



# Recruitment Pack

## Teaching Assistant



Term Time Only - 30 hours per week

Band 5 - Points 4 to 6

Actual Salary - £17,631 (Pay award pending)

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## **Welcome from Headteacher**

Thank you for your interest in joining our school community. We are delighted that you are considering applying for the role of teaching Assistant at Woodlands CE.

Working alongside our dedicated teaching team, you will have the opportunity to make a real difference in the lives of our pupils and the wider community; supporting learning, wellbeing and allowing pupils to flourish academically and personally.

If successful you will be joining a school celebrated as having 'a commitment to ensuring that there is a strong sense of belonging, care and aspiration for pupils' and where 'Leaders prioritise wellbeing which is lived out in a culture where pupils and adults live and learn well together' (SIAMS 2025)

I encourage you to read through the information in this application pack to learn more about our school, the role, and what we can offer.

## **Vision and Values**

Our school is driven by our school vision: We challenge ourselves to grow, contribute and succeed in the light of God.

Through our Christian values we instil in our children an understanding of their wider world, where we encourage children to be resilient, and independent, ambitious lifelong learners.

Our Christian Values are:

Aspiration, Courage, Respect, Service and Compassion.

In creating an environment where children can flourish, we ensure they can enjoy 'life in all its fullness' (John 10.10).

## Application Process

If you think you can give our children the love and support they need, please email our office at [office@woodlands.stj.bdat-academies.org](mailto:office@woodlands.stj.bdat-academies.org) to arrange a visit with our Headteacher.

The closing date for applications is 12 noon on Monday 6th July 2026.

Interviews will be held Thursday 9<sup>th</sup> July 2026. Start date 1<sup>st</sup> September 2026.

***Woodlands Church of England Primary School is strongly committed to safeguarding and promoting the welfare of children. All posts are subject to satisfactory vetting, including a satisfactory enhanced disclosure from the DBS.***

### Inclusion

As a Trust we are an inclusive employer. We welcome applications from candidates of all backgrounds, faith, ethnicities or with any protected characteristics. We are simply looking for the very best candidate for the job and will assess your application only on the information in your written application or your performance at interview should you be successfully shortlisted.

We will ensure that the selection process is fair and without discrimination for or against any candidate based on age, ethnicity, gender, religious beliefs, marital status, sexual orientation, or disability. The person specification sets out the criteria used to assess candidates through the selection process.

# Bradford Diocesan Academies Trust (BDAT)

Woodlands CE Primary School is an academy within Bradford Diocesan Academies Trust. If you are successful in being appointed, the Trust will be your employer.

## General Information and Background

Bradford Diocesan Academies Trust (BDAT) is a Multi- Academy Trust (MAT) supporting a number of primary and secondary academies in Bradford. BDAT is the only Church of England MAT operating in Bradford and is part of the Diocese of Leeds. BDAT is a charity, governed by a board of trustees who are responsible for, and oversee, the management of the company. The Memorandum and Articles are available on the Trust's website at [www.bdat-academies.org](http://www.bdat-academies.org).

## Our mission statement

"The Trust's mission is to provide an education of the highest quality within the context of Christian belief and practice." We believe every child only has one chance at a good education.

In practice, as a Trust, we seek to work with and alongside the academies in our Trust to provide a good quality of education to all children in our academies. The Trust does this through operating a light touch support role for academies at times of challenge and by establishing collaborative structures and processes to enable them to work together and share good practices. As our family of academies continues to grow, we are constantly looking at how we can continue to improve to establish effective and efficient ways of partnership working. We believe this means we are big enough to achieve business economies of scale whilst being small enough to retain our family of schools approach where we are truly able to know, understand and support each other.

## Our Christian ethos

BDAT is a proudly Christian organisation committed to providing high-quality education for all within an ethos which encourages academic, vocational, mental, physical, and spiritual opportunities and development for each member of its academies. Whilst robust Christian principles underpin the work of the academy, everyone is encouraged to explore their own spirituality and to recognise and understand that of others. It is for this reason that we choose to support and sponsor Non-Church of England academies, as well as those within the faith.

## ICARE

At BDAT we have considered the importance, effectiveness and sustainability of how we tackle issues like racism and other types of discrimination across all areas of our MAT and within each of our schools. We have led a Trust wide consultation to ensure we understand what we mean by inclusion and to look at what we can do differently centred around the Trust values: "ICARE". To download our ICARE consultation documents please [click here](#)

## **BDAT People: Our Faculty of Professional and Career Development**

The BDAT Faculty of Professional and Career Development brings together into a single entity all that we currently do to recruit, develop and retain our staff. The faculty provides the strategic direction to ensure that our professional and career development supports school improvement and drives our vision of BDAT as an employer of choice.

By bringing all our work in this area under 'one umbrella' it ensures our staff know about BDAT's development offers and how they can be accessed. <https://bdat-people.org/>

# Job Description

## Teaching Assistant

### **Core Purpose:**

To complement, appreciate and support the role of teachers and other professionals by undertaking work/care/support programmes which enables access to learning in the community as part of a teacher planned approach.

To support the class teacher in the management of pupils in the classroom, and other senior staff on a range of teaching and learning experiences which deliver an appropriately adapted and suitably challenging creative curriculum for all pupils whilst meeting statutory requirements.

Work within School policies and procedures under the direction and guidance of senior staff and within an agreed system of supervision.

May from time to time be required to undertake other duties commensurate with the grade and level of responsibility defined in this job description. Work may be carried out in the classroom or outside the main teaching area.

### **SUPERVISORY/MANAGERIAL RESPONSIBILITIES:**

Assisting as a member of the classroom team in the supervision of students on work experience, trainees and voluntary helpers with whom the postholder is working.

### **SUPERVISION AND GUIDANCE:**

To work under the direction/instruction of class teacher, cover supervisor and senior staff.

### **RANGE OF DECISION MAKING:**

To make decisions within established working practices and procedures. The postholder will be expected to use good common sense and initiative in all matters relating to:

- the conduct and behaviour of individuals, groups of pupils and whole classes.
- the correct use and care of materials by individual and small groups of pupils.
- the safety, mobility (if required), hygiene, first aid matters and wellbeing of the pupils both in and out of the classroom.

**RESPONSIBILITIES:**

Assist in the management of pupils in the learning environment and during play.

Assist in the planning of learning activities.

Will administer routine tests, invigilate exams and undertake routine marking of pupils' work.

Undertake structured and agreed learning activities/teaching programmes appropriate to the pupil's needs to ensure physical, social, emotional and intellectual development, taking into account diversity e.g. language, culture, ability, race and religion.

Will supervise and support pupils consistently at all times including those with special needs; recognising and responding to their individual needs whilst ensuring their safety and education in the learning environment.

Assist with the development and implementation of SEN Provision Maps, Individual Behaviour Plans, Intimate Care Plans and Personal Care Programmes; attending to the pupils' personal needs and maintaining related personal programmes with the correct use of care materials including the safety and wellbeing of the pupils, therapy and medical intervention needs of the pupil and first aid requirements, paying attention to social, health, physical and welfare matters as well as high standards of cleanliness and hygiene e.g. washing, dressing, toileting, and, if applicable, mobility.

For posts working with pupils who are physically less able, it may be necessary to be able to physically assist the pupil in line with the School policies and good practice.

Will occasionally be required to supervise the class for brief periods during a morning or afternoon session where the classroom teacher is not available including indoor breaks and lunchtimes.

Will undertake First Aid training and act as a designated First Aider.

Promote and reinforce the inclusion, acceptance and integration of all pupils, including those with specific and special needs and those from different cultures and/or with a different first language as appropriate.

Set challenging and demanding expectations whilst promoting self-esteem and encouraging pupils to act independently as appropriate as well as interact and work co-operatively with others and engage in activities led by the teacher.

Will prepare, create and maintain a purposeful, orderly and supportive learning environment to meet the lesson plans. Take responsibility for the care, preparation, maintenance and use of relevant equipment, assisting pupils in its use and clearing/storage afterwards.

Will be aware of pupil progress, monitor/record pupil responses against pre-determined learning objectives as well as provide accurate, constructive and detailed feedback/reports to the teacher and pupils.

Promote positive 'Woodlands' values, attitudes and outstanding pupil behaviour and encourage pupils to take responsibility for their own actions whilst supporting the teacher in managing this. Deal promptly with conflict and incidents (including those involving positive handling) and reporting challenging behaviour where appropriate in line with established policy.

Will assist the teacher to gather/report information from/to parents/carers as directed, taking into account parental/carer concerns, dealing with them sensitively under the direction of the teacher.

Will provide clerical/administrative support as directed by the teacher.

In respect of local and national learning strategies, will support pupils to achieve learning goals e.g. English, Maths, early years as directed by the teacher.

Will support pupils in the use of Computing in learning activities as directed by the teacher, and develop pupils competence and independence in its use.

Will participate in own performance development, identify and address any training needs/other learning activities.

Will assist with the supervision of pupils out of lesson times, including before and after school and at lunchtimes, accompanying teaching staff and pupils on visits, trips and out of school activities; taking responsibility for a group under the supervision of the teacher. To maintain the confidential nature of information relating to the School, its pupils, parents and carers.

General responsibility for the care of all equipment and materials within the classroom/designated area of the School.

To ensure the health, safety and wellbeing of children during the school day and taking the necessary action when necessary.

The supervision of children throughout the official lunch break including:

- Supervision and assistance of children in hand washing and toilet areas.
- Ensure that children behave in a sensible and considerate manner in all school areas.
- Reporting of persistent unruly behaviour to the relevant class teacher.
- Supervision of children in the classrooms during inclement weather.
- Attend to the personal needs of children who are ill or have an accident during the lunch time period according to school procedure.

- Attend to the needs of children who soil clothes during the lunch time period ensuring, where possible, that the child is cleaned and provided with a change of clothes.
- Provide supervision of the children until the time when the class teacher resumes responsibility for them.

### **EFFORT DEMANDS**

Will assist in maintaining the good discipline of pupils throughout the School and be expected to use good common sense, as well as use initiative in all matters relating to the conduct and behaviour of individual pupils, groups of pupils and whole classes, the safety, mobility (if required), hygiene and wellbeing of the pupils; making decisions within established working practices and procedures.

Will recognise and challenge any incidents of racism, bullying, harassment, victimisation and any form of abuse of equal opportunities, ensuring compliance with the relevant school policy and procedures.

Will deal with any issues, immediate problems or emergencies that arise in line with school policies and procedures liaising with colleagues where necessary e.g. dealing with a sick, injured or distressed child.

Acting as a role model, will establish productive and constructive working relationships with pupils, setting high expectations, motivating and interacting with them, being aware of their individual needs, supporting difference and ensuring all pupils have equal access to opportunities to learn and develop whilst responding appropriately.

Will have the ability to cope with the requirements of the post, which may include working with pupils who have emotional/behavioural/physical difficulties.  
Will contribute to the overall ethos/work/aims of the School.

Will appreciate and support the role of other professionals.

Be vigilant and sensitive to any child protection/safeguarding concerns that arise, reporting any concerns to the designated officer in line with school policy and procedure.

### **ENVIRONMENTAL DEMANDS/WORKING CONDITIONS**

Will have long periods of sitting or standing.

Available to work during School hours during term time and a willingness to be flexible as may be required to attend staff meetings/training sessions outside of usual hours.

Will have contact with members of the public/other professionals e.g. teaching staff, governors, parents/carers, community groups, local education authority, external providers etc.

This post may include a degree of manual lifting and handling. You are expected to be aware of health and safety policies and procedures and frequently assess your ability to carry out the lifting tasks required of you.

Report all concerns to an appropriate person.

### **OTHER CONSIDERATIONS**

To be aware of and comply with policies and procedures relating to safeguarding and child protection; being vigilant for signs that children may be being abused and to report any such suspicions to the school's nominated Designated Safeguarding Lead or the Headteacher.

To adhere to the Staff Code of Conduct.

To act in accordance with the Data Protection Act and maintain confidentiality at all times e.g. access to staff/student/parent and carers files.

Accept and commit to the principles underlying the Schools policies and practices.

Be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act.

Must be legally entitled to work in the UK.

### **FLUENCY DUTY**

In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard.

For this role the post holder is required to meet the **Intermediate Threshold** Level.

Intermediate Threshold Level – the post holder should demonstrate:

- They can express themselves fluently and spontaneously with minimal effort and,
- Only the requirements to explain difficult concepts may hinder a natural smooth flow of language.

The post holder is required to carry out any such particular duties which the Headteacher may reasonably direct from time to time.

## PERSON SPECIFICATION

<b>QUALIFICATIONS AND TRAINING</b>	<b>Essential/ Desirable</b>
Level 2 qualification in Maths/numeracy and English/literacy.	<b>E</b>
NVQ 2 for Teaching Assistants or equivalent qualification or experience.	<b>D</b>
Willingness to undertake appropriate first aid training.	<b>E</b>
<b>EXPERIENCE</b>	
Experience of working with and or caring for children of relevant age/subject area, in an educational setting.	<b>D</b>
General understanding of national curriculum and other basic learning programmes/techniques.	<b>D</b>
Basic understanding of child development and learning.	<b>E</b>
Ability to relate well to children and adults.	<b>E</b>
General awareness of inclusion, especially within a school setting.	<b>E</b>
<b>KNOWLEDGE AND UNDERSTANDING RELEVANT TO THE JOB</b>	
Ability to provide support for pupils, including those with special needs, ensuring their safety and access to learning activities.	<b>E</b>
Ability to utilise strategies to support pupils in achieving learning goals.	<b>E</b>
Promote good pupil behaviour in line with the school's policies.	<b>E</b>
Ability undertake pupil record keeping as requested.	<b>E</b>
Ability to provide support for structured and agreed learning activities/learning programmes, taking into consideration pupils learning styles.	<b>E</b>
Understanding of how to support English / Mathematics programmes, record achievements and progress and providing appropriate reports and feedback for the teacher.	<b>D</b>
Awareness of procedures relating to child protection, health, safety and security, confidentiality and data protection.	<b>E</b>
<b>SKILLS AND ABILITIES : Ability to</b>	
Establish good working relationships with pupils acting as a role model.	<b>E</b>

Encourage pupils to interact with others and engage in activities led by the teacher.	<b>E</b>
Assist with the development and implementation of Individual Education Plans and Personal Care programmes.	<b>E</b>
Provide detailed and regular feedback to teachers on pupils' achievements and progress.	<b>E</b>
Support the use of ICT in learning activities and develop pupils' competence and independence in its use.	<b>E</b>
Work as part of a team appreciating and supporting the role of other people in the team.	<b>E</b>
Support the change process, remaining positive during times of change.	<b>E</b>
Build and maintain successful relationships with pupils.	<b>E</b>
Ability to improve your own practice.	<b>E</b>



## **SEND TEACHING ASSISTANT**

Woodlands is a very special place and we are looking for a caring and enthusiastic SEND Teaching Assistant to join our family. You will provide a vital role in supporting in our High Need pupils. You will work closely with the team to deliver a SEND provision that ensures high quality education for all pupils by working collaboratively to support the delivery of differentiated lessons tailored to the individual needs of the pupils, their needs and their EHCPs.

We are looking for someone who enjoys working as part of a team and who can build strong, positive relationships with children. The ideal candidate will be committed to helping every child do their very best, while also being open to developing their own skills and practice. Most importantly, you will share our belief in having high expectations for all children and helping them to succeed.

You will:

- Play a fundamental role in shaping the direction and future of our children
- Be part of a highly successful network of schools both locally and nationally
- Receive bespoke training and support in order to be the very best you can be
- Have the capacity to bring innovative ideas to the classroom