



**TAPESTRY
LEARNING
PARTNERSHIP**

JOB OPPORTUNITY

Level 2 Teaching Assistants

Castle View Primary School, Matlock, Derbyshire

Permanent

32.5 hours per week, 39 weeks per year

L2 Teaching Assistant Pay Scale - £19,663 - £20,285 Pro rata (£25,917 - £26,736 FTE)

Join us on an exciting journey of inclusion, aspiration and community impact

At Tapestry Learning Partnership, we believe in the transformative power of education. Formed in January 2026 through the merger of QEGSMAT and Djanogly Learning Trust, we united by sharing a moral purpose to ensure every child succeeds and flourishes.

About the Role

We are seeking a dedicated and enthusiastic Level 2 Teaching Assistant to support teaching and learning within our primary school. Working closely with the class teacher, you will assist in delivering engaging lessons, supporting individuals and small groups to achieve their full potential, and helping to create a positive, inclusive classroom environment. The role involves preparing resources, promoting positive behaviour, and providing targeted support for pupils with additional needs. You will be a patient, organised, and caring individual with strong communication skills and a commitment to supporting children's educational and personal development.

Who We Are Looking For

We are looking for a motivated and caring individual who is passionate about supporting children's learning and development. The ideal candidate will be a reliable team player with good communication skills, patience, and a positive attitude. You should be confident working with children of varying abilities, including those with additional needs, and able to support both individual pupils and small groups. A flexible and organised approach is essential, along with a genuine commitment to helping create a safe, inclusive, and engaging learning environment.

About Castle View Primary School and Nursery

Castle View Primary School and Nursery is a caring, inclusive school where children are known, valued and celebrated as individuals. We recognise that every child has unique talents and abilities, and we see it as our responsibility to help them discover, develop and believe in these strengths.

Our school is founded on strong relationships, mutual respect and a deep sense of community. We promote kind, well-mannered behaviour and actively teach children to understand and appreciate difference.

Our vision, '*Exceeding Expectations, Raising Aspirations*', underpins everything we do. We aim to ensure that children:

- Achieve highly across a broad and engaging curriculum
- Develop confidence, independence and resilience

- Learn about themselves, others and the world around them
- Are well prepared for future learning and life in a changing world

Castle View is a school where:

- Inclusion and care are at the heart of daily practice
- Children feel safe, supported and inspired to learn
- High aspirations are nurtured from the earliest years
- Staff work collaboratively and are proud of their school
- Partnerships with parents and carers are genuinely valued

Why Join Tapestry?

As part of our Trust, you'll benefit from:

- A strong, supportive network of school leaders
- High-quality professional development and leadership support
- A culture that values wellbeing, balance and professional growth
- Opportunities to shape and influence education across the Trust
- Access to a range of employee benefits designed to promote health and wellbeing

This is a rare opportunity to lead a school where community, inclusion and ambition come together to make a real difference to children's lives.

Tapestry Learning Partnership is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is a criminal offence to engage or seek to engage in regulated activity or regulated work with children, if you appear on the DBS barred list. All appointments are subject to an Enhanced DBS check and be eligible to work in the UK.

Further information about our commitment to Safeguarding can be found at: [Tapestry Learning Partnership](#)

Please be aware, the Trust may also consider performing an online presence check as part of their pre-employment checks.

This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore applicants are required to declare any cautions, convictions, reprimands and final warnings that are not protected (i.e. that are not filtered out) as defined by the rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013 and 2020).

If you are interested and wish to have an informal conversation to discuss the role, or would like to visit the school, we would be happy to arrange this. Please contact Emma Askew on 01629 582699

Further details about our school can be found on our website: <https://www.castleviewmatlock.com>

To apply for this position, please visit our careers page via our website: [Tapestry Learning Partnership](#)

Closing date for applications: 14th June 2026

Interview date: TBC

Potential Start date: ASAP

JOB DESCRIPTION

- Post Title:** Level 2 Teaching Assistant
- Reporting to:** Headteacher
- Disclosure Level:** Child Workforce - Enhanced, Children's Barred List

Purpose of the Post

To work under the direct instruction of teaching staff, and the early years lead. Provide specific support to the teacher/early years lead in the care of pupils and management of the classroom. Work may be carried out in the classroom or outside the main teaching area.

To impact on the quality of teaching and learning for individuals/groups. To implement the school's improvement priorities, policies and procedures and by demonstrating the professional responsibilities of a whole school team member.

Key Duties and Responsibilities:

Competences, roles and responsibilities of all TA's are listed:

Main Duties

Support to Pupils:

- Provide pastoral support to pupils within the school environment.
- Support and contribute to the school's responsibility for safeguarding children.
- Support in providing a welcoming, positive, well organised, safe learning environment conducive to learning.
- Set high expectations for pupils' behaviour, their learning, fostering positive relationships and implementing the school's behaviour policy.
- Deliver programmes and monitor the children's response to the learning.
- Plan and develop differentiated learning activities, using understanding of child development, pedagogy and techniques which support and develop pupil's learning.
- Support in planning tasks that are well matched and practical.
- Develop a variety of teaching styles and delivery to meet the needs of the pupils.
- Use assessment for learning and assessment of learning to assess, track and report progress including the marking of work.
- Accurately record and report on the development, progress and attainment of children.
- Co-operate and liaise with other school colleagues
- Assist children in matters of personal needs and their general health including first aid and welfare matters.
- Provide structured support in accordance with specific work programmes designed and supervised by individual teachers/early years lead.
- Contribute to raising standards by ensuring high expectations are promoted for pupils.
- Involvement in the implementation of Individual Education/Behaviour/Support/Mentoring plans.
- Provide general support to pupils, ensuring their safety, by complying with good H&S practice.
- Accompany teaching staff and pupils on visits, trips and out of school activities as required.
- Encourage pupils to interact with others and engage in activities led by the teacher/early years lead.

Support to Teacher/early years lead:

- Provide structured support in accordance with specific work programmes designed and supervised by individual teachers/early years lead.
- Support the teacher/early years lead in the development and implementation of Individual Education/Behaviour Plans.
- Assist in maintaining classroom discipline through the implementation of the school's behaviour management strategies.
- Provide support to pupils to achieve learning goals and improve outcomes.
- Supervise pupils for a particular curriculum activity under the supervision and guidance of a qualified teacher/early years lead.
- Assist the teacher/early years lead with the planning of learning activities.
- Assist the teacher in monitoring pupils' responses to learning activities and accurately record achievement/progress as directed.
- Co-ordinate and organise pupils attending extra-curricular activities/work experience or other out of school activities under guidance of teacher/early years lead.
- Provide detailed and regular feedback to teachers on pupils' achievement, progress, problems etc.
- Provide general admin support, for classroom activities e.g. produce worksheets for agreed activities etc.

Support to Curriculum:

- Provide support in literacy/numeracy/SEN strategies.
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
- Contribute to curriculum planning, evaluation, and implementation.
- Contribute to development of school policies and procedures by participation in working groups.
- Contribute to the development, preparation, and dissemination of appropriate materials.

Support to School (this list is not exhaustive and should reflect the ethos of the school):

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.
- 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.
- Ensure all pupils have equal access to opportunities to learn and develop.
- Liaise effectively with teachers/parents/guardians, welfare officers, health visitors and other professional staff as part of the routine consultative process.
- Contribute to the overall ethos/work/aims of the school.
- Attend relevant meetings as required
- Participate in training and other learning activities and performance development as required.
- Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtimes.

The post holder is expected to:

- Maintain strict confidentiality and adhere to data protection legislation and associated Trust policies at all times.
- Demonstrate a clear understanding of, and commitment to, safeguarding and child protection, maintaining an awareness of relevant procedures and responsibilities.
- Comply with the Trust's Health and Safety Policy and ensure safe working practices in the performance of all duties.
- Uphold and promote the principles of the Trust's Equal Opportunities Policy in all aspects of the role.
- Adhere to all other relevant Trust and school policies and procedures.
- Undertake any training and professional development necessary to effectively carry out the duties of the post.
- Perform any other reasonable duties commensurate with the level and responsibilities of the role, as required by the Trust.

Person Specification

Level 2 Teaching Assistant

Post requirements	Essential	Desirable	Evidence and Assessment
Qualifications			
NVQ 2 for Teaching Assistants (or demonstrate equivalent knowledge skills and experience)	✓		Application form, certificates
Good Numeracy/Literacy skills, GCSE (or equivalent) Level C or above in English & Maths	✓		Application form, certificates
First Aid Training	✓		Application form, certificates
Paediatric First Aid		✓	Application form, certificates
Completion of DfES Teacher Assistant Induction Programme		✓	Application form, certificates
Knowledge and experience			
Supporting children's learning in a School setting	✓		Application form, references, interview
National Curriculum in Key Stage 1 or 2		✓	Application form, references, interview
A good knowledge of health and safety requirements	✓		Application form, references, interview
Understanding of relevant policies/codes of practice.	✓		Application form, references, interview
Good understanding of areas of learning, e.g. literacy, numeracy, science, SEN or Early Years.	✓		Application form, references, interview
Willing to work towards NVQ Level 3 or recognised equivalent.	✓		Application form, references, interview
Understanding of the Equal opportunities policy	✓		Application form, references, interview
Working knowledge of the SEN code of practice.		✓	Application form, references, interview
Knowledge of intervention programmes.		✓	Application form, references, interview

Assessment for Learning.		✓	Application form, references, interview
Personal skills and qualities			
Well-developed interpersonal skills to be able to relate well to a wide range of people.	✓		Application form, references, interview
Work constructively as part of a team whilst being able to demonstrate initiative.	✓		Application form, references, interview
Good communication skills. Effective use of ICT to support learning.	✓		Application form, references, interview
Use of other equipment technology – video, photocopier.	✓		Application form, references, interview
Ability to contribute to student targets and Annual Reviews		✓	Application form, references, interview
Customer focused.	✓		Application form, references, interview
Has a friendly yet professional and respectful approach which demonstrates support and shows mutual respect.	✓		Application form, references, interview
Open, honest and an active listener.	✓		Application form, references, interview
Takes responsibility and accountability.	✓		Application form, references, interview
Committed to the needs of the pupils, parents and other stakeholders and challenge barriers and blocks to providing an effective service.	✓		Application form, references, interview
Demonstrates a “can do” attitude including suggesting solutions, participating, trusting and encouraging others and achieving expectations.	✓		Application form, references, interview
Is committed to the provision and improvement of quality service provision.	✓		Application form, references, interview
Is adaptable to change/embraces and welcomes change	✓		Application form, references, interview
Acts with pace and urgency being energetic, enthusiastic and decisive.	✓		Application form, references, interview

Communicates effectively. Has the ability to learn from experiences and challenges	✓		Application form, references, interview
Is committed to the continuous development of self and others by keeping up to date and sharing knowledge, encouraging new ideas, seeking new opportunities and challenges, open to ideas and developing new skills.	✓		Application form, references, interview
Ability to form and maintain appropriate relationships and personal boundaries with children and young people.	✓		Application form, references, interview
Motivation to work with children and young people	✓		Application form, references, interview
Emotional resilience in working with challenging behaviours.	✓		Application form, references, interview
Willing to engage in any professional development activities which will aid the effective completion of tasks required by the post		✓	Application form, references, interview