the sanction has expired and the outcome of those details of any allegations or concerns that have been raised that relate to the safety and welfare of children or behaviour towards children and the outcome of these concerns.

References will be compared to the application form to ensure that the information provided is consistent. Any discrepancies will be taken up with the applicant at interview.

Any information about past disciplinary action or allegations will be considered in the circumstances of the individual case.

Self-declaration of convictions by job applicants

The school's policy is to require shortlisted applicants for all posts (including volunteers) to declare all criminal convictions whether 'spent' or 'unspent' and include any cautions, reprimands or warnings and pending prosecution.

The disclosure of any convictions, cautions, reprimands or warnings or pending cases will not necessarily prevent employment but will be considered in the same way as positive DBS disclosures.

SHORTLISTING

Before the closing date, a panel will be created. After the closing date, the panel will match your skills/experience against the person specification.

Selection for interview will be decided entirely on the contents of your application form. Please read the job description and person specification carefully before completing your form.

INTERVIEW

The shortlisting panel will then conduct the arranged interviews.

The panel will agree the questions to be asked of each candidate and the assessment criteria to be used. In addition to exploring the candidate's suitability for the post, the panel will explore:

- the interviewee's attitude towards children and young people
- the interviewee's willingness and ability to support the School's commitment to safeguarding and promoting the safety and welfare of children and young people
- any unexplained gaps in the candidate's employment history
- any other concerns or discrepancies arising directly from the interview

The panel will then score the applicants on the interview activities. A decision will then be made with regard to the appointment(s).

If you are selected for interview, you **must** bring the following documents.

PROOF OF IDENTIFICATION

All candidates must present current and original photographic identification and proof of address.

Candidates will need to provide either of the following document combinations:

- **Two** forms of photographic personal identification (List A) and **one** document confirming your address (List B); **or**
- **One** form of photographic personal identification (List A) and **two** documents confirming your address (List B); **and**
- Proof of Relevant Qualifications/Membership and QTS/QTLS status if teaching post

Please note: Where there are different names across documents, please ensure you provide supporting documents such as, marriage certificate, divorce decree, deed poll.

Where candidates are genuinely unable to provide any acceptable photographic personal identification, then you must provide each of the following:

- **Two** forms of non-photographic personal identification (List C) - **one of which must be a full Birth Certificate; and**
- **Two** documents confirming their address (List B); **and**
- A passport-sized photograph

List A - Acceptable photographic personal identification documents

- Passport (any nationality)
- Current driving licence photocard (full or provisional) (UK, Isle of Man, Channel Islands and EU)
- Current Biometric residence permit (UK)

List B - Acceptable confirmation of address documents

- Utility bill (UK) (gas, water, electricity, **not** mobile phone)* *More than one utility bill may be accepted if they are from different suppliers*
- Local authority tax bill (i.e. council tax)**
- Current driving licence photocard (full or provisional) *If not already presented as a personal ID document above*
- Most recent tax notification from HM Revenue & Customs (i.e. tax assessment, statement of account, notice of coding)* *a P45/P60 is not acceptable*
- Financial statement (e.g. bank, building society, credit card & pension) containing current address*
- Mortgage statement from a recognised lender**
- Benefit statement, book or card; or original notification letter from Department of Work and Pensions (DWP) (e.g. child allowance, pension)*

List C Acceptable non-photographic personal identification documents

- Full Birth Certificate (UK, Isle of Man and Channel Islands) including the name(s) of at least one of the candidate's parents
- Current driving licence – paper version (if issued before 1998)
- Adoption certificate (UK and Channel Islands)
- Marriage/civil partnership certificate (UK and Channel Islands)
- Divorce/annulment or civil partnership dissolution papers (UK)
- Deed poll certificate
- Benefit statement, book or card, or original notification letter from the Department of Work and Pensions (DWP) (e.g. child allowance, pension)*
- Most recent tax notification from HM Revenue and Customs (i.e. tax assessment, statement of account, notice of coding)
- P45 / P60 statement**
- HM Forces ID card (UK)

**Documents must be dated within the last 3 months and contain the name and address of the applicant.*

***Documents must be dated within the last 12 months.*

PROOF OF RELEVANT QUALIFICATIONS

Candidates will need to provide proof of qualifications and/or membership, which are a specified requirement or are relevant to the position being applied for.

RIGHT TO WORK IN THE UK

Document checks must be carried out on all potential employees to ensure they have the right to work in the UK **prior to starting work. You must only provide original documents.**

Acceptable documents/document combinations include:

- Passport (any nationality)
- A **current** Immigration Status Document issued by the Home Office to the holder with an endorsement indicating that the named person is allowed to stay indefinitely in the UK or has no time limit on their stay in the UK, **together with** an official document giving the person's permanent National Insurance number and their name issued by a Government agency or a previous employer.
- A **current** Biometric Immigration Document (Biometric Residence Permit) issued by the Home Office to the holder indicating that the person named is allowed to stay indefinitely in the UK, or has no time limit on their stay in the UK.
- A Registration Certificate or Residence Card issued by the Home Office.
- A **full** birth or adoption certificate issued in the UK, Channel Islands, Isle of Man or Ireland which includes the name(s) of at least one of the holder's parents or adoptive parents, **together with** an official document giving the person's permanent National Insurance number and their name issued by a Government agency or a previous employer.

Any documents issued by the Home Office (UK Visas and Immigration) must be valid and must evidence your right to remain and work in the UK.

If you are unsure or unable to provide any of the acceptable documents listed above, please contact the school for further advice.

SAFEGUARDING

Keeping children safe is our number one priority. We ensure that the safety and wellbeing of every child is at the centre of every decision we make.

'Whilst local authorities play a lead role, safeguarding children and protecting them from harm is everyone's responsibility. Everyone who comes into contact with children and families has a role to play.'

Working Together to Safeguard Children DfE 2018.

Caedmon Primary School pays full regard to the DfE guidance 'Working Together to Safeguard Children, 2018' and 'Keeping Children Safe in Education, September 2023'.

The school's Child Protection Policy applies to all adults, including volunteers.

Our Child Protection Policy has been written to ensure that all staff are fully informed about their responsibilities in relation to Child Protection, are aware of signs and symptoms which may suggest that a child is coming to harm, the various types of safeguarding issues that we may face as educators of children and who to speak to if they have a concern about a child or member of staff.