



‘Washwood Heath Academy is an inclusive and nurturing place of learning... Pupils flourish and achieve strong outcomes’ – Ofsted Report, May 2025

Level 3 Teaching Assistant - Primary Phase



HAPPINESS



EXCELLENCE



ACHIEVEMENT



RESPECT
RESILIENCE



TOLERANCE



SELF-BELIEF

An Introduction to Washwood Heath Academy and the Primary Phase

In March 2019, Washwood Primary pupils and staff moved into the purpose built Primary building on the Washwood Heath Academy campus. It is a beautiful building with excellent teaching and learning facilities for children and staff. The Primary building is separate from the Secondary buildings, with its own playgrounds, but with access to Secondary facilities including music rooms, Science Labs, PE facilities, Drama studio, Art rooms and outside space. We plan and develop our 'All Through' activities to enable us to work together at opportunities throughout the year, including during Sports Days, Workshops, Library Events, Awards Ceremonies, Assemblies, Concerts and other events and celebrations.

Within the primary phase at Washwood Heath Academy, we believe in creating and sustaining a positive and uplifting culture for our children and each other. We are a caring and nurturing environment, which aims to develop all of our core **HEARTS** values: Happiness, Excellence, Achievement, Respect, Resilience, Tolerance and Self-Belief. We go above and beyond to ensure that everybody within our school community feels respected, challenged, supported and safe. We believe in being: **Ready, Respectful and Safe** and we expect all visitors to our school to uphold our three rules. We aim to provide our children with an excellent curriculum providing high-quality teaching and learning which equips our pupils with the right tools for them to achieve and to provide them with the most effective environment that ignites curiosity and wonder. We support our families in ensuring that they too, can provide the right environment for our children to learn effectively and to grow securely academically, emotionally and mentally. Together as one school, Washwood Heath Academy provides a safe and caring environment for our pupils led by highly-effective staff whose main aim is to ensure a continuing ethos of a love for learning, quality education, resilience and respect whilst receiving excellent teaching and learning.



Washwood Heath Academy is a large All Through Academy with almost 1700 learners across the key stages. The Primary phase is a 1 form entry school which ensures we can care and cater for the needs of all in a caring and family orientated way. Every year, our Year 6 pupils transition into Washwood Heath Year 7 and join a further 250 children from other local primary schools. In addition to teaching staff and teaching assistants, the Primary phase currently has a Pastoral Manager, SENCO, Assistant Head and Head of Primary Phase. The Primary phase works closely with the secondary phase and enjoys a special relationship, which positively benefits everyone.

In May 2025, Washwood Heath Academy experienced its second Ofsted inspection as an All-through Academy and was graded 'Good' in all categories. Ofsted reported that '**Washwood Heath Academy is an inclusive and nurturing place of learning... Pupils flourish and achieve strong outcomes. Pupils state that their school is like a family away from home. As a result, pupils feel valued and learn very well.**' Ofsted Report, May 2025.

Since September 2019, Washwood Heath Academy implemented and embedded a knowledge-rich curriculum across all phases of the Academy. Primary outcomes are continually improving, phonics is a strength, with EYFS data being stronger than National. '**Pupils in the primary phase learn the curriculum well. The warm and respectful relationships are a pleasure to observe. Pupils' behaviour is excellent.**' – Ofsted Report, May 2025

In March 2020, Ofsted praised the '**sharp focus on the teaching of early reading, and children learn phonics from the start**'.

We are seeking to appoint a dynamic, highly organised and excellent teaching assistant to join our friendly and supportive Primary Phase. The successful candidate will support children across the Primary Phase with potential to work with children from EYFS- Year 6.

Washwood Heath Academy really is '**a school for everyone**' and a significant number of staff have remained at Washwood for many years because they enjoy being part of a family and working in a caring and supportive community that wants the best for all of its young people and staff.



JOB DESCRIPTION



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| JOB TITLE | Level 3 Teaching Assistant - Primary Phase |
| GRADE | GR3 |
| Job Purpose | <ul style="list-style-type: none"> • Establish positive relationships with pupils supported • Support pupils with activities which support English and Maths skills • Support pupils' attainment and development in class, ensuring progression throughout the curriculum • Support the use of ICT in the classroom and develop pupils' competence and independence in its use • Promote positive pupil behaviour in line with school policies • Interact with, and support pupils, according to individual needs and skills • To be committed to the safeguarding of children. • To aid the teachers in reporting on the progress of pupils' learning and to assess, record and report on development, progress and attainment as agreed with the teachers. • To provide roving support across all phases, covering and supporting where needed under the full support and supervision of the MLT, SLT and Phase Leaders. • To work with a team of TA's across the Trust to develop good working practices within a supportive environment. |
| Reporting to | Head of Primary Phase |

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| Liasing with | Head teacher/Head of Primary Phase/Senior Leadership Team, teaching and support staff, Multi Academy colleagues, external agencies and parents. |
| Main Duties | |
| Principal Accountability | <ul style="list-style-type: none"> • Working with individuals or groups of children under the direction of teaching staff. • Implement planned learning activities/teaching programmes as agreed with the teacher adapting activities according to pupils' responses as appropriate. • Plan highly effective teaching and learning objectives for individuals, groups or classes. • Deliver agreed learning activities to pupils, adapting activities according to pupil responses/needs. • Building a bank of expertise throughout the Trust by working with team members of other schools within the Washwood Heath MAT |
| Duties | <ul style="list-style-type: none"> • Establish positive relationships with all pupils • Support pupils with activities which support literacy and numeracy skills • Support the use of ICT in the classroom and develop pupils' competence and independence in its use • Promote positive pupil behaviour in line with school policies and help keep pupils on task • Interact with, and support pupils, according to individual needs and skills • Promote the inclusion and acceptance of children with special educational needs within the classroom ensuring access to lessons and their content through appropriate adaptation and resources • Participate in planning and evaluation of learning activities with the teacher, providing feedback to the teacher on pupil progress and behaviour as required • Monitor and record pupil activities as appropriate writing records and reports as required. • Provide feedback to pupils in relation to attainment and progress under the guidance of the teacher. • To support learning by arranging/providing resources for lessons/activities under the direction of the teacher. • To attend to pupils' personal needs including help with social, welfare and health matters, including minor first aid and intimate care as required. • To assist with the preparation, maintenance and control of stocks of materials and resources. • Assist with the development and recording of ITPs and Learning Plans/Pupil Passports. • Liaise with other staff and provide information about pupils as appropriate. • To assist with the display and presentation of pupils' work. |

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| | <ul style="list-style-type: none"> • To supervise pupils for limited and specified periods including break-times when the postholder should facilitate games and activities in line with school policy and expectations. • To assist with supporting pupils on educational visits. • Establish productive working relationships with pupils, acting as a role model and setting high expectations • Promote the inclusion and acceptance of all pupils • Support pupils consistently whilst recognising and responding to their individual needs • Encourage pupils to interact and work co-operatively with others and engage all pupils in activities • Promote independence and employ strategies to recognise and reward achievement of self-reliance • Provide feedback to pupils in relation to progress and achievement • Liaising with colleagues in other Trust schools, in person and electronically to improve teaching and learning throughout the Trust |
| <p>Other duties / General</p> | <ul style="list-style-type: none"> • To adhere to the ethos of and contribute to the overall purpose of WHMAT, as set out in its strategic plan. • To adhere to WHMAT's values as set out in its strategic plan and the Trust Framework • To play a full part in the life of the school community, to support its Strategic Commitment, Purpose and Intent and to encourage staff and students to follow this example. • To actively promote the school's policies. • To continue personal, professional development and growth. • To actively engage in the school's self-review and evaluation processes. • To actively engage in the school's Appraisal of Performance processes. • To comply with the school's Health and Safety Policy and undertake risk assessments as appropriate. • To attend meetings as determined in the meetings policy and as directed by the Head of Academy/Head of Primary Phase. • To undertake any other duty as specified by School Teachers' Pay and Conditions Document, not mentioned in the above. • To comply with the school's procedures concerning safeguarding and to ensure that training is accessed, including protection, health and safety, security, confidentiality and data protection, adhering to GDPR. <p>The duties above are neither exclusive nor exhaustive and the postholder may be required by the Headteacher / Head of Primary Phase to carry out appropriate duties within the context of the job, skills and grade.</p> |

PERSON SPECIFICATION

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| JOB TITLE | Level 3 Teaching Assistant - Primary Phase |
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| | Essential | Desirable | Method of Assessment |
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| Knowledge/Qualifications | | | |
| NVQ Level 3 for Teaching Assistants or equivalent | ✓ | | Application |
| Degree | | ✓ | Application |
| Equivalent GCSE at grade C and above in English and maths | ✓ | | Application |
| A willingness to undertake further relevant training and to pass those skills on to other members of staff as appropriate | ✓ | | Application/Interview |
| Good ICT skills | ✓ | | Application/Interview |
| (Paediatric) First Aid qualification | | ✓ | Application |
| Experience | | | |
| Enthusiasm and passion for supporting children | ✓ | | Application/Interview |
| Experience of supporting children in a classroom environment, including those with special educational needs | ✓ | | Application/Interview |
| Experience of supporting children as a Teaching Assistant in KS2 | | ✓ | Application/Interview |
| Experience of supporting children as a Teaching Assistant in KS1 / EYFS | ✓ | | Application/Interview |
| Experience of using Information Technology to support students in the classroom. | ✓ | | Application/Interview |
| A commitment to the extra-curricular life of the school | ✓ | | Application/Interview |
| A commitment to safeguarding and promoting the welfare of children and young people | ✓ | | Application/Interview |
| A commitment to obtaining the highest standards of pupil achievement and a belief that enjoyable learning is the most effective learning | ✓ | | Application/Interview |
| A commitment to the school's Strategic Purpose, Commitment and Intent | ✓ | | Application/Interview |
| Experience in playing a role in the EHCP Annual Review Process. | | ✓ | Application/Interview |
| Experience of taking/covering classes successfully. | ✓ | | Application/Interview |
| Skills & Abilities | | | |
| An effective team member | ✓ | | Application/Interview |
| Ability to work under pressure | ✓ | | Application/Interview |
| Excellent communication skills | ✓ | | Application/Interview |
| Able to motivate and inspire students | ✓ | | Application/Interview |
| Knowledge of the SEND Code of Practice | ✓ | | Application/Interview |
| A hopeful and positive disposition which focus on pupils, their needs and a continued drive to improve outcomes | ✓ | | Application/Interview |
| Respect for others and the diversity in our communities and beyond | ✓ | | Application/Interview |
| Initiative and responsibility in your work being able to work independently and without direction | ✓ | | Application/Interview |
| Confidence and self-assurance as well as reassurance for others | ✓ | | Application/Interview |

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| Ability to demonstrate effective implementation of the school's behaviour management policy as well as understanding of what makes good behaviour management | ✓ | | Application/Interview |
| Able to develop good personal relationships with pupils and adults | ✓ | | Application/Interview |
| Approachable and willing to help students both in and outside of lessons | ✓ | | Application/Interview |
| Knowledge of trauma informed practice and working in schools that are trauma informed | | ✓ | Application/Interview |
| Knowledge of strategies to recognise and reward efforts and achievements towards self-reliance that are appropriate to the age and development stage of the pupils | ✓ | | Application/Interview |
| Ability to provide effective classroom cover – with agreed parameters – in the absence of the class teacher | ✓ | | Application/Interview |
| Ability to consistently and effectively implement agreed behaviour management strategies | ✓ | | Application/Interview |
| Ability to provide levels of individual attention, reassurance and help with learning tasks as appropriate to pupils' needs, encouraging the pupils to stay on task | ✓ | | Application/Interview |
| Ability to carry out and report on systemic observations of pupils' knowledge understanding and skills and assessments | ✓ | | Application/Interview |
| Ability to offer constructive feedback to pupils to reinforce self-esteem | ✓ | | Application/Interview |
| Ability to work within and apply all school policies e.g. behaviour management, child protection, Health and Safety, Equal Opportunities | ✓ | | Application/Interview |
| Ability to assess progress and performance and recommend appropriate strategies to support development | ✓ | | Application/Interview |
| Clear accountability for the outcomes of children and focus on improving these. | ✓ | | Application/Interview |
| Equal Opportunities | | | |
| Must have an understanding of and commitment to the Trust's equal opportunities policies and procedures | ✓ | | Application/Interview |
| To be able to demonstrate a commitment to celebrating diversity and promoting community cohesion in a multi-cultural setting | ✓ | | Application/Interview |

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