



# Studley St Mary's CofE Academy

## 1:1 Teaching Assistant

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*Together, pursuing life in all its fullness*

# 1:1 Teaching Assistant

The Trust is looking to appoint an inspirational and highly effective 1:1 Teaching Assistant who is committed to supporting Studley St Mary's CofE Academy to deliver educational excellence and further develop the distinctive Christian character of educational provision and the school community.

In return we can offer:

- A support network of professional colleagues
- A strong culture of professional development
- The opportunity to be part of an aspirational organisation and contribute to its development and growth plans
- We are offering a salary of £25,185 - £25,583 per annum FTE, Actual Salary £19,275 to £19,585. This is Grade D, points 4-5, 32.5 hours per week, 8.15 am – 3.15 pm with half an hour unpaid break
- Eligibility to join the Pension Scheme

The position is to support a pupil(s) with an EHCP/additional need(s). The position is temporary/fixed term until August 2027. Review of needs will take place prior to the end of the contract term.

## Applications

Thank you for your interest in this post. Interested candidates are welcome to speak to us for more information about this fantastic opportunity. Please contact Mrs Rachel Power, SENCo, or Mr Adam Clark, Headteacher, via the school office on 01527 852153.

Completed applications and supporting documents should be submitted via My New Term.

We welcome all applications regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race religion and belief, sex and sexual orientation.

Our Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will be required to undertake an enhanced criminal record with barred list check via the Disclose and Barring Service. An online/social media check will also be undertaken for all shortlisted candidates.

Closing date: Thursday 9 July 2026 at 12 noon

Interview date: Tuesday 14 July 2026

Anticipated start date: September 2026

# Job Description

## KEY PURPOSE

To be the 1:1 support for a child(ren) with additional needs in the school. You will be working to ensure the pupil(s) is successful with their learning and behaviour, consistently implementing and developing inclusive strategies, in conjunction with their teachers and their Educational Health Care Plan.

## ACCOUNTABILITIES

The appointee will be line managed by the SENCo.

## PRINCIPAL RESPONSIBILITIES

Contribute to curriculum planning and evaluation and assist in implementation

Assist in the delivery of lessons/sessions and interact with the teacher and pupils as required  
Undertake agreed learning activities/teaching programmes, adjusting activities according to pupil responses.

Support and use ICT in learning activities & develop pupils' competence and independence in its use.

### Support for pupils:

Support individuals or groups during independent /group work, e.g. explain tasks, reinforce key objectives/concepts or vocabulary, use practical apparatus, support less able pupils, extend/challenge more able, keep pupils on task, interested, motivated and engaged.

Occasional support to whole class for short periods (eg story reading).

Help pupils to develop communication skills and role play activity.

Promote inclusion and acceptance of all pupils, encourage them to interact and work co-operatively and engage in activities.

Promote independence and development of self-esteem

Assist in the personal, social, emotional development of pupils and development of self-esteem.

Assist with the development and implementation of IEPs/behaviour plans.

Use specialist skills/ knowledge/ training to provide support in specialist areas

Encourage and reinforce positive interactions between pupils working within any behaviour targets set

Identify and report uncharacteristic behaviour patterns

Assist with pupil supervision on trips off the premises, under overall guidance of the teacher.

Monitor and provide for general care, safety and welfare of pupils, including tasks connected with their social inclusion and personal/physical care.

Occasional support of child(ren) over the lunchtime period.

### Support to teacher:

Assist with lesson/activity planning, delivery and evaluation

Monitor individual/group achievements of key objectives and provide feedback to the teacher

Contribute to pupil assessment through observation and reporting

Record information relevant to assessment and review of pupils' progress

Attend IEP and EHCP review meetings when necessary

Support implementation of strategies to manage pupil behaviour and help manage pupil behaviour

Active involvement in day-to-day management of the learning environment including responsibility for the care and preparation of teaching aids, equipment, materials and differentiated resources.

Undertake routine and non-routine administrative tasks, eg produce worksheets, administer coursework

Liase with parents/carers, specialist teachers and other professional staff, share and provide information.

## **STRENGTHENING THE COMMUNITY**

Academies exist in a distinctive social context, which has a direct impact on what happens inside the school. Academy leadership should commit to engaging with the internal and external school community to secure equity and entitlement. All staff should collaborate with other schools in order to share expertise and bring positive benefits to their own and other academies. They should work collaboratively at both strategic and operational levels with parents and carers and across multiple agencies for the well-being of all children.

### **This will include:**

- Building a school culture and curriculum which takes account of the Church Foundation and the richness and diversity of the school's communities.
- Creating and promoting positive strategies for challenging harassment of any kind.
- Ensuring learning experiences for pupils are linked into and integrated with the wider community, the local church and diocesan communities.
- Ensuring a range of community-based learning experiences, including building links with local churches and Coventry Diocese.
- Collaborating with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families
- Creating and maintaining an effective partnership with parents and carers, (including those who may be described as 'hard to reach', those with learning disabilities and those for whom English is an additional language), to support and improve pupils' achievement and personal development.
- Building bridges with the school's diverse communities, seeking opportunities to invite the whole range of parents and carers, community figures (including clergy and church representatives), businesses or other organisations into the school to enhance and enrich the school and its value to the wider community.
- Contributing to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative initiatives.
- Co-operating and working with relevant agencies to protect children.

## **SAFEGUARDING CHILDREN AND SAFER RECRUITMENT**

Our Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will be required to undertake an enhanced criminal record check via the DBS. Further information about the Disclosure and Barring Service is available from the DBS website at: [Disclosure and Barring Service - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

**The Trust will ensure that:**

- The policies and procedures relating to safeguarding and safer recruitment are fully implemented and followed by all staff.
- Sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities in relation to safeguarding, including taking part in strategy discussions and other inter-agency meetings and contributing to the assessment of children.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing practices.

## **DATA PROTECTION**

The post holder must meet the requirements of the General Data Protection Regulation Act 2018 at all times, especially concerning confidentiality, treatment of personal information and records management.

## **ADDITIONAL DETAILS**

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Staff will be expected to comply with all Trust policies and procedures and any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. This job description will be reviewed annually and the Chief Executive reserves the right to alter the content of this job description, after consultation with the post-holder, to reflect changes to the job or services provided, without altering the general character or level of responsibility.

# Person Specification

| Personal Qualities,<br>Qualifications and Experience |  | Measured By |           |             |                   |            |
|--|--|-------------|-----------|-------------|-------------------|------------|
|  |  | Essential   | Desirable | Application | Interview Process | References |
| <b>Qualifications and Training</b>                   |  |             |           |             |                   |            |
| 1  | Hold a recognised relevant NVQ Level 2 qualification   | √           |           | √           |                   |            |
| 2  | Minimum GCSE A – C (or equivalent) in English and Maths  | √           |           | √           |                   |            |
| 3  | Have a good level of knowledge and understanding of expected outcomes for pupils in line with the National Curriculum  | √           |           | √           |                   |            |
| 4  | Evidence of continuous professional development relating to curriculum, teaching learning and SEN/inclusion  |             | √         | √           | √                 | √          |
| 5  | Team Teach Trained   |             | √         | √           |                   |            |
| 6  | Be willing and able to take part in relevant training, ie safeguarding, play activities, etc   | √           |           |             |                   |            |
| <b>Professional Experience and Knowledge</b>         |  |             |           |             |                   |            |
| 1  | Substantial, successful, relevant and recent experience in a primary school or Academy   | √           |           | √           | √                 | √          |
| 2  | Experience of supporting children with Special Educational Needs in an inclusive environment   | √           |           | √           | √                 |            |
| 3  | Understand school's policies and how they relate to local and national frameworks/policies eg. Child protection, health & safety, equal ops, SEN etc.                    | √           |           | √           | √                 | √          |
| 4  | Knowledge and understanding of safeguarding requirements and good practice.  | √           |           | √           | √                 | √          |
| 5  | Knowledge of recent developments in the national curriculum and primary education  | √           |           | √           | √                 | √          |
| 6  | Experience of using ICT effectively in classroom teaching  |             |           |             |                   |            |
| 7  | Be able to understand, comply and work within policies: eg. school behaviour policy, child protection policy, health and safety, confidentiality and other school rules. |             | √         | √           | √                 | √          |
| 8  | A commitment to and evidence of promoting diversity and equal opportunities within the workplace, classroom, curriculum and employment practice                          | √           |           | √           |                   |            |
| 9  | Be aware of cultural differences   | √           |           | √           |                   |            |

|                               |   |   |   |   |   |   |
|-------------------------------|---|---|---|---|---|---|
| 10                            | Can transfer theory/Training into practice  | √ | √ | √ |   |   |
| 11                            | Understanding of the distinctive Christian character of a Church school   |   | √ | √ | √ |   |
| 12                            | A commitment to professional development  |   |   |   |   |   |
| <b>Teaching and Learning</b>  |   |   |   |   |   |   |
| 1                             | A proven track record in ensuring the highest possible standards in teaching and learning   | √ |   | √ | √ | √ |
| 2                             | Good understanding and application of best practice in teaching of phonics, reading, writing and maths  | √ |   | √ | √ |   |
| 3                             | Successful experience of positive behaviour management and developing a pupil<br>Focused, inclusive and effective learning environment so that behaviour and attendance are outstanding | √ |   | √ | √ | √ |
| <b>Personal Qualities</b>     |   |   |   |   |   |   |
| 1                             | Has high expectations and personal integrity with the ability to promote and sustain the values, culture and Christian ethos of the school  | √ |   | √ | √ |   |
| 2                             | Is articulate and approachable with excellent interpersonal communication skills and be able to present information to others both verbally and in writing                              | √ |   | √ | √ |   |
| 3                             | Is an outstanding, reflective practitioner with high quality teaching skills and high expectations for pupils' learning and attainment  | √ |   | √ | √ | √ |
| 4                             | Can work well as part of a team, and show initiative in offering ideas within a team setting  | √ |   | √ | √ |   |
| 5                             | Can solve problems and can exercise initiative and independent Action   | √ |   | √ | √ |   |
| 6                             | Is pro-active in offering ideas   | √ |   | √ | √ |   |
| 7                             | An exemplary record of health and punctuality   |   | √ |   |   | √ |
| <b>Skills &amp; Abilities</b> |   |   |   |   |   |   |
| 1                             | To provide a secure, stimulating and well organised learning environment  | √ |   | √ |   |   |
| 2                             | To ensure effective curriculum delivery through differentiation   | √ |   | √ |   | √ |
| 3                             | To work collaboratively and effectively as part of a team   | √ |   | √ |   | √ |
| 4                             | To work with colleagues in providing for the intellectual, physical, social, spiritual and emotional needs of the children  | √ |   | √ |   | √ |

# Our Academies



**St Laurence's CofE Primary School**  
Old Church Road  
Coventry  
CV6 7ED



**St Bartholomew's CofE Academy**  
Bredon Avenue, Coventry  
CV3 2LP



**Queens CofE Academy**  
Bentley Road  
Nuneaton  
CV11 5LR



**Stretton CofE Academy**  
Stretton Avenue  
Coventry  
CV3 3AE



**St James CofE Academy**  
Barbridge Road  
Bulkington, Bedworth  
CV12 9PF



**Harris CofE Academy**  
Harris Drive  
Overslade Lane, Rugby  
CV22 6EA



**St Nicolas CofE Academy**  
Windemere Avenue  
Nuneaton  
CV11 6HJ



**Studley St Mary's CofE Academy**  
New Road, Studley  
B80 7ND



**Central MAT Office**  
The Diocese of Coventry Multi Academy Trust  
c/o St James CofE Academy  
Barbridge Road  
Bulkington, Bedworth  
CV12 9PF



**St John's CofE Academy**  
Winsford Avenue  
Coventry  
CV5 9HZ



**All Saints Bedworth CofE Academy & Nursery**  
Off the Priors, Mitchell Road  
Bedworth  
CV12 9HP



**Dunchurch Boughton CofE Junior Academy**  
Dew Close  
Dunchurch  
CV22 6NE



**St Oswald's CofE Academy**  
Addison Road  
Rugby  
CV22 7DJ



**St Michael's CofE Academy**  
Hazel Grove  
Bedworth  
CV12 9DA



**Leamington Hastings CofE Academy**  
Birdingbury Road, Hill,  
Leamington Hastings, Rugby  
CV23 8EA



**Leigh CofE Academy**  
Plants Hill Crescent  
Tile Hill, Coventry  
CV4 9RQ



**Salford Priors CofE Academy**  
School Road  
Salford Priors, Evesham  
WR11 8XD



**All Saints CofE Academy LW**  
Warwick Road  
Leek Wootton, Warwick  
CV35 7QR



**Burton Green CofE Academy**  
Hob Lane  
Burton Green, Coventry  
CV8 1QB



**Long Itchington CofE Academy**  
Stockton Road  
Long Itchington, Southam  
CV47 9QP



**Southam St James CofE Academy**  
Tollgate Road  
Southam  
CV47 1EE



**Dunchurch Boughton CofE Infant Academy & Nursery**  
School Street  
Dunchurch  
CV22 6PA



**Ryton-on-Dunsmore Provost Williams CofE Academy**  
Sodens Avenue  
Ryton-on-Dunsmore  
CV8 3FF

