

Recruitment Pack

Teaching Assistant



Introduction by the Chief Executive Officer

Thank you for your interest in this exciting opportunity to develop your career with The Rose Learning Trust. We hope that by reading this pack and the information available on the [website](#) you will get a good overview of the exciting opportunities and support you can expect as a member of staff at our trust.

We are a collaborative organisation focussed on high standards and opportunities for all. As a trust, we seek to support and challenge each other to improve the outcomes and life chances of all our pupils across all our communities. We will continue to learn from each other: transforming futures collaboratively. In this way we believe that the changes we make, the developments and strategies we put in place will have purpose, be embedded and effective.

Our aim is not only to grow our trust successfully, but also sustainably. We believe that through quality, not quantity, we can facilitate opportunities that can be invested back into the people who will secure our future: our pupils and staff. Our aim at The Rose Learning Trust is to provide all pupils with the best possible start in life within communities of promise.

Jeremy Harris
Chief Executive Officer



Overview of the trust

The strategic plan combines our vision and values with our strategic objectives and developing excellence priorities. Each school will use the developing excellence priorities as the base for their school developing excellence plans. This ensures that, although each school has their own priorities and development areas, they are within a clear unified structure that aligns with the trust strategic plan. Please see the [website](#) for more information.

Our vision: Transforming Futures Collaboratively

We will achieve our vision by:

- Every child having the best start to their education
- Every child having the best tools and support to learn and grow in a safe, secure environment
- Every child having access to excellent teaching and an excellent curriculum
- Every child being encouraged and inspired to believe in themselves
- Every child learning how to make and sustain great relationships
- Creating an enjoyment of learning through collaboration with all partners
- Creating equitable lifelong learning opportunities and academic success for all children



THE ROSE LEARNING TRUST STRATEGIC PLAN 2023-2026

Vision	TRANSFORMING FUTURES COLLABORATIVELY				
Values Statement	The Rose Learning Trust aims to create and foster a culture of high aspiration, enjoyment for learning, academic success and lifelong skills for all our pupils, within communities of promise.				
Strategic Objectives	Developing Pupils	Developing People	Developing Governance	Developing Growth, Business Facilities and Resources	Developing Communities and Partnerships
Developing Excellence Priorities	Excellent teaching for every child	Excellent curriculum for every child	Excellent standards of behaviour, attitudes, attendance and safeguarding	Excellent targeted support for every child that needs it	

Crowle Primary Academy

Crowle Primary is an average size Academy, with children from nursery to year 6 in Crowle, North Lincolnshire. We are a happy and friendly school and are extremely proud of our children and the success they achieve.

We have a highly inclusive ethos and believe that when you believe in yourself you can achieve anything. Our staff are kind, caring and highly skilled. Ofsted said that 'Pupils, leaders and staff are immensely proud of their school. Crowle Primary Academy is at the heart of the community'.

As proud members of the Rose Learning Trust we work closely with our partner school, we also have close links with North Lincolnshire schools and the Isle of Axholme family of schools.



Teaching Assistant

Advert Information

Post	<p>Teaching Assistant – working across school where required</p> <p>These positions are to support across school.</p> <p>Position one is a 30 hour contract and position 2 is a 27.5 hour contract.</p> <p>Please indicate on the application form which contract you are applying for.</p>
Contract type	Permanent
Grade	<p>NJC Grade 4 scale point 5-9</p> <p>Actual salary for hours advertised</p> <p>30 hour - £17,574.88 - £18,722</p> <p>27.5 hours - £16,110.31 - £17,162.58</p>
Hours	<p>30 hours per week/ 27.5 hours per week – Term Time Only</p> <p>Hours to fit in with school day (8.30 am – 3.00pm), Monday to Friday</p>
Reporting to	Headteacher and Deputy Headteacher
Location	Crowle Primary Academy
Commencement date	September 2026
Closing date	Monday 15 th May 2026, 12 Noon
Shortlisting date	To be confirmed
Interviews	To be confirmed

The Rose Learning Trust is a successful medium sized trust based in Doncaster and North Lincolnshire. We have grown from two schools to eleven, with a central trust office based in Balby. We are a trust that lives our vision of **transforming futures collaboratively** in all our work to ensure we develop and grow sustainably and embed best practice for the benefit of our pupils.

Crowle Primary Academy is looking to appoint two highly motivated and organised professionals to play a key role in our school.

As a member of staff, you also benefit from greater opportunities for professional development and promotion as we encourage movement between our academies to give you broader work experience.

The successful candidate should always comply with the trust's code of conduct, safeguarding policies and practices and have:

- Personal integrity and a commitment to the Nolan Principles of Public Service
- A commitment to diversity, equal opportunities and anti-discriminatory practices
- A commitment to ensuring children learn in a safe environment
- A commitment to professional development and training
- An affinity with The Rose Learning Trust culture and purpose

The successful candidate will have:

- A strong vision and strategic drive for the future of our school
- Excellent communication with an approachable personal style
- An ambition for excellence in pupil development, learning and achievement so our learners reach their full potential
- A dynamic and inspirational approach to further motivate children and staff
- Previous experience of working within a similar role
- Resilience - a resilient personality and a willingness to strive and improve and learn from previous experiences
- Emotional intelligence and show empathy to children
- Consistency with your approaches

We can offer in return:

- A lovely place to work
- Children who enjoy coming to school, relish learning and behave well
- A team of friendly dedicated staff, leadership team and governors
- A strong commitment to staff development and wellbeing
- Excellent professional development opportunities

To apply use the link below:

<https://mynewterm.com/jobs/139035/EDV-2026-CPA-91498>

This post involves working with children and therefore if successful you will be required to apply for a Disclosure and Barring Service records check at an enhanced level. Further information about the Disclosure Scheme can be found at www.gov.uk/disclosure-barringservice-check.

In line with our safer recruitment policy two references will be sought before we interview.

We are committed to the equality of opportunity in the services provided to customers and all aspects of employment. We warmly welcome applications from all sectors of the community. Our recruitment policies, procedures and practices enable all applicants to be considered on merit and ability to do the job. We will make reasonable adjustments, in line with the Equality Act, for disabled applicants if these are needed.



Teaching Assistant

Job Description

As a member of staff in The Rose Learning Trust, you will benefit from greater opportunities for professional development, collaboration and career development.

Employment details

Job title:	Teaching Assistant – working across school
Reports to (job title):	Headteacher and Deputy Headteacher
Grade and Salary	As advertised
Contract Type	Permanent

Job Purpose:

Under the direction of class teacher/ Head teacher, work as part of a team within school to promote the learning and welfare of pupils by providing practical and learning support to pupils, including those with special needs. The Teacher and the Teaching Assistant work as a team - being 'partners' in supporting the pupils' access to learning and their specific needs - physical, behavioural, medical and emotional.



Duties and Responsibilities:

Include areas e.g. Finance, Health and Safety, Premises etc from previous JD Templates

To work with pupils, including those with Statements of Special Educational Needs, providing individual assistance/specialist support, implementing action plans, to maximise achievement.

To attend and assist pupils with their hygiene, eating and general welfare requirements as necessary. To attend and assist pupils with intimate care and be responsible for supporting the complex medical needs of pupils and the completion of appropriate documentation where necessary

To work closely with pupils individually or groups within schools/educational establishments or on educational visits, enabling them to achieve maximum access and participation in the National Curriculum.

To work under the direction of the class teacher and to assist in the planning, administration tasks, monitoring and evaluation of the pupil's learning, ensuring that progress is clearly recorded and related to the learning objectives for that pupil.

To help pupils to further develop literacy, numeracy, ICT, problem solving and study skills.

To help pupils develop their language and reasoning skills and to assist pupils in the organisation, preparation and display of set assignment tasks.

To give in-class support to teachers, facilitating pupils' access to the curriculum including assisting teachers of practical subjects as required with priority being given to health and safety.

To support the school's policy on discipline to ensure high standards of pupil behaviour.

To implement appropriate specific skills programmes as may be arranged and directed by the Co ordinator for Special Needs or other professionals, working as part of a team

To assist in maximising the use of ICT in the learning process.

To assist in the writing of regular reports and reviews on pupil's progress, to assist with general administration of records.



Administer and assess routine tests and invigilate exams

To liaise with parents and other agencies as required (i.e. Social Services, Health professionals etc.) as directed by the relevant professional.

To inform other TAs/Teachers on a daily basis regarding the progress of pupils.

To contribute to the formulation of measures that are directly connected to pupil achievement, in partnership with parents and under the direction of the relevant professional.

To assist with pupil pastoral issues

To work across break and lunchtime as directed

To play an appropriate part in child protection procedures, such as relating relevant factual information and recording/reporting disclosures to the designated teacher/relevant professional.

These duties and responsibilities should not be regarded as exhaustive or exclusive as the post holder may be required to undertake other reasonably determined duties within the school, commensurate with the grading of the post, without changing the general character of the post. The Job Description and allocation of particular responsibilities will be reviewed on a yearly basis and may be amended by the Head Teacher at any time after consultation.

The post holder must always comply with the trust's staff code of conduct.

The post holder's duties must be carried out in compliance with the trust's:

- Safeguarding policies
- Equality policies
- Information Security policies
- Financial Regulations
- Health & Safety at Work Act
- and all other trust policies

The Rose Learning Trust takes its duty to safeguard the young people with which it works seriously and is committed to safeguarding and promoting the welfare of children.



Applicants will undergo child protection screening appropriate to the post, including checks with past employers.

All Rose Learning Trust staff members are required to undertake an Enhanced Disclosure and Barring Service check (EDBS)

The role is exempt from the Rehabilitation of Offenders Act 1974 and therefore candidates will be subject to an enhanced DBS certificate, the role is engaged in regulated activity and will therefore require a children's barred list check.





Teaching Assistant Person Specification

PERSON SPECIFICATION			
AF – Application Form CQ – Certificate of Qualification I – Interview	Essential	Desirable	How Identified
Qualifications and Training			
City & Guilds/NVQ in a relevant child development qualification.	Y		AF I CQ
GCSE grade C or above in English and Mathematics or Grade 4-9	Y		AF I
Willingness to attend appropriate training courses to fulfil the functions of the job	Y		AF I
First aid qualification		Y	AF I
Relevant Experience			
Experience of working with children in mainstream or specialist settings, in a paid or voluntary capacity.	Y		AF I
Experience of working with children with special and high needs and/or in a school environment.		Y	AF I



Knowledge and Skills			
Good Communication skills, written and verbal	Y		AF I
Good time management & organisational skills	Y		AF I
Ability to work on own initiative	Y		AF I
Knowledge of strategies which promote good behaviour & discipline	Y		AF I
Ability to maintain necessary levels of confidentiality	Y		AF I
An understanding of child protection and health and safety procedures	Y		AF I
An awareness of specific SEND needs such as ASD and ADHD		Y	AF I
A commitment to inclusion, ensuring every child feels valued	Y		AF I
Personal Qualities			
Effective communication, interpersonal skills and able to work successfully in a team	Y		AF I
Child centred approach - caring, approachable, firm, understanding, consistent, assertive and calm	Y		AF I
A good attendance and punctuality record	Y		AF I
Flexible and adaptable, willing to work negotiated flexible hours as appropriate	Y		AF I
Able to maintain a positive attitude even when things are challenging	Y		AF I
Willingness to work negotiated flexible hours as appropriate	Y		AF I
Safeguarding			
Understanding and commitment to safeguarding procedures within a school environment	Y		AF I
Understanding of Data Protection	Y		AF I

