



Inspire Education Trust

Together we achieve, individually we grow

RECRUITMENT PACK

Teaching Assistant (Level 3)



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

| | |
|---------------------|---|
| Post Title | Teaching Assistant (Level 3) |
| Salary Range | Support Staff Grade 3, £22,314 - £23,393 (FTE £25,185 - £26,403) |
| Reporting to | Headteacher |
| Status | Fixed term until 17/07/2026, 37 hours per week – Term Time plus 5 inset days |
| Flexibility | Flexible |



Job Purpose

To support the class teacher in delivering high-quality education and care, promoting the learning, development, and wellbeing of all pupils. This includes enabling pupils—particularly those with additional needs—to access learning, develop confidence and independence, and thrive within an inclusive school environment

Pupil Support

Under the direction of the classroom teacher or designated supervisor:

- Provide tailored support to individuals or small groups, including those with SEND, to promote engagement, progress, and independence.
- Encourage pupil voice, self-advocacy, and confidence through supportive interactions and personalised guidance
- Support pupils' physical, emotional, and social development, using appropriate strategies and interventions.
- Assist with personal care, medical needs, and wellbeing routines in line with school policies. Promote positive behaviour and emotional regulation using inclusive, trauma-informed approaches that foster resilience and wellbeing.

Teaching & Learning

Under the direction of the classroom teacher or designated supervisor:

- Support the delivery of planned learning activities, adapting resources and approaches to meet diverse needs.
- Support adaptive teaching by helping to personalise learning experiences based on pupils' strengths, needs, and interests
- Contribute to the implementation of EHCPs, Individual Education Plans (IEPs), and behaviour support plans.
- Use digital tools and assistive technologies to enhance accessibility, engagement, and independence in learning
- Provide feedback to pupils and contribute to assessment and progress tracking.

Classroom Organisation

Under the direction of the classroom teacher or designated supervisor:

- Prepare, maintain, and organise learning resources and classroom displays.
- Support the teacher with administrative tasks such as photocopying, filing, and collecting resources.
- Assist with the supervision of pupils during transitions, breaktimes, and off-site visits.

Professional Collaboration

Under the direction of the classroom teacher or designated supervisor:

- Work closely with teachers, SENCOs, and external professionals (e.g. therapists, educational psychologists).
- Communicate effectively with parents/carers under the guidance of teaching staff.
- Support the induction of volunteers, students, or new staff in the classroom.

Professional Development

- Engage in regular continuing professional development (CPD) and training as required by the



Trust or school.

- Reflect on practice and contribute to a culture of continuous improvement.

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
- Familiarises 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 the Headteacher or designated supervisor that are within the scope, purpose and spirit of the role
- This role may include providing 1:1 support for pupils with SEND to ensure they can access learning, build confidence, and thrive in the school environment
- Take responsibility for own wellbeing and seek support when needed.

This job description is not exhaustive and may be subject to change. It will be reviewed regularly and may be amended in consultation with the post holder to reflect the evolving needs of the school and the Trust.



PERSON SPECIFICATION – Teaching Assistant (L3)

| | | Essential | Desirable |
|--|---|-----------|-----------|
| Education and Qualifications | Level 3 qualification (or equivalent experience) in Supporting Teaching and Learning or a related subject | ✓ | |
| | GCSEs (or equivalent) in English and Maths at Grade C/4 or above | ✓ | |
| Experience | Experience supporting pupils in a classroom or educational setting | ✓ | |
| | Experience working with children or young people in a paid or voluntary capacity | ✓ | |
| | Experience supporting pupils with SEND or additional needs | ✓ | |
| | Experience using digital tools to support learning | | ✓ |
| Skills and Knowledge | Effective communication skills (oral and written) | ✓ | |
| | An ability to work independently and as part of a team | ✓ | |
| | Attention to detail/ability to enter data accurately | ✓ | |
| | Ability to prioritise workload and manage pressure | ✓ | |
| | Discretion and experience of handling confidential data | ✓ | |
| | Competent in using digital tools and technology to support learning | ✓ | |
| Personal Qualities | Dedicated to our vision that all children are entitled to an exceptional, inclusive education | ✓ | |
| | Possesses a genuine belief that all children are equal and celebrates the diversity in our school communities | ✓ | |
| | Works with honesty and integrity | ✓ | |
| | Emotional resilience and ability to support pupils working with challenging behaviour | ✓ | |
| | Recognises the importance of protecting their own personal wellbeing | ✓ | |
| | Committed to making children feel happy, safe and secure | ✓ | |
| Safeguarding and Child Protection | 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 | ✓ | |
| | Familiarity of Keeping Children Safe in Education (Part 1) | ✓ | |
| | 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 | ✓ | |



| | | | |
|---------------------------------|--|---|--|
| Professional Development | Willing to participate in further appropriate professional development | ✓ | |
|---------------------------------|--|---|--|

| 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 |
| Embraces the vision "Aspire and Achieve" 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

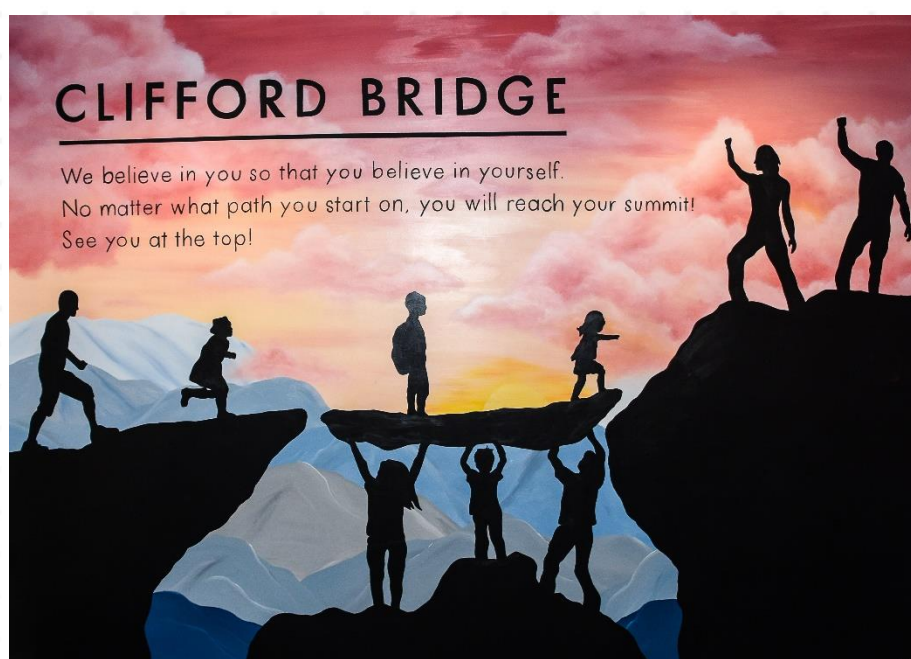
We believe in you so that you believe in yourself. No matter what path you start on, you will reach your summit. See you at the top.

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.





HISTORY OF CLIFFORD BRIDGE

The roots of Clifford Bridge Academy trace back to 1972, marked by the appointment of Mr. Peter Asquith as the inaugural headteacher. A figure of multifaceted talents, Mr Asquith brought expertise as an antique arms connoisseur and a champion marksman, setting the tone for a school that prioritised academic growth and embraced diverse skills and interests.

During this period, the school's capacity accommodated 320 pupils, laying the groundwork for a community hub that would evolve over the years, establishing Clifford Bridge Academy as a cornerstone in Coventry's educational landscape.

In 1997, the school marked its 25th anniversary with the burial of a time capsule, encapsulating the spirit of that era. The recent 50th-anniversary fete in 2022, where this capsule was unearthed, bridged the gap between past and present, reconnecting the current generation with the artefacts of their predecessors.

Beyond academics, Clifford Bridge Academy has been a cornerstone of community life, emphasising enduring connections across generations. The Coventry Evening Telegraph coverage from 1972 highlights Mr Asquith's leadership, and as the school moved into the 21st century, it evolved while preserving core values.

As Clifford Bridge Academy looks toward the future, its commitment to a nurturing environment, built on a history of dedication and community engagement, remains steadfast. The school continues to be a dynamic force, shaping the minds of future generations and carrying forward a legacy of educational excellence.



Above: Mark Pittaway (SSO) who was a student when it was buried, revealing the contents of the time capsule with the Headteacher Madaleine Morgan & former headteacher Geoff Veasey who was in charge when the capsule was buried.





WHAT MAKES CLIFFORD BRIDGE SPECIAL

Clifford Bridge recently carried out a parent survey and in which we discovered that **100% of parents would recommend Clifford Bridge Academy to other parents**, which is something we are immensely proud of.



Clifford Bridge is home to its own rock band, Take It To The Bridge, formed in 2014. Initially performing at school assemblies on Fridays to celebrate children's achievements, the band has evolved from simple 2-chord songs to playing popular tunes. They've showcased their talent at venues like The Belgrade Theatre Coventry, The Tin, The Coal Vaults, and The Royal Spa Centre, even embarking on a World Tour of Coventry, performing at 4 schools in a day.

Annual auditions in September attract over 80 children, taking place over four lunchtimes. Currently, the band comprises 2 drummers, 2 bassists, 2 pianists, 3 guitarists, and 5 singers. Members stay in Take It To The Bridge until leaving Clifford Bridge, fostering mentorship, and enhancing musical skills. Notably, ex-pupils often return to contribute, passing on their musical knowledge.

The band allows children to apply their musical skills in a real context and be part of something greater, showcasing the synergy of collective talent.

At Clifford Bridge, we also have children who have taken on additional responsibilities such as our Junior PCSOs (Police Community Support Officers). Their job is to ensure the safety of children and parents when coming into school. If people don't park responsibly then they get 'tickets' which our students have designed which tell them how to park safely and what they can and can't do.



We are also lucky enough to have pets in every phase of our learning, which encourages our children's learning needs, especially their communication, reading and observation skills.

We also have **Time for You** come into our school for our students regularly, and they offer support and counselling for young people. We are proud that we offer this to our children and that through this we get them to speak about their feelings and experiences and we normalise this openness and level of communication.



We are also blessed enough to have an active PTFA who often hosts fundraising activities for our school. Since they came together in September 2022, they have hosted discos, raffles, competitions, pre-loved sales, and summer fates. Our PTFA has the support of our community and local businesses who regularly support our events.



We also have Sky Blues in the Community, the official charity arm of Coventry City Football Club, as part of our school community. They increase the opportunities we can offer to our children to take part in a range of sports and physical activities. They improve health and wellbeing, promote education, learning and personal development and support inclusion amongst disadvantaged and underrepresented communities.



We are also committed to providing an extensive range of before and after-school clubs. These are supported by our wonderful staff and offer our students a variety of different hobbies and skills in a collective and inclusive environment. We currently offer 18 different after-school clubs a week and these clubs have great retention and engagement with our students.

CLIFFORD BRIDGE ONLINE

Please see below the ways to connect with Clifford Bridge Academy online. We have so much great content on our website and our social media, which is where you can see what life at Clifford is really like.

www.cliffordbridgeacademy.org

Facebook

[Facebook.com/cliffordbridgeacademy](https://www.facebook.com/cliffordbridgeacademy)

Instagram

[instagram.com/cliffordbridgeacademy](https://www.instagram.com/cliffordbridgeacademy)

X/ Twitter

twitter.com/cliffordbridge

YouTube

[youtube.com/@cliffordbridgeacademy](https://www.youtube.com/@cliffordbridgeacademy)





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 9am Tuesday 17th February 2025

Interested candidates are encouraged to contact Steph Jones - 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 on Monday 23rd February 2026.

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

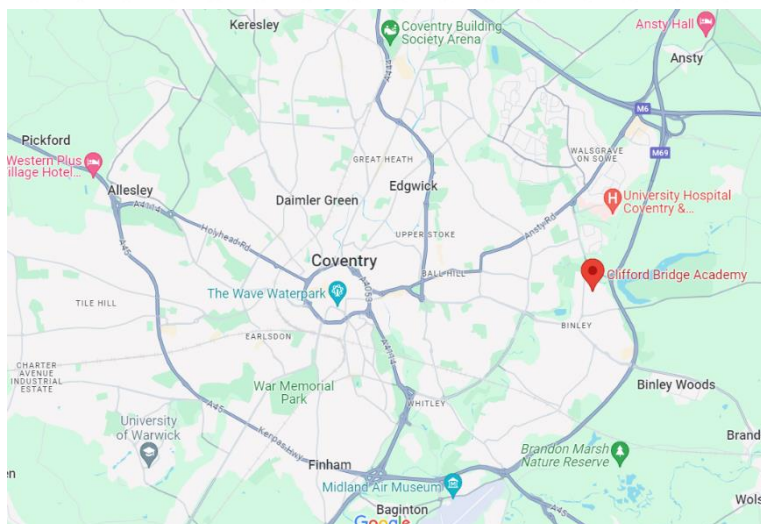
We look forward to hearing from you.





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.



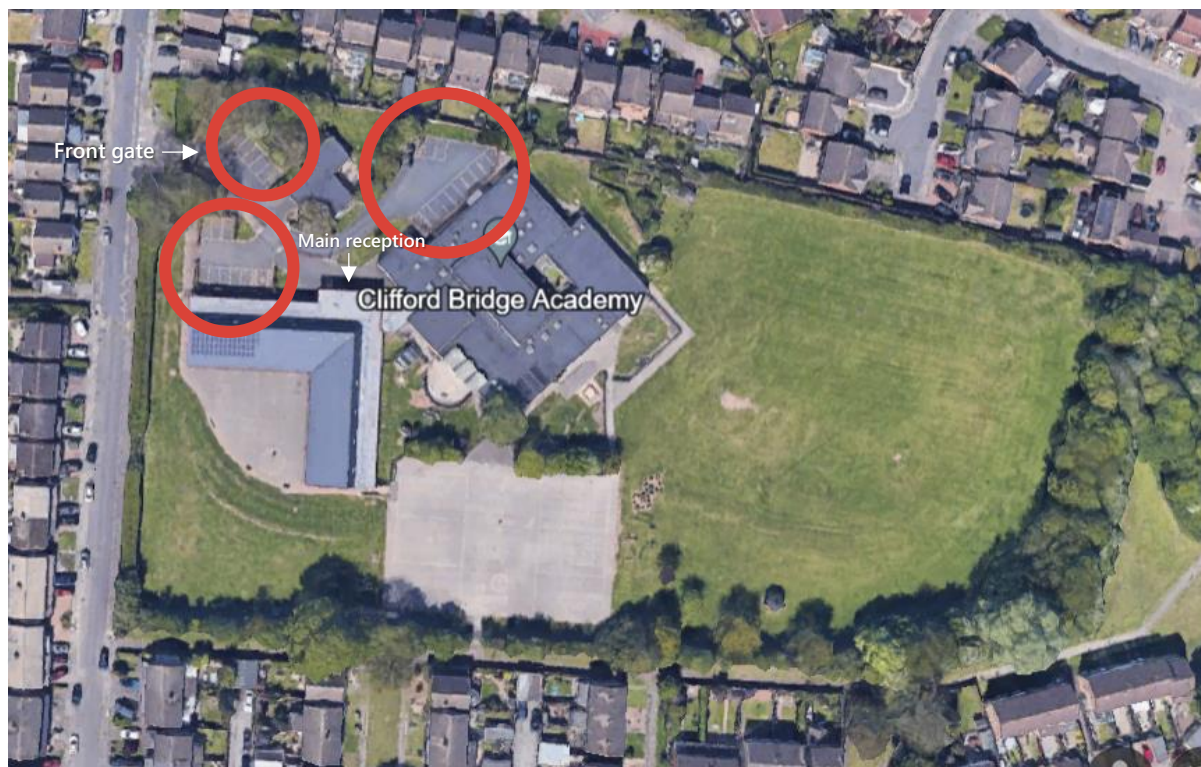
ADDRESS

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 TES 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.



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RECRUITMENT PRIVACY NOTICE INSPIRE EDUCATION TRUST

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



instagram.com/inspire.education.trust



twitter.com/inspireedtrust



linkedin.com/company/inspire-education-trust



tiktok.com/@ietrust



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