



LYDIATE
LEARNING
TRUST

ENGAGE, ENABLE,
EMPOWER



THE GRANGE
PRIMARY SCHOOL
& NURSERY

LYDIATE
LEARNING TRUST

Applicant Information Pack

Teaching Assistant: Level 3



Start Date:	As soon as possible
Closing Date:	4:00pm, Tuesday 15 September 2026
Shortlisting:	Wednesday 16 September 2026
Interview Day:	Friday 18 September 2026
Grade:	NJC SCP 7 - 11
Salary:	£27,274 - £29,071 FTE Pro rata salary £23,028 - £24,545
Contract Term:	36 hours per week Term Time plus INSET Days Fixed term to 31 August 2027



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Welcome from the Head of School



Dear Applicant,

Thank you for your interest in the position of Teaching Assistant: Level 3. We are delighted that you are considering joining us, and we hope this recruitment pack gives you a clear sense of who we are as a school and what makes The Grange such a special place to work. If you have any further questions along the way, please do get in touch, we are always happy to help.

At The Grange Primary School, we are proud to be a warm, friendly and inclusive school at the heart of our community. Our children feel safe, valued and encouraged to achieve their very best. We focus on supporting the whole child, academically, socially and emotionally, so they leave us with strong foundations for the future.

We work hard to make The Grange a positive, welcoming and enriching place for everyone, children, staff and visitors. While we are proud of what we have achieved, we are always looking for ways to improve, and we do this by working closely together as a whole school community.

Our staff are central to our success. We have a strong culture of teamwork, support and professional growth. We offer high-quality training, coaching and mentoring at every stage of a colleague's career, including leadership development.

If you share our values, enjoy working in a supportive environment and are excited by the opportunity to make a real difference in our school, we would be delighted to receive your application.

Warmest wishes,

Gwyn Evans

Head of School

About Us

Our mission is to engage with all within our Trust and beyond to enable them to show the world their particular strengths, their ideas and their passions. We aim to **Engage, Enable** and **Empower** all learners, young and old, across Lydiate Learning Trust to ensure our schools are outstanding.

Our Values

Our values guide the decisions we make every day.

- **RESPECT FOR OTHERS** - Show respect for and value all individuals for their diverse backgrounds, experiences, styles, approaches, ideas and beliefs.
- **TRUST** - We build trust through responsible actions and honesty.
- **PERSONAL ACCOUNTABILITY** - Take personal accountability for behaviour, actions, words and results.
- **SOLUTION FOCUSED** - Focus on finding solutions and achieving great things.
- **CAN DO ATTITUDE** - Adopt a determined attitude and work hard to get the job done.
- **COLLABORATION** - We achieve more when we work together, support each other and collaborate.
- **COMMITMENT TO SELF AND OTHERS** - Personal commitment to success and wellbeing of others in your class or team.
- **RESILIENCE** - We strive harder and are more determined to overcome challenges.
- **PRIDE** - Be proud of being part of Team Lydiate, celebrating your own and others' success.

Our Aims

We pride ourselves on our values and always try to do what is right, so that all learners reach their full potential, regardless of their starting point.

ENGAGING

1. Engaging with all learners, breaking down barriers, to develop an intrinsic love of learning.
2. Engaging with staff so that they are highly valued and listened to.
3. Engaging with families so they can work alongside their child and school on the learning journey.

ENABLING

1. Enabling all of our staff, and those in other academies, to reach their potential through effective CPDL, providing first class quality experiences for all.
2. Enabling a happy, safe, supportive environment for all.

EMPOWERING

1. Empowering learners to take personal responsibility for their future, with a lifelong love of learning.
2. Empowering learners with the tools for academic success and happiness.
3. Empowering learners to develop the self-esteem and confidence which are necessary for a full and happy life.
4. Empowering learners to have a pride in their work, respect for their surroundings and good relationships with others at school and in the local and wider community.
5. Empowering leaders at all levels to lead ethically, with high levels of perseverance, proficiency and integrity.
6. Empowering the wider community to work alongside us to our mutual benefit.

What can we offer you

At Lydiate Learning Trust, we take pride in our inclusive culture. We believe in recruiting talented and capable individuals, developing them to achieve their career ambitions, and thereby engaging, enabling, and empowering our young people. Our staff play a crucial role in ensuring the future success of our students and our Trust. We are proud to have created an environment that prioritises young people and fosters growth and development for all.

Lydiate Learning Trust is forward-thinking, and if you join our team, your professional development will be as important to us as it is to you. We aim to equip our staff to deliver their best by offering a generous benefits and training package. We offer:

- ❖ A future vision map and professional development
- ❖ A highly competitive salary
- ❖ A staff development programme and appropriate CPDL
- ❖ Excellent occupational health and employer assistance programme
- ❖ Cycle and Technical salary sacrifice scheme
- ❖ Family friendly policies
- ❖ Union recognition
- ❖ A friendly Trust which looks after the wellbeing of its staff
- ❖ Coaching (internal and external to the Trust)
- ❖ A high quality and supportive onboarding programme
- ❖ A modern and relevant approach to appraisal
- ❖ Annual Flu Jabs
- ❖ An excellent Pension Scheme
- ❖ Personal recognition and reward

Safeguarding

The Lydiate Learning Trust is strongly committed to Safeguarding and promoting the welfare of students and expects all staff and volunteers to share this commitment and maintain a vigilant and safe environment.

All staff will be expected to follow the school's child protection policy, code of conduct for adults and managing allegations against staff procedures. All posts are subject to an enhanced DBS check and medical clearance.

Equal Opportunities

Lydiate Learning Trust is an equal opportunities employer. The aim of our policy is to ensure that no job applicant or employee receives less favourable treatment on the grounds of sex, sexual orientation, marital status, race, religion, colour, nationality, ethnic or national origins or disability or is disadvantaged by conditions or requirements which cannot be shown to be justifiable.

How to Apply

We require all candidates who are wishing to apply for any position at The Trust, whether this be a teaching or support post, to complete an application form. CV applications, or prospective applications, are not accepted.

If you are interested in joining us on our journey, please apply by completing the online application form on our [career site](#).

Job Description – Teaching Assistant Level 3

Job Purpose	The Teaching Assistant Level 3 will work as an integral member of The Grange Primary School team to support high-quality teaching, learning, inclusion and pastoral care. The postholder will: • Work collaboratively with teachers and other professionals to raise pupils' achievement, progress and engagement. • Support pupils to access a broad, balanced and ambitious curriculum. • Promote pupils' independence, confidence, communication, self-esteem and social inclusion. • Provide effective support for individual pupils, groups and whole classes as required. • Support pupils with a wide range of needs, including pupils with SEND and Education, Health and Care Plans (EHCPs). • Contribute to a safe, calm, nurturing and purposeful learning environment. • Deliver interventions and learning activities as directed by teachers and school leaders. • Take responsibility for supervising a class during the class teacher's allocated PPA time, delivering learning that has been planned and prepared by the teacher. • Supervise a class when the teacher is temporarily unavailable, as directed by a member of the Senior Leadership Team. • Work flexibly across the school according to the needs of pupils and the operational requirements of the school. The postholder may work within mainstream classes or the school's specialist SEND/Resourced Provision according to the needs of the school.
Reporting to	Head of School / designated member of the Senior Leadership Team / Class Teacher, as appropriate.
Grade	NJC SCP 7 - 11
Contract	36 hours per week Term Time plus INSET days Fixed term to 31 August 2027

Main Duties & Responsibilities	
Teaching & Learning	The postholder will: • Work with teachers to support high-quality teaching and learning and improve outcomes for pupils. • Understand the learning objectives and intended outcomes of activities and support pupils in achieving them.

	• Deliver learning activities and lessons that have been planned and prepared by the class teacher. • Adapt their approach and the resources provided to enable pupils with different needs and starting points to access learning effectively. • Support the teaching of phonics, reading, writing and mathematics in accordance with the approaches adopted by the school. • Deliver individual and small-group interventions as directed by teachers and school leaders. • Promote pupils' communication and language development, including the school's emphasis on high-quality oracy. • Model high standards of spoken language and encourage pupils to communicate confidently and appropriately. • Promote independence and avoid creating unnecessary adult dependency. • Question, explain, model and provide feedback appropriately to move pupils' learning forward. • Observe pupils' learning, engagement and progress and provide useful feedback to teachers. • Support assessment by recording relevant information about pupils' learning and progress when required. • Use ICT and other resources effectively to support learning. • Prepare and organise resources and learning environments. • Maintain learning environments that are safe, purposeful, inclusive and conducive to learning. • Support educational visits, enrichment activities and other opportunities provided by the school.
Class Supervision & PPA	As part of the TA3 role, the postholder will be expected to: • Supervise a class during periods when the class teacher is undertaking their allocated PPA time. • Deliver the learning activities and lessons that have been planned and prepared by the class teacher during this time. • Ensure pupils remain engaged in purposeful learning and that established classroom routines and expectations are maintained. • Manage the deployment of other supporting adults within the classroom during these periods, where appropriate. • Provide the class teacher with relevant feedback about pupils' learning, engagement, behaviour and any significant issues arising. • Supervise a class when the class teacher is temporarily unavailable, when requested by an appropriate school leader. • Maintain appropriate standards of behaviour, safeguarding, health and safety and learning throughout any period of class supervision.

	• Seek assistance from a member of the Senior Leadership Team when an issue arises that requires a teacher or senior leader's involvement. The class teacher retains responsibility for planning and assessment. TA3s are expected to deliver and appropriately adapt learning provided by the teacher rather than routinely undertaking the teacher's planning responsibilities.
Supporting Pupils with SEND	The Grange is an inclusive school with both mainstream provision and specialist SEND provision. Supporting pupils with additional needs is therefore an important part of the role. The postholder will: • Have high expectations for pupils with SEND and promote their independence, participation and achievement. • Understand and implement strategies identified within pupils' EHCPs, support plans, individual plans and risk assessments. • Support pupils with a range of needs which may include autism, speech, language and communication needs, social, emotional and mental health needs, sensory needs and learning difficulties. • Adapt communication, resources and approaches to enable pupils to access learning. • Use visual supports, structured routines and other appropriate strategies where required. • Work collaboratively with the school's SEND team and external professionals. • Support programmes and interventions recommended by relevant professionals. • Record and communicate relevant information regarding pupils' progress, engagement and needs. • Recognise that behaviour may communicate an unmet need and respond consistently using agreed school approaches. • Promote independence, communication, emotional regulation and positive relationships. • Undertake personal and intimate care duties where required as part of supporting an individual pupil, in accordance with school policy, agreed care plans and appropriate training.
Behaviour, Relationships & Pastoral Support	The postholder will: • Establish positive, professional and consistent relationships with pupils. • Maintain high expectations of behaviour while recognising and responding appropriately to individual needs. • Implement the school's Behaviour Policy and agreed approaches consistently. • Support pupils to develop emotional regulation, resilience, positive relationships and appropriate social behaviours. • Use agreed de-escalation and regulation strategies when pupils become distressed or dysregulated.

	• Respond calmly, consistently and professionally to challenging situations. • Follow individual behaviour plans and risk assessments. • Support restorative approaches following incidents where appropriate. • Record and report significant behaviour incidents in accordance with school procedures. • Work with teachers and other staff to identify barriers to pupils' learning, attendance, participation and wellbeing.
Planning, Assessment & Record Keeping	The postholder will: • Familiarise themselves with learning activities and resources provided by the teacher. • Contribute to effective assessment by observing pupils and providing accurate feedback to teachers. • Record pupils' responses, achievements and progress when requested. • Contribute relevant information to reviews of pupils' progress and provision. • Assist teachers in identifying pupils who may require additional support or intervention. • Prepare resources and learning environments in advance of activities. • Maintain appropriate records relating to interventions or programmes they deliver. • Respect the professional responsibility of teachers for curriculum planning, assessment and pupils' overall educational programmes.
Working with Staff & Other Professionals	The postholder will: • Work collaboratively with teachers, teaching assistants, senior leaders and other members of the school community. • Develop positive and effective professional relationships with colleagues. • Communicate relevant information about pupils promptly and accurately. • Work effectively as part of a multidisciplinary team where appropriate. • Work with education, health and social care professionals supporting pupils. • Implement programmes or strategies recommended by specialist professionals, following appropriate guidance or training. • Attend relevant meetings and training when required. • Contribute appropriately to discussions regarding pupils' progress, needs and provision. • Support colleagues and contribute positively to the wider work of the school. • Be flexible in deployment and recognise that staffing arrangements may need to change in response to pupil and school needs.

Working with Parents & Carers	The postholder will: • Develop positive and professional relationships with parents and carers. • Communicate appropriately with parents and carers under the direction of the class teacher or school leaders. • Provide factual information about pupils' day-to-day experiences when appropriate. • Refer significant concerns, complaints or matters relating to pupil progress to the class teacher or appropriate senior leader. • Maintain appropriate professional boundaries and confidentiality at all times.
Safeguarding	Safeguarding is everyone's responsibility at The Grange. The postholder will: • Promote and safeguard the welfare of all children. • Work in accordance with current statutory safeguarding guidance, including Keeping Children Safe in Education, and the school's safeguarding and child protection policies and procedures. • Understand their responsibility to identify, record and report safeguarding concerns promptly. • Immediately report concerns or disclosures to the Designated Safeguarding Lead or an appropriate Deputy DSL in accordance with school procedures. • Never promise confidentiality to a child where safeguarding information is disclosed. • Maintain professional curiosity and recognise potential indicators of abuse, neglect, exploitation or other safeguarding concerns. • Complete all mandatory safeguarding training and updates. • Follow the school's staff Code of Conduct and expectations regarding professional behaviour. • Maintain appropriate professional boundaries with pupils and families. • Understand and follow the school's procedures relating to online safety, use of technology and mobile devices.
Health, Safety & Wellbeing	The postholder will: • Promote the health, safety and wellbeing of pupils at all times. • Follow school health and safety procedures and relevant risk assessments. • Supervise pupils appropriately during lessons, transitions, breaktimes, lunchtimes and other activities when required. • Respond appropriately to accidents, illness and pupils who are distressed. • Administer first aid where appropriately trained and required. • Follow agreed procedures for pupils with medical needs. • Undertake moving and handling or other specialist procedures only where appropriately trained and authorised.

	• Follow individual pupil risk assessments and care plans. • Report hazards, accidents, incidents and concerns promptly through the appropriate school procedures.
Professional Development & Conduct	The postholder will: • Maintain high standards of professionalism, conduct, attendance and punctuality. • Reflect upon their practice and seek opportunities to improve. • Participate in the school's appraisal arrangements. • Attend relevant training and professional development. • Maintain and develop knowledge relevant to the role, particularly in relation to SEND, safeguarding, behaviour, curriculum and teaching and learning. • Participate positively in staff meetings, training and school development activities where required. • Maintain confidentiality at all times. • Promote equality, diversity and inclusion. • Demonstrate the school's values through their conduct and interactions. • Follow all school and Trust policies, procedures and the staff Code of Conduct. • Undertake other duties appropriate to the level and nature of the post as reasonably directed by the Head of School or designated senior leader.
Flexibility & Deployment	The Grange Primary School serves pupils with a diverse range of strengths and needs. Flexibility is therefore an important requirement of the TA3 role. The postholder should understand that: • They may be deployed to different classes, year groups or areas of the school according to pupil and operational needs. • Deployment may include mainstream and specialist SEND provision. • They may be required to support individual pupils, groups or whole classes at different points during the school day. • Deployment arrangements may change during the academic year in response to pupil needs, staffing requirements and school priorities. • All staff are expected to contribute positively to the wider life and effective operation of the school.

The above requirements are specific to the role and complement the current duties for this position. It is current at the date shown, but following consultation with you, may be changed to reflect or anticipate changes in the job that are commensurate with the salary and job title.

Person Specification

	Essential (E) Or Desirable (D)
Qualifications & Training	
GCSE or equivalent in English and mathematics at Grade 4/C or above.	E
An appropriate Level 3 qualification relevant to supporting teaching and learning, childcare or education, or equivalent relevant qualification/experience.	E
Willingness to undertake first-aid training and other mandatory training required by the school.	E
Experience	
Experience of working successfully with children in a school, educational or similar setting.	E
Experience of supporting children's learning.	E
Experience of working effectively as part of a team.	E
Experience of supporting pupils with differing abilities and needs.	E
Experience of delivering learning activities to individuals and groups of pupils.	E
Experience of managing pupil behaviour positively and effectively.	E
Experience of working with pupils with SEND and/or EHCPs.	D
Experience within both mainstream and specialist SEND settings.	D
Experience of delivering phonics, reading, mathematics or other targeted interventions.	D
Experience of supporting pupils with autism, communication needs or social, emotional and mental health needs.	D
Experience of supervising groups or classes of pupils and delivering teacher-planned learning.	D
Experience of working with external professionals supporting children and families.	D
Skills & Knowledge	
Good literacy and numeracy skills.	E
Good knowledge of how children learn.	E
An understanding of effective strategies for supporting teaching and learning.	E
An understanding of SEND and inclusive practice.	E
The ability to adapt support to meet individual pupils' needs.	E
The ability to deliver teacher-planned learning effectively to individuals, groups and whole classes.	E
Confidence and competence in supervising a class when required.	E
Effective behaviour management skills.	E
An understanding of safeguarding responsibilities and current statutory expectations.	E

Excellent verbal communication and active listening skills.	E
The ability to communicate effectively with children, colleagues, parents and professionals.	E
Good organisational skills.	E
Appropriate ICT skills.	E
The ability to observe pupils carefully and provide accurate and useful feedback to teachers.	E
The ability to remain calm and make appropriate decisions in challenging situations.	E
The ability to work independently when required while recognising when support or direction should be sought.	E
An understanding of confidentiality and professional boundaries.	E
An understanding of the respective responsibilities of teachers and teaching assistants.	E
Personal Qualities	
Enjoy working with children and be committed to making a positive difference to their lives.	E
Have high expectations for every pupil regardless of background, ability or additional need.	E
Be caring, patient and understanding while maintaining clear professional boundaries.	E
Be resilient, calm and solution focused.	E
Be flexible and willing to respond positively to the changing needs of pupils and the school.	E
Demonstrate initiative while working within agreed school systems and professional responsibilities.	E
Be reliable, organised and conscientious.	E
Work effectively as part of a team.	E
Be receptive to feedback and committed to improving their practice.	E
Promote pupils' independence rather than unnecessary reliance upon adult support.	E
Demonstrate a strong commitment to safeguarding, equality and inclusion.	E
Maintain confidentiality.	E
Support and promote the ethos, values and expectations of The Grange Primary School	E
Essential Requirements	
Positive recommendation from all referees, including current employer.	E
Enhanced DBS	E
Medical clearance (*Following an initial offer of appointment)	E