

TEACHING & LEARNING ASSISTANT

**AT QUEEN VICTORIA
PRIMARY SCHOOL, SEDGLEY**



CANDIDATE INFORMATION PACK

Teaching and Learning Assistant

Part-time

8.30am - 3.30pm Monday to Friday

Permanent Contract

Start Date 1st September 2026

Salary Scale: 5

£20019 – £21,338 Annually (Actual)

Queen Victoria Primary School, a member of Stour Vale Academy Trust, is seeking to appoint a motivated and committed Teaching and Learning Assistant.

Successful candidates will be appointed as an employee to the individual school and not be expected to work across the Trust.

This is an exciting opportunity for a highly effective teaching assistant to play a vital part in improving the quality of education for children in our trust. Stour Vale is a growing academy trust, with 6 primary schools, 1 junior school, 1 infant with day nursery and 5 secondary schools within it; collaborating together to provide excellence both academically and in developing character.

Salary stated is actual for term time only 32.5 hours per week. Pay award due April 2026. Full time equivalent salary £26,403 to £28,142

Visits to the school are warmly welcomed and can be arranged by emailing HR@queen-vic.dudley.sch.uk

Closing Date: Wednesday 15th April 2026

School Visits: Monday 13th April 2026 - 9.30am
Tuesday 14th April 2026 - 9.30am and 4.00pm

Shortlisting: Thursday 16th April 2026

Interview Dates: Tuesday 22nd April 2026

Stour Vale Academy Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. We will carry out pre-appointment checks including DBS, online, and will disqualify any applicant where we consider the outcomes to be unsatisfactory. This post is exempt from the Rehabilitation of Offenders Act (ROA) 1974.

We are equally committed to ensuring that no applicant will be disadvantaged or discriminated against because of their protected characteristics under the Equality Act 2010.

ABOUT QUEEN VICTORIA PRIMARY

Message from the Head Teacher

Queen Victoria Primary School is an exceptionally caring school, which has been serving children and families in the heart of Sedgley since 1896. We believe every child is worthy and capable of success and happiness and this shows in every interaction. Our staff create the conditions for children to grow into individuals who care about themselves, each other, and the world they live in. Our children, from Nursery to Year Six, are at the heart of everything we do every day, in every decision and every action. Our staff will move heaven and earth to ensure children get what they need to succeed. We are full of hope and ambition for our children. We believe one of our key purposes is to help our children develop into respectful and responsible citizens who make positive contributions to life in Sedgley and beyond. As a school, we strive for excellence: relentless in our pursuit of providing excellence, balancing academic achievement and personal development.

You will be joining a dedicated and motivated team of staff who are incredibly friendly and supportive. We are committed to developing staff and offer quality professional development opportunities and encourage reflective practice. At Queen Victoria Primary School, we prioritise the wellbeing of all children and staff, continually reflecting upon workload whilst striving to provide the highest quality education and experience for our children.

We are seeking to appoint the best, most inspiring teaching assistant to work with our wonderful children..

Job Description



Job Title	Teaching and Learning Assistant
Grade	Grade 5 (SCP7-11)
Responsible to:	SENCO, Phase Leader, or other designated manager
Responsible for:	Not applicable
Working weeks:	39 working weeks during term time.

Core Purpose:

- Assist in the educational, personal and social development of designated students under the direction and guidance of relevant colleagues (e.g. the Headteacher, SENCO, phase leaders and class teachers) with a limited degree of autonomy.
- Support students by adopting relevant strategies and techniques to enable them to access the curriculum, engage with their learning and achieve their full potential.
- Implement planned learning activities/ teaching programmes as agreed with the teacher, adjusting activities according to students' responses as appropriate.
- Deliver measurable impact on pupil attainment as well as social and emotional well-being.
- Work collaboratively with relevant colleagues to fulfil the requirements of the role.
- The duties of the Learning Support Worker will be determined by the Head Teacher, or appropriate senior leader, and will be arranged to meet the needs of the school and pupil(s) being supported. This may involve working in small groups or on a 1:1 basis and may include supporting pupils with an Educational Health Care Plan (EHCP).
- Provide specialist support and expertise for SEND students
- To assist the teacher in the whole planning cycle.
- May be required to supervise small groups or whole classes for short periods in the absence of the class teacher. This will be appropriate to the level of experience

Legal and Statutory Requirements

The Teaching and Learning Assistant's professional duties must be carried out in accordance with the following:

- The Stour Vale Academy Trust scheme of delegation

- The provisions of all applicable legislation
- Keeping Children Safe in Education (KCSIE)
- The Funding Agreements of the Schools within the Trust and the Academies Financial Handbook
- Stour Vale Academy Trust's internal financial controls and procedures
- The School Teachers' Pay and Conditions Document

Main Activities

Supporting Learning

- Under the direction of the class teacher, support and supervise pupils undertaking designated activities in a group or on an individual basis and to assist their learning and development by:
 - Clarifying and explaining instructions.
 - Facilitating the use of appropriate scaffolding for learning
 - Mediating language as required
 - Implementing specific strategies identified on individual support plans or EHCPs
 - Reinforcing relevant aspects of the planned teaching programme, particularly literacy and numeracy.
 - Being sensitive to the requirements of all pupils and encouraging their participation and independence.
 - Assisting pupils with the appropriate use of materials and resources, including ICT applications.
 - Nurturing the development of emotional literacy and social communication skills.
- Encouraging and building pupil resilience and self-esteem
- Effective use of positive behaviour management techniques and strategies with support where required. Encourage pupils to take responsibility for their own behaviour.
- Work with individuals or small groups of pupils under the direction/supervision of teaching staff.
- May work with individual pupils with special educational needs and/or with pupils for whom English is not their first language.
- May implement planned learning activities/teaching programmes as agreed with the teacher, adjusting activities to pupils' responses as appropriate.
- Supervise whole classes or groups during the short-term absence of a teacher.
- Participate in planning and evaluation of learning activities with the teacher.
- Support independent learning and inclusion of all pupils.
- Provide feedback to pupils in relation to attainment and progress under the direction of the teacher.
- May assist with the development of individual development plans for pupils e.g. IEPs.

Resources

- Select, prepare and clear away classroom materials and learning areas ensuring they are available for use, including developing and presenting displays.
- May handle small amounts of cash e.g. for school visits and/or monitor stocks/supplies for the classroom.
- Arranging/providing resources for lessons/activities under the guidance of the teacher.
- May handle small amounts of cash e.g. for school visits.
- Photocopying, filing, and preparing resources for lessons as directed by the teacher.

Exams, educational visits and other supervision

- May invigilate exams and tests.
- May assist escorting pupils on educational visits.
- May assist with break time supervision including facilitating games and activities.

Personal and welfare support

- May assist pupils with dressing, hygiene and eating whilst encouraging independence.
- Supporting pupils emotional and social well-being, reporting any problems to the teacher.

Systems, policies and procedures

- Contribute to maintaining a safe environment.
- Responsible for the careful and safe use of equipment.

Team involvement

- May demonstrate own duties to new or less experienced staff.
- May support the work of volunteers and other learning support workers in the classroom.

Building relationships

- Shares information about pupils with other staff, parents/carers, internal and external agencies as appropriate.
- Liaise sensitively and effectively with parents and carers, recognising their roles in pupils' learning
- Promote the inclusion and acceptance of all pupils, staff and stakeholders.

Record keeping and information management

- Record basic pupil data and provide feedback to the teacher on pupil progress and behaviour.
- Monitoring, accessing and recording pupil progress under the guidance of the teacher.
- Ensure all written and electronic records and reports are accurate, comprehensive and timely

Other

- Supervise children during break and lunchtime, as required.
- Be aware of, and comply with, policies and procedures relating to safeguarding, child protection, health and safety, confidentiality and data protection, recording/ reporting all concerns to the appropriate person and disclosures to the relevant professional.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop;
- Contribute to the overall vision and values of Stour Vale Academy Trust;
- Attend and participate in meetings, training and other learning activities and performance development as required;
- Any other duties commensurate with the duties/responsibilities/grade of the post

Duties may vary according to the organisational structure within the school. The structure may include additional posts that are focused on either delivering or supporting the delivery of one or more of the responsibilities outlined above.

The duties above are neither exclusive nor exhaustive and the post holder may be required by the Headteacher/senior leader to carry out appropriate duties within the context of the job, skills and grade. It is the practice of Stour Vale Academy Trust to periodically review job descriptions to ensure that they relate to the job performed and to incorporate any changes. In these circumstances, Stour Vale Academy Trust will seek to reach agreement on reasonable changes but, where agreement is not reached, Stour Vale Academy Trust reserves the right to make changes to the job description, following consultation.

Stour Vale Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment. As this post meets the requirements in respect of exempted questions under the Rehabilitation of Offenders Act 1974, all applicants who are offered employment will be subject to an Enhanced Disclosure and Barring Service Check (DBS) before the appointment is confirmed. This will include details of ALL cautions, reprimands or final warnings as well as convictions, whether “spent” or “unspent”. Criminal convictions will only be taken into account when they are relevant to the post.

Name:

Signed:

Date:

Personnel Specification



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Grade Grade 5 (SCP7-11)
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Responsible for: Not applicable
Working weeks: 39 working weeks during term time.

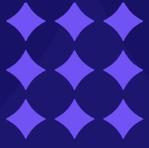
No	Categories	Essential	Desirable
QUALIFICATIONS			
1.	NVQ level 2 in Maths and English (or equivalent), and / or qualified or willing to become qualified to Level 3 Teaching Assistant.	◆	
2.	Other relevant training		◆
EXPERIENCE			
3.	Experience working with children individually and in groups	◆	
4.	Experience of supporting children’s development and progress in an educational setting	◆	
5.	Experience with SEND children and challenging behaviour	◆	
6.	Experience of running intervention programmes		◆
ABILITIES, SKILLS & KNOWLEDGE			
7.	Able to support pupils’ learning on a one-to-one basis, or in groups, including the provision of specialist support for SEND students, as appropriate.	◆	
8.	An understanding of learning and the process of learning	◆	
9.	An understanding of the development of the whole child	◆	
10.	IT and keyboard skills to allow record keeping and reporting.	◆	
11.	Able to assist with the development of individual development plans for pupils e.g. IEPs.	◆	
12.	An understanding of safeguarding	◆	

PERSONAL QUALITIES			
13.	Ability to relate well to adults and pupils	◆	
14.	Able to supervise groups or whole classes and maintain a calm and productive environment in the absence of the class teacher	◆	
15.	Ability to organise self and others	◆	
16.	A calm, positive nature	◆	
17.	Commitment to safeguarding and promoting the welfare of children and young people	◆	
18.	Genuine respect for others and desire for equality of opportunity and diversity	◆	
19.	Ability to work as part of a team understanding Trust roles and responsibilities and your own position within these	◆	
20.	Can-do attitude and solution-focused approach with an ability to manage expectations and not over promise	◆	
21.	Have a willingness to demonstrate commitment to the values and ethos of Stour Vale Academy Trust	◆	

Name:

Signed:

Date:



**STOUR VALE
ACADEMY
TRUST**