



Inspire Education Trust

Together we achieve, individually we grow

# RECRUITMENT PACK

## Early Years Apprentice Teaching Assistant



**Clifford Bridge**  
Academy



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## WELCOME FROM OUR CEO



It is my pleasure to welcome you to Inspire Education Trust.

At Inspire Education Trust we are passionate about making a difference to the lives of our pupils. They are at the heart of everything we do and we strive to inspire all learners, and want all our schools to be the best they can be and for each and every child, to discover the skills, abilities, talents and interests that lie within them.

We believe in working in partnership, enabling us to ensure all children and pupils achieve their full potential. Our schools know the impact that working collaboratively can bring.

Our schools have a desire to question, change and innovate to ensure that what they provide enables our children to become successful learners, confident individuals and responsible citizens.

At the same time, we recognise the importance for each school to retain and promote their individual identity. Every school has its own context and challenges. This is why we encourage our member schools to lead and manage in a way that preserves that individual identity and responds to the specific needs of their children and community.

The combination of autonomy and collaboration across key areas of leadership and management, underpinned by shared values and best practice is what makes our schools special.

**Lois Whitehouse – CEO**

## DEPUTY CEO



We put the quality of education at the core of our vision. Our school improvement strategies provide an excellent framework to deliver a truly broad, balanced and inclusive curriculum with an emphasis on co-curricular activities such as Arts, Music and Sports from age 2 to 18. We believe that every child is a powerful learner.

We are a progressive Trust with an excellent track record of Primary school improvement across our portfolio of 8 schools, 7 of which are Primary schools.



We have strong models of Primary school improvement alongside high-quality implementation and delivery. We have proven able to deliver high standards of education, systematically, through excellent improvement practice that incorporates knowledge building, evidence-informed professional development, and the creation of communities of improvement.

As a successful Trust we deploy the expertise of specialist primary teachers and leaders across our schools to ensure maximum impact.

The goal is for every member of staff, in every classroom to be as **good as they can be** in what they teach (the curriculum) and how they teach (pedagogy), e.g., paired planning time with subject/ teaching expert to develop teacher confidence and pedagogy.

Coaching conversations with teachers/ leaders so that developments come directly from them to motivate and signpost independent improvements through self-study documents such as WALKTHRUS and external courses. This will allow capacity to be enhanced so that teachers can then improve each other and hone/ innovate practice. Once practice is embedded and impactful, we would look to develop leaders of these areas externally to innovate and lead future practice in their school and more widely across the Trust.

We are constantly refining the way we support, challenge, and improve our schools. At the heart of our approach is first-class teaching.

**Rob Darling – Deputy CEO**

## ABOUT THE ROLE

<b>Post Title</b>	Apprentice Teaching Assistant Early Years - Level 3.
<b>Salary Range</b>	In rule with government guidelines.
<b>Reporting to</b>	Headteacher/ Class teacher.
<b>Status</b>	Duration of the apprenticeship, 37 hours per week, All year round
<b>Flexibility</b>	Job flexibility.

### Job Purpose

To support the classroom teacher with their responsibility for the development and education process by providing care and supervision to young children in early years, including those who have special physical, emotional and educational needs.



### Main Duties and Responsibilities:

Under the direction and control of the classroom teacher or designated supervisor:

- Supervise and support the teaching activities of individuals or groups of children to ensure their safety and facilitate in their physical and emotional development.
- Use appropriate skills to undertake those activities necessary to meet the physical and emotional needs of individuals and groups of young children, including those pupils with special educational, physical or emotional needs.
- Monitor individual pupil's progress, achievements, problems, condition and development needs reporting to the responsible teacher as appropriate.
- Use appropriate skills when actively engaged in pre-determined educational activities and work programmes to encourage the intellectual and social development of pupils.
- Supervising children in the hall and out on the playground during lunchtimes
- Assist in overseeing games and activities for children, in particular indoors when weather prevents outdoor play, during lunchtime

### Other Duties:

- Assist the teacher with the planning of learning activities in the classroom, preparing or modifying work for individuals or group of pupils as directed.
- Use strategies in liaison with the teacher, to support pupils to achieve learning goals.
- Establish constructive relationships with pupils providing feedback to them in relation to progress and achievement as directed.
- Prepare and maintain equipment and teaching resources for lessons and activities including the control of stock within the classroom.
- Undertake supervision and discipline of pupils within the procedures of the school/service, providing detailed and regular feedback as appropriate.
- Promote pupil independence in learning, social and mobility skills, reinforcing the pupil's self-esteem through praise and encourage, setting challenging and demanding expectations and promote self-esteem and independence.
- Ensure that pupils are able to safely use equipment and materials provided.
- Assist the teacher with the administration of baseline tests.
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
- Prepare/clear classroom as directed before and after lessons, including the preparation of visual aids, and the display and presentation of pupil's work.



- Provide support to the classroom teacher by undertaking photocopying, filing, recording and collecting monies as directed.
- Assist at an appropriate level, and within the school's protocols, with the provision of general care and welfare of pupils which may include:
- Assist with the personal hygiene routines, e.g. toilet training, changing of incontinent children, dressing and undressing.
- Assisting with children's injuries and, where appropriately qualified, administering first aid;
- Assist with the administering of medicines under the direction of the appropriate medical staff.
- assist with the identification and monitoring of children's general health and welfare.
- Be aware of and comply with policies and procedures relating to child protection, health and safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Support and contribute to the overall ethos/work/aims of the school.
- Assist with the supervision of pupils outside of lesson times, including before and after school and during lunchtime.
- Assist with group activities within and away from the classroom/school, such as PE, swimming, educational visits.
- Participate in personal and professional development activities to meet the changing demands of the job and encourage and support other staff in their development and training.
- Attend and participate in relevant meetings as required.
- Assist the teacher in supporting volunteer helpers or students in the classroom.
- Any other duties and responsibilities within the range of the salary grade.

### Safeguarding and Child Protection

- Knows what to do if they have concerns about a child
- Takes on the responsibility for providing a safe environment and promoting children's welfare
- Undertakes regular safeguarding and child protection training
- Familiarise themselves with *Keeping Children Safe in Education part 1* (KCSIE) and local policies and procedures as directed by the trust/academy

### Other



- Carries out any other duties as directed by Head teacher that are within the scope, purpose and spirit of the role
- Attends regular continuing professional development (CPD) as required by the school, and other optional relevant CPD to develop good practice
- Proactively takes steps to ensure their mental health and wellbeing is protected, seeking further support if appropriate



## PERSON SPECIFICATION – Apprentice Early Years TA

		Essential	Desirable
<b>Qualifications</b>	A good standard of education including English & Maths (GCSE/Level 2)	✓	
	Evidence of professional development or learning		✓
	First Aid Trained		✓
<b>Experience</b>	A working knowledge and experience of supporting primary age pupils within a classroom setting		✓
	Experience of supporting pupils with challenging behaviour		✓
	Delivery and assessment of activities to students with SEND	✓	
	Experience of working with children with ASD		✓
	Experience of working with children with Speech and Language difficulties.		✓
<b>Skills and Knowledge</b>	Ability to prioritise tasks, work quickly, particularly under pressure and to deadlines	✓	
	Good communication skills in a variety of contexts in a sensitive and confidential manner with a wide range of people & groups	✓	
	Ability to work as part of a team	✓	
	Excellent interpersonal & organisational skills	✓	
	Dedicated to our vision that all children are entitled to a first-class education	✓	
	Possesses a genuine belief that all children are equal and celebrates the diversity in our school communities	✓	
	Self-motivated and able to work on own initiative without supervision	✓	
	Works with honesty and integrity	✓	
	Emotional resilience in working with challenging behaviour	✓	
	Recognises the importance of protecting their own personal wellbeing	✓	
Committed to making children feel happy, safe and secure	✓		
<b>Safeguarding and Child Protection</b>	Understands their role in safeguarding and protecting children or a keen willingness to learn this	✓	
	Develops appropriate professional boundaries with children. Knows not to build friendships	✓	
	Awareness of the key safeguarding processes in schools or willingness to understand these	✓	
	In-depth understanding of the requirements of Keeping Children Safe in Education		✓
	A realistic appreciation of the challenges involved in working with children		✓



	Committed to improving safeguarding processes and practices. Sees it as part of their job		✓
<b>Professional Development</b>	Willing to participate in further appropriate professional development	✓	
	Positive approach to own continuous personal professional development and training		✓

### CORE COMPETENCIES

Clear understanding and commitment to safeguard and protect children

Adopts an inclusive approach respecting diversity in all forms

Conscientiously adheres to school / trust policies and procedures and works ethically

Works in a way, which abides to the school values of Excellence, Resilience, Nurturing, Fairness and Partnership

Embraces the vision "Together we achieve, individually we grow" and devotedly helps all students achieve this.



## ABOUT CLIFFORD BRIDGE ACADEMY



**Clifford Bridge**  
Academy

### FACTS AT A GLANCE

**2-FORM ENTRY**

**NUMBER OF PUPILS: 450**

**NUMBER OF STAFF: 57**

**BASED IN: BINLEY, COVENTRY**

## WELCOME FROM HEADTEACHER



We are a vibrant and happy two-form entry school, with a two-year-old provision as well as a wraparound facility. We were graded as 'Good' by Ofsted in January 2025, with three of the five areas being graded as 'Outstanding'. The report stated, "Pupils at Clifford Bridge Academy love to learn and teachers expect the best...Pupils are a credit to the school and are excellent ambassadors. They are right to be proud of their school. Parents say that Clifford Bridge is a very special place."

As part of the Inspire Education Trust, we work in close partnership with Arley Primary Academy, Blue Coat C of E School, Fredrick Bird Academy, Hearsall Community Academy, Stockingford Academy, Walsgrave C of E Academy and Whittle Academy. The links between the schools are both stimulating and supportive, enabling us to share best practices through collaborative working.

You will find our Clifford Bridge family warm and welcoming as our children, parents, carers, staff, and friends of our school are at the heart of everything we do. We are passionate about every child reaching for the stars; shining brightly in their talents and





working hard to achieve their hopes and dreams. As their teachers, we promise to guide them on their journey and to always make decisions that have them at the core.

Our exciting, ambitious curriculum is relevant and memorable as we develop children's knowledge and skills across a broad and balanced range of subjects. Our academy values are the golden thread woven throughout all we do where we foster curiosity, integrity, joy, kindness, nurture, and resilience.

I encourage you to come and see Clifford Bridge Academy to help you get the 'feel' of our school so please get in touch.

**Madaleine Turner – Headteacher**

## OUR SCHOOL VALUES

### Nurture

When your seed is planted in our pot, we promise to give you everything that you need to grow. We don't know what you will grow into yet but we will notice and encourage your uniqueness. Our broad and balanced curriculum will provide the water that will quench your thirst for learning, our staff will provide the nutrients that you need to thrive and our warmth and care will turn your face towards the sunshine. We promise to nurture your passions and celebrate your growth, in your own space and time.



### Curiosity

Curiosity is the helicopter that takes our thoughts higher and higher. The view beneath us gets bigger and bigger with every question that we ask. Like the propellers, as our curiosity builds, new avenues open up for us to explore. At Clifford Bridge, we push boundaries; we believe that if you never try, you'll never know.



### Integrity

At Clifford Bridge, our decisions and behaviours start with integrity. This allows us to be brave enough to stand up for what we believe in and challenge ideas that fall outside of our own moral compass. Much like a house, all the windows at Clifford Bridge, big or small, are transparent and strong. Like a window to a bright future, our integrity drives everything that we do.



### Joy



Joy is at the heart of everything we do at Clifford Bridge. Like a warm fire in a cold room, joy is a focal point that radiates warmth and draws people near. Each flicker of pride that we feel for our own achievements and those of others, enables the fire to grow and burn brighter. We aspire to ignite joy in every pupil at Clifford Bridge; through exciting learning experiences, opportunities to excel and lots of fun.



### Kindness

Kindness is the base on which Clifford Bridge is built; it is the cement that binds our school's foundations and makes it solid as a rock. It is respect, care and above all, love. Every day we sprinkle kindness wherever we go.



### Resilience

We want to give everyone the best gift of all. We want to teach you to love challenges, be intrigued by mistakes, enjoy effort, and keep on learning. That way you will have a lifelong way to build and repair your own confidence.



## MISSION AND ETHOS

### Vision

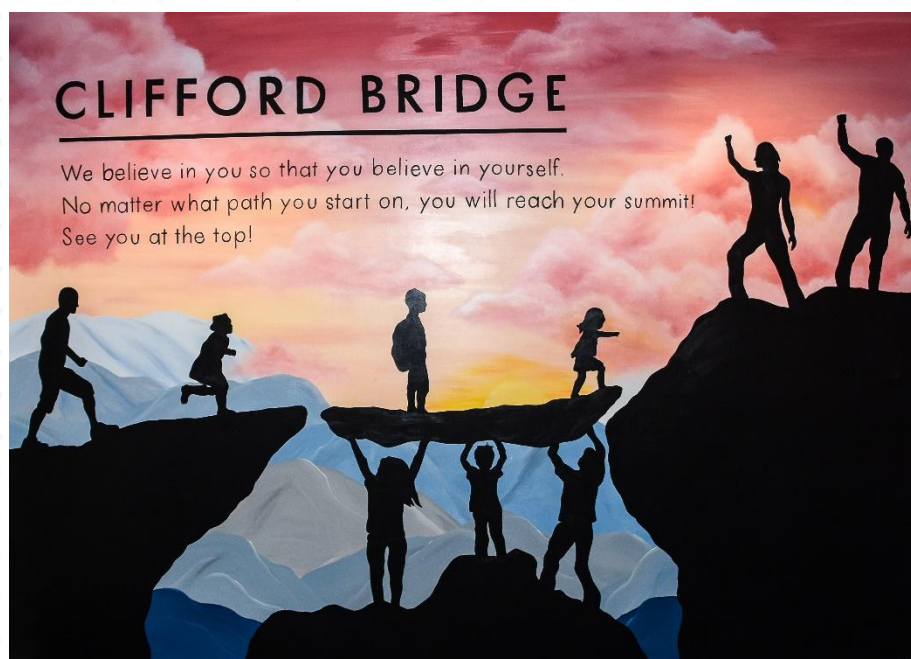
We believe in you so that you believe in yourself. No matter what path you start on, you will reach your summit. See you at the top.

### Mission

Create a culture which values each individual and prioritises knowing and understanding all members of the school community.

### Motto

See you at the top.





# ABOUT INSPIRE EDUCATION TRUST

Inspire Education Trust is an Multi Academy Trust that grew from a shared belief that children deserve a first-class education, so that each child and student understands what they are capable of, and what talents they have, and strives for excellence in themselves to succeed in the next stage of their education and the world of work.



**Inspire Education Trust**  
Together we achieve, individually we grow

We understand that every member of our staff is here for the best interest of our children. With them, we want to ensure that every child is valued and that the unique identity of each of our schools is protected, celebrated, and recognised for the contribution it makes to ensuring our pupils have the best education and experiences.

## Inspire Education Trust is made up of 8 schools.

- Arley Primary School, New Arley, Warwickshire (2024)
- Blue Coat Church of England School & Music College, Stoke, Coventry (2020)
- Clifford Bridge Academy, Binley, Coventry (2015)
- Frederick Bird Primary School, Hillfields, Coventry (2024)
- Hearsall Community Academy, Earlsdon, Coventry (2017)
- Stockingford Academy, Nuneaton, Warwickshire (2019)
- Walsgrave Church of England Academy, Walsgrave, Coventry (2015)
- Whittle Academy, Walsgrave, Coventry (2015)

## Our Trust Motto encapsulates the beliefs and ideals of our family of schools.

*"Together we achieve, individually we grow"*

**OUR TRUST**

- Arley Primary Academy
- Blue Coat Church of England School & Music College
- Clifford Bridge Academy
- Frederick Bird Academy
- Hearsall Community Academy
- Stockingford Academy
- Walsgrave Church of England Academy
- Whittle Academy

## KEY FACTS AT A GLANCE

7 PRIMARIES & 1 SECONDARY

MIXED MAT – 2 CHURCH OF ENGLAND SCHOOLS

5,000+ PUPILS AS OF JAN 2024

709 STAFF

OPERATING OVER 2 LOCAL AUTHORITIES



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## STAFF WELLBEING & SUPPORT 'THE LITTLE THINGS'

At Inspire Education Trust, we are committed to working towards the best balance of hard work, commitment and wellbeing as well as avoiding the burden of unnecessary tasks. Our trust leaders aspire that all colleagues are fit, well and content at work. Some of the little but important things we give back to staff are listed below; new ideas are always welcome.



**External coffee van visits site for staff use**



**Support for new staff starters who join Inspire Education Trust (e.g buddy pairing)**



**Calendars regularly reviewed with staff workload in mind**



**No Student or class data collected for data's sake**



**Prayer and worship time across our CofE schools**



**8 free external counselling sessions for all staff**



**PPA time designed to promote a healthy work life balance**



**Dedicated classroom wherever possible for all teaching staff**



**Free Wellbeing App Subscription**



**Time off for staff wellbeing**



**Staff wellbeing integral to the appraisal process.**



**Enhanced paternity leave for all staff - 1 week at full pay and 1 week at Statutory Paternity Pay**



**Gym and fitness membership discount through CV-Life (based in Coventry)**



**Flexible and generous approach to family appointments, children's events, nativities, sports days etc**



**Opportunities for staff to get involved in sport and physical activity**



**Opportunities for career development always considered**



**Measured approach to lesson drop-ins**



**Staff marking & workload group to guide and develop policy**



**Communications protocol which promotes a healthy work life balance**



**Cycle to work scheme**



**Approachable Senior Leadership Teams**



**Staff social events (e.g time to talk)**



**Staff wellbeing champion network of support**



**EAP (Employee Assistance Programme) - Health Assured**



**Employer pension contributions of 23% + for teaching and support staff.**



**Generous holiday allowance for all year-round support staff (28 days annual leave, plus 8 bank holidays. Increasing to 33 days after 5 years of service)**



**Access to trained Mental Health First-Aiders for all Staff**



## MAKING AN APPLICATION

Applications for this post will only be accepted using the electronic application form on the My New Term website <https://www.ietrust.org/vacancies/>

The closing date for applications is Tuesday 28<sup>th</sup> April

Interested candidates are encouraged to contact Steph Jones - [Stephanie.Jones@CliffordBridgeacademy.org](mailto:Stephanie.Jones@CliffordBridgeacademy.org) to arrange an initial conversation with Madaleine Turner – Headteacher.

Shortlisting will take place, and all candidates will then be contacted by email.

Shortlisted candidates will need to be available for interview week beginning 4<sup>th</sup> May

If you have any questions relating to the application process, see the FAQ's page and if you still have a question - please do let us know by contacting Catherine Alexander-Gamble – [Catherine.alexander-gamble@ietrust.org](mailto:Catherine.alexander-gamble@ietrust.org)

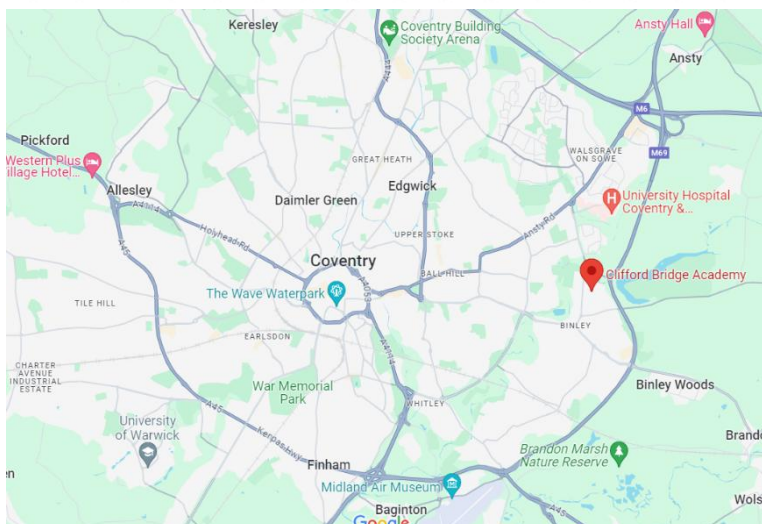
We look forward to hearing from you.





## HOW TO FIND US

If you arrange a visit or are successfully shortlisted for an interview, then you will need to visit our school. Please see the below for guidance and directions on how to find Clifford Bridge Academy.



### ADDRESS

Clifford Bridge Academy  
Coombe Park Rd  
Coventry  
CV3 2PD

*A 5-minute drive from  
University Hospital Coventry,  
and a 15-minute drive from  
Coventry city centre.*

### PARKING

As you arrive at the front gate, you can drive in and there are 3 car park areas that you can park in. See the circled below for parking locations.





## FREQUENTLY ASKED QUESTIONS



### **How do I apply for a vacancy at Inspire?**

All applications must be received electronically via our My New Term page. CVs may be accepted but will not replace the application form.

### **Top tips for writing my application for Inspire?**

Complete the application form as thoroughly as possible, providing comprehensive information about your past employment, training, and any gaps in employment, from leaving school, until the present day. Emphasize your alignment with the Person Specification criteria in your supporting statement, elaborating on why you believe you are the best candidate for the job.

### **How does shortlisting work?**

'Blind' shortlisting is carried out by a panel of staff who will judge the applications based on how closely they match the criteria from the person specification. By 'blind' we do not divulge to the shortlisting panel, certain sensitive information about candidates protected characteristics.

### **When will my referees be contacted?**

Following KCSIE guidance, we will seek to obtain references for all shortlisted candidates, before the interview. This allows any concerns raised to be explored further with the referee and taken up with the candidate at the interview. With effect of 1st September 2022, following further guidance from KCSIE, there will also be an online search as an additional pre employment check at this stage. Referees will not be contacted if candidates have not given permission.

### **How will I be contacted if I am successful?**

Successful candidates will be contacted by email after the closing date to invite them to interview with the date, time, and location of the interview. At this stage, you will also be asked to complete a self-declaration of your criminal record or information that would make you unsuitable to work with children.



Whilst we endeavour to inform all candidates of their application outcome, If you have not heard from us within 2 weeks of the closing date, please assume you have not been successful on this occasion.

### **What is involved in the interview process?**

All of our interviews consist of formal, competency-based questions. Additionally, for teaching roles, there will be a lesson observation, and for other key roles, there may be an assessment task (e.g. a presentation, administrative task, data analysis task etc). You will receive information on your invite to interview email which will detail the specifics of the task and what we would like you to prepare in advance.

### **You will also be asked to bring in proof of identity documents to satisfy a DBS check and qualification certificates, relevant to the role.**

Candidates who have a disability or any other needs will be given the opportunity to highlight this prior to any selection activities in order that reasonable adjustments may be made to the selection process.

### **Is there an onboarding process?**

We have an extensive onboarding and induction program which will take you through exactly what to expect before you start your new role, by the end of your first day, by the end of your first week, and by the end of your first month. You will also find important information to online safeguarding training sessions you will be required to complete during your induction.

### **Is there a probation period?**

Yes, there is a probation period of 6 months for support staff. This provides an opportunity for us to put in place a structured plan of CPD and support for new colleagues.



## STAFF TESTIMONIALS

Taken from our 2023 staff wellbeing survey

*"I work with a wonderful team of colleagues who are supportive and will make themselves available when needed to debrief etc. I feel very blessed that my line manager in particular is very supportive and understanding and takes into consideration any presenting factors which could potentially impact on my wellbeing and workload."*



*"I find that generally my wellbeing and work-life balance is good. I find that SLT are very supportive of my department and I can talk to other people I work with about any issues. I appreciate that any time there are parents evenings, there is not CPD on a Monday evening. I also like that we have been given other training days as days off, such as September 1st."*

*"I feel well supported in my role. In particular with regard to flexible working and ad-hoc childcare needs which used to be a big cause of anxiety for me."*



*"Employee support program is good and helpful to manage life inside and outside school."*

*"I think the school and Trust does a lot to support wellbeing and workload."*

*"Wellbeing champions and their supportive work of the staff has been excellent and would continue to help the continual wellbeing of staff. The coffee van is also an excellent little pick-me-up when it's on site."*

*"The work of the wellbeing champions. It is much appreciated!"*

*"Deputy head actively shows support, always makes sure we feel seen and heard and checks in regularly to make sure everything is going OK. "*





*"My Head has been incredibly supportive of my wellbeing and is always willing to stop and listen when I am in need of someone to talk to if things become overwhelming. They have supported with helping to make my workload manageable so I can have a better work life balance. I am really grateful for that. It makes a huge difference."*

*"I feel our SLT are really approachable and understanding. I think they do a great job at just listening and supporting where needed."*



*"I feel always cared for by school. It is a really lovely nurturing caring place to work."*

*"I am very happy at work, I look forward to coming in and the things put in place by the trust after the last survey such as the coffee van visits have made a massive improvement to the enjoyment we collectively have at work."*

*"I am very happy in my place of work. I feel issues are listened to and management support them as best they can. Thank you."*

*"I love working at my school! Although it's crazy busy we always work together as a team to support each other. I am always thanked by my direct leadership at the end of each day."*



# RECRUITMENT PRIVACY NOTICE INSPIRE EDUCATION TRUST



**Inspire Education Trust**

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## Who is collecting your data?

Inspire Education Trust is a data controller for the purposes of the General Data Protection Regulation and domestic legislation. The personal data that you provide will be used in connection with your application for vacancies at the Trust. If we make an offer of employment, the Trust will provide a fully informed privacy notice to employees.

## Why are we collecting your data?

- So we can process your application to the next stage
- Check and verify your identity
- Ensure your suitability for the position advertised including contacting references from your noted referees, provided you have confirmed their consent to be contacted for this purpose
- For research, analysis and statistical purposes
- Meet our statutory obligations under the Equality Act 2010

## What is being collected?

The information you provide us within submitted forms is collected to enable us to consider your suitability for the vacancy. This includes:

- Name and contact details (phone number, email and address).
- Previous work history and experience
- Education, training and qualifications
- Referee contact details

We also process special category data such as:

- Religion
- Ethnicity
- Disability Issues

We ensure we keep our records up to date by logging these on the TES platform in which you made your application. If you are successful in your application, we will provide you with further details about how we will process your personal data.

## Do we share your data?

Information on application forms and notes made during the interview process are not shared if an offer of employment is not made. If an application is successful, a workforce privacy notice will be provided to you, detailing how we will use your personal data.

## Your Rights.

You can see your rights in relation to the application by visiting <https://ico.org.uk/your-data-matters>

## Retention

Unsuccessful candidates' application forms will be destroyed after 6 months.

Successful applicants will be provided with a fully informed employee privacy notice alongside their contract. The information provided on this form will be stored with the successful applicant's personnel file. This is kept in line with the School's record retention schedule. This can be found on the School website.

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 [facebook.com/ietrust](https://facebook.com/ietrust)

 [instagram.com/inspire.education.trust](https://instagram.com/inspire.education.trust)

 [twitter.com/inspireedtrust](https://twitter.com/inspireedtrust)

 [linkedin.com/company/inspire-education-trust](https://linkedin.com/company/inspire-education-trust)

 [tiktok.com/@ietrust](https://tiktok.com/@ietrust)



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