



Level 3 Teaching Assistants
(Three posts)

Information pack for potential applicants



Letter from Head Teacher

Dear potential candidate,

At the heart of Kingsmeadow Community School lies a highly aspirational academic curriculum of which we are fiercely proud. This academic curriculum is supported by a generous and well-planned Character Curriculum which runs through years 7 to 13. Our status as the last maintained secondary school in Gateshead means that we are not bound by the processes of a larger trust or academy chain. Every decision we make is closely tailored to the needs of our students, their families and the local community.

Staff at Kingsmeadow Community School have unerringly high expectations for all. Through developing their understanding of learning, and working in partnership with home, we seek to instil these high expectations into our students. Using our core values of Integrity, Resilience and Respect, we equip our students with the skills they need to be successful citizens who contribute positively to society, whilst giving them the academic profile they need to be able to open up doors of opportunity in their future.

Inclusion remains integral to all aspects of learning and development at Kingsmeadow which includes the support and commitment provided for our students with Special Educational Needs (SEND). We look to strengthen our SEND department by offering 3 permanent Level 3 Teaching Assistant positions.

The SEND department consists of a SENDCO, Deputy SENDCO, two HLTAS, twelve teaching assistants and an SEND administrator. The new posts reflect our commitment to inclusion and reflect the changing needs of our students.

The successful candidates will:

- Enjoy working as part of a diverse team
- Provide high quality, intuitive in-class support to students registered on the SEND Code of Practice, including those students with an Education Health & Care Plan.
- Deliver and plan targeted intervention programmes such as reading, handwriting, literacy and numeracy.
- Proactively inform teaching & learning to promote inclusive classrooms.
- Be flexible, reacting to the needs of students first.
- Contribute to the community ethos of Kingsmeadow Community School, building positive and respectful relationships with students, parents, staff and all stakeholders
- Have high expectations of self as a positive role model for staff and students

If you require any further information prior to making an application, please contact the Office Manager, Michelle Lane, at mlane@kingsmeadow.org.uk or on 0191 4606004 ext 222. Visits to the school are encouraged and can be arranged by contacting Mrs Lane.

I look forward to receiving your application. Further information about our school can be found on our website.

Yours faithfully

Mark Barrett
Head Teacher



Letter from Chair of Governors

Dear potential applicant

Thank you for your interest in the three x Level 3 Teaching Assistant positions at Kingsmeadow Community School. I hope that you will find the information pack interesting and inspiring.

The governors are extremely proud of the school. It is a very exciting place to learn, for students and staff. New developments are becoming well established, taking the school forward in its commitment to promoting and supporting aspiration for each student, allowing them to achieve their full potential at school and beyond. An innovative curriculum, effective teaching strategies and strong pastoral care continue to raise standards and ensure students become confident, lifelong learners. Last year Kingsmeadow gained its best ever GCSE results at a time where accountability measures continue to rise.

Governors and senior leaders are united in their aim that each individual student achieves his or her maximum potential regardless of prior achievement. Behaviour and pastoral care are exemplary. The school has an inclusive ethos and the gap between the achievement of Pupil Premium students (who make up about half of the school population) and others is consistently below the national average.

A very clear vision and school improvement plan all help staff to have clear aims and targets. Teamwork is well developed, with staff learning from and supporting each other, and there are opportunities to develop leadership skills. Staff are very well supported through performance management and a focused, relevant CPD programme which meets individual as well as whole school needs.

This is an exciting opportunity to join the school team and help shape the future of our school. I urge you to visit us to learn more and to see our excellent modern facilities at first hand.

Yours sincerely,

Sarah Diggle
Chair of Governors



Post: Level 3 Teaching Assistants (three posts)

Procedure for Application

If you wish to be considered for either or both of these vacancies you should complete an application form and submit this with a covering letter. The personal statement section of the application form should detail how you meet the essential criteria, plus any relevant desirable criteria, of the role. The covering letter should be no more than two sides of A4 stating how your skills and experience make you an ideal candidate for the post.

As part of the application, you will give the names and contact details of two professional referees, one of whom must be your current or most recent head teacher. References will be taken-up prior to interview, unless you specifically request otherwise.

The application form for completion, can be found on the school's website here: [Vacancies - Kingsmeadow](#). Please do not submit a CV instead of the application form.

Completed applications should be emailed to Mrs Michelle Lane, Office Manager mlane@kingsmeadow.org.uk and should arrive no later than noon on Monday 2 March 2026. Visits to the school are encouraged and can be arranged through contacting Mrs Lane.

Interviews will take place during the week commencing Monday 9 March 2026. If you have not heard from us by this time you must assume that your application has been unsuccessful on this occasion. We do not offer feedback on unsuccessful applications at this stage.

Thank you for your time in considering this role and for any subsequent application.



About Kingsmeadow Community School

Any welcome that I give here in writing cannot do justice to the welcoming atmosphere that is felt on entering Kingsmeadow Community School. We are a community school in every sense of the word. At Kingsmeadow you will find an ambitious, dedicated and caring staff body working with students who have a real desire to work hard and succeed.

At the heart of Kingsmeadow School lies a highly aspirational, academic curriculum of which we are fiercely proud. All students have the opportunity to access the EBACC and around 90% do so. Our sixth form offer is made up of exclusively level 3 courses. We do not limit our expectations of our students and, in doing so, we find that they strive to step up and meet those expectations. Aspiration is the key to success.

We would not be able to deliver this aspirational curriculum nor maintain these high expectations without the outstanding pastoral support team and structure that sits at the core of our school. We have recently invested significantly in this pastoral support team, through the creation of five new non-teaching Head of Year posts, creating over 125 hours of additional support time for students during the course of the school week.

The students who attend Kingsmeadow School come from an increasingly diverse community. Using our core values of Integrity, Resilience and Respect, we seek to equip our students with the skills they need to be successful citizens who contribute positively to society, whilst giving them the academic profile they need to be able to open up doors of opportunity in their future. Our strong academic curriculum is supported by a generous Character Curriculum which runs through years 7 to 13. This is delivered through our daily Thrive sessions, which account for two hours of curriculum time per week. These sessions incorporate our RE curriculum as well as much of the PSHE, RSE, SMSC and British Values education, incorporated into our own Character Curriculum.

We use the Google suite across the school. Teachers and students are well versed in using Google Classroom for classwork and homework. Students have good access to technology, with over 400 Chromebooks plus desktops available in school.

Kingsmeadow Community School has undergone significant improvement over the past year, and will continue to do so into the future. The pastoral structure offers unparalleled support to our students and creates an atmosphere within school where teachers and teaching assistants are rarely distracted by poor behaviours and are allowed to teach and support. Academically, we have classroom expectations which ensure consistency of practice without stifling the creativity of great teachers. This can be seen through our 2024-25 results, which were a huge improvement on recent years and among the highest that the school has ever seen. Moving forward, we have four whole-school priority areas which we are addressing this year: embedding inclusive practice; literacy and oracy; maximising the impact of time spent in the classroom; developing a culture of praise for students and staff.

Mark Barrett
Head Teacher



Leadership Structure

Headteacher

Mr M Barrett

Deputy Headteachers

Mrs A Douglas - teaching and learning

Mr S Ferguson - inclusion

Business Manager

Miss C Bulman

Assistant Headteachers

Mr G Dunlop - non-core subject curriculum support

Mrs M Langley - student and staff welfare and wellbeing

Mrs A Lowery - safeguarding and behaviour

Mr A Milton - core subject curriculum support

Job Profile

Level 3 Teaching Assistant x 3 posts

Job Purpose

To work under the guidance of teaching/senior staff and within an agreed system of supervision, to implement agreed work programmes with individuals/groups, in or out of the classroom. This will include those requiring detailed and specialist knowledge in particular areas and will involve assisting the teacher in the whole planning cycle and the management/preparation of resources.

Supervise whole classes occasionally during the short-term absence of teachers and respond to questions and generally assist pupils to undertake set activities. The primary focus will be to maintain good order and to keep pupils on task

The key roles of this post will generally include:

1. Providing support for pupils by

1. Using specialist (curricular/learning) skills/training/experience to support pupils
2. Establishing productive working relationships with pupils, acting as a role model and setting high expectations
3. Promoting the inclusion and acceptance of all pupils within the classroom
4. Supporting pupils consistently whilst recognising and responding to their individual needs
5. Encouraging pupils to interact and work co-operatively with others and engage all pupils in activities
6. Promoting independence and employ strategies to recognise and reward achievement of self-reliance
7. Providing feedback to pupils in relation to progress and achievement

2. Providing support for the teacher by

8. Working with the teacher to establish an appropriate learning environment
9. Working with the teacher in lesson planning, evaluating and adjusting lessons/work plans as appropriate
10. Monitoring and evaluating pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives
11. Providing objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
12. Being responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems/records as requested
13. Undertaking marking of pupils' work and accurately record achievement/progress
14. Promoting positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
15. Liaising sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/meetings with parents with, or as directed
16. Administering and assess routine tests and invigilate exams/tests
17. Providing general clerical/admin. support e.g. administer coursework, produce worksheets for agreed activities etc.

3. Providing support for the curriculum by

18. Implementing agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs
19. Supporting the use of ICT in learning activities and develop pupils' competence and independence in its use
20. Helping pupils to access learning activities through specialist support
21. Determining the need for, prepare and maintain general and specialist equipment and resources

3. Providing support for the school by

22. Being aware of and complying with policies and procedures relating to child protection, behaviour, anti bullying, anti racism, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
23. Being aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
24. Contributing to the overall ethos/work/aims of the school
25. Establishing constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
26. Attending and participate in regular meetings
27. Participating in training and other learning activities as required
28. Recognising own strengths and areas of expertise and use these to advise and support others
29. Providing appropriate guidance and supervision and assist in the training and development of staff as appropriate
30. Undertaking planned supervision of pupils' out of school hours learning activities
31. Supervising pupils on visits, trips and out of school activities as required
32. Such other responsibilities allocated which are appropriate to the grade of the post

Knowledge and Qualifications

Essential

Knowledge of:

- The effective use of ICT to support learning - computer, video, photocopier
- Good understanding of the principles of child development and learning processes
- Working knowledge of national/foundation stage curriculum and other basic learning programmes/strategies

Qualifications:

- Good numeracy/literacy skills
- NVQ Level 3 for Teaching Assistants, equivalent qualification (NNEB)
- Training in relevant learning strategies and specialist knowledge in a particular curriculum area

Experience:

- Working with children of relevant age
- Basic clerical work

Desirable

Knowledge of:

- Awareness of relevant legislation relating to child protection
- Understanding of classroom roles and responsibilities

Qualifications:

- Full First Aid Qualification

Experience of:

- Clerical duties, report writing
- Supervising small groups of children
- Counselling
- Working with children with additional needs

