



ACHIEVEMENT ASSISTANT

Contract type: Permanent, Term Time only + 5 Training days

Hours per week: Monday - Friday 08:50-3:30pm (30 minute break)

30.83

Salary: TA2 - Scale 3, Scale point 5-6. £18,336.09 - £18,626.35 Pro rata
(FTE £25,584.00 - £25,989.00)

Location: Matchborough First School Academy, Matchborough Way
Redditch
B98 0GD

Closing date: Wednesday 24th June 2026

Start date: 1st September 2026



Central Region
Schools Trust

Founded by the RSA

WELCOME TO MATCHBOROUGH FIRST SCHOOL ACADEMY

Matchborough First School Academy is a vibrant and ambitious learning community with a strong focus on outcomes for pupils, personal development and equality of opportunity to a wide range of exciting and motivating experiences. We aim to prepare our pupils to make the best of the potential they have and to succeed in all that they do.

Matchborough First School Academy provides a stimulating, well-ordered learning environment for our pupils, who benefit from our school facilities and grounds. Our curriculum is designed to provide flexibility and balance, so we can meet the needs of all our pupils and prepare them for success in the next phase of their lives. We are proud to be at the heart of the local community, working closely with our parents and carers.

As part of the Central Region Schools Trust, we work alongside a strong network of schools committed to excellence and collaboration, ensuring high-quality education that helps children become confident, curious, and compassionate. We are looking for an excellent achievement assistant to join our team at Matchborough First School Academy.





How to apply

We are seeking to appoint a committed, enthusiastic and highly effective Achievement Assistant (TA2) to join our team and provide high-quality support to teachers within the classroom. The successful candidate will demonstrate a strong commitment to improving the life chances of our pupils by recognising each child as an individual, listening attentively to their thoughts and feelings, and placing their needs and safety at the heart of our work. Our ideal candidate will have a genuine passion for working with children, be reflective in their practice, engage in ongoing professional learning, and enjoy working flexibly as part of a collaborative classroom team.

The role will involve supporting pupils with SEND and other identified needs or barriers to learning, in securing the best possible outcomes.

For more information about this role, please email office2@matchborough.crst.org.uk. Tours of the school are available at various times and can be arranged via email.

To apply please complete an application through My New Term no later than **10am on Wednesday 24th June 2026**.

We reserve the right to conclude the campaign ahead of schedule in the event of a high volume of applications

We also encourage applicants to visit our [School Website](#) and the [Central Region Schools Trust website](#).

Safeguarding Statement

Central Region Schools Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. As part of our stringent recruitment process, all applicants undergo thorough child protection screening, encompassing checks with previous employers and an enhanced DBS disclosure, in strict alignment with the 'Keeping Children Safe in Education' guidelines, which also includes an online search for all shortlisted candidates.

At Central Region Schools Trust, we stand as proud advocates for diversity and inclusivity across all our schools, serving as an equal-opportunities employer and we encourage applications from individuals of all backgrounds and communities.

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. The successful candidate is required to undergo an Enhanced DBS check with Children's barred list.

Central Regions Schools Trust – Social Justice through Exceptional Schools’.



At Matchborough First School Academy we aspire to put our school values and behaviours into practice in our daily lives. The staff, parents and pupils selected our core values listed below.

Compassion: To show kindness and helpfulness towards others.

Honesty: To speak the truth and act truthfully.

Respect: To regard the feelings, wishes or rights of others.

Resilience: To use skills and strengths to cope and recover from problems and challenges.

Teamwork: To work cooperatively with others towards a shared purpose.

Independence: To understand and take responsibility for your own learning.

Each value is introduced during an assembly at the beginning of every new half term. The children are encouraged to think about and reflect on their behaviour and attitudes and how they can incorporate these values into their life at school, at home and in the wider community.

The final Whizz Kid assembly of each half term is a 'values' assembly. The teachers select their Whizz Kid by choosing a child who has shown that they understand and portray the value through their behaviour.



The History of our Trust

As a trust, we were founded by the Royal Society for the encouragement of Arts, Manufactures and Commerce, more commonly known as the Royal Society of Arts or the RSA. The RSA has a history of developing ideas and projects to improve people's lives, and our vision of 'social justice through exceptional schools' aligns closely with the social justice mission of the RSA. All our schools are improving in reputation, popularity, and quality of education.

Whilst we are now a DfE approved academy sponsor, recognising the collective strength of our trust and schools, we retain many programmes and partnerships from the original sponsorship. We have a strong school improvement force and now sponsor, in collaboration with the DfE and Regional Schools Commissioner, schools that will benefit from our structural, formal support. Our trust aims to influence the practice of our schools through the collaborative knowledge sharing we expect through our school improvement model and co-design structures.

We are outward facing, sharing, and learning from internal and external partners. Central Professional Learning, Research and Development (CPL,R&D) ensures the development of all employees at all levels of the organisation. We have developed excellence in central services, such as finance, HR, estates, which make a huge difference to our schools, not least by enabling Principals and staff to focus on delivery of excellence in teaching and learning. Teach Central, as part of CPL,R&D, recruits, and trains new teachers to the profession with a high level of success.

Our Mission, Vision, Strategic Objectives & Values

Mission: to promote opportunity and social justice for every child through exceptional schools.

Vision: As a trust founded by The Royal Society of Arts, our exceptional schools work together to create learning that is inspirational for all: igniting imagination and enabling creativity and curiosity which results in the highest achievement. People are valued and happy, developing their knowledge, attributes, skills and networks for success and fulfilment. In our empowered communities, everything is possible, and aspirations are high. Outcomes are highly impressive.

Strategic Objectives:

S01:Exceptional Learners

S02:Expert Professionals

S03:Excellence in Infrastructure, Systems and Places

S04:Empowered Communities and Lasting Partnerships

Values: Integrity, Excellence, Creativity, Community and Respect

Job Description

Job Title: Achievement Assistant

Accountable to: Principal

Salary: TA2 - SC3 - SCP 5-6

Core purpose of the post

To support the classroom teacher with their responsibility for the development and education process by providing care to children, including those who have physical, emotional, and special educational needs, by utilising a good standard of practical knowledge and skills. The role will involve supporting pupils in our new Reception cohort with ECHPs and other identified needs or barriers to learning, in securing the best possible outcomes. The role will also involve supporting pupils in lessons, small group work, and leading specific interventions. The post will involve working primarily in our Reception year group.

Job responsibilities and tasks

Under the direction and supervision of the Year lead and class teacher.

- To support identified pupils (those with ECHPs or facing other barriers to learning) in reaching appropriate learning and developmental targets.
- Understanding and demonstrating the importance of keeping children safe by following all statutory safeguarding documentation and the schools safeguarding procedures.
- Building positive relationships with children, taking an interest in them
- Assisting with learning activities.
- Contributing to the planning of work to meet the expectations of the curriculum and individual needs of pupils.
- Carrying out appropriate activities as planned within the classroom or with groups of pupils.
- Intervening and skilfully supporting children's participation in activities to effectively promote progress in their social, communication, emotional, intellectual, and physical development.
- Displaying and presenting children's work.
- Taking responsibility for visual aids.
- Prepare and organising teaching resources including the checking and maintaining of equipment and materials including control of stock.
- Preparing resources for lessons and activities.
- Assisting with the physical manipulation of objects and equipment.
- General supervision, counselling, and discipline of pupils, within the procedures of the school.
- Assisting at an appropriate level with the provision of general care and welfare of children including:
 - assistance with the personal hygiene routine, e.g. personal care, the changing of soiled clothing including its disposal in the appropriate way; dressing and undressing;
 - assisting with children's injuries and where qualified, administering basic first aid;
 - to assist with the identification and monitoring of children's general health and welfare.
- Supporting children to be independent by helping them with tasks.

Achievement Assistant Candidate Pack




- Assisting in the implementation of programmes designed by other professionals such as educational psychologists, and speech and language therapists.
- Assisting with the provision of general care and welfare to pupils and to be mindful of the need to maintain a safe environment at all times.
- Adhering to and maintaining school routine and codes of conduct.
- Supporting the ethos of the school.
- To assist with the support of group activities within and away from the classroom, i.e. P.E., educational visits, forest school.
- Ensuring that pupils are able to safely use equipment and materials provided and be aware of the range of resources available.
- Promoting pupil independence in learning and reinforcing the child(ren)'s self esteem through praise and encouragement.
- Maintaining personal and professional development to meet the changing demands of the job, participate in appropriate training activities and encourage and support staff in their development and training.
- Using specialist skills, knowledge, strategies, and techniques to effectively support all aspects of the children's development.
- Recognise own strengths and areas of specialist expertise and use these to advise and support others.
- Any other task deemed appropriate and reasonable.




Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Staff will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. This job description will be reviewed annually, and leaders reserve the right to alter the content of this job description, after consultation with the postholder, to reflect changes to the job or services provided, without altering the general character or level of responsibility.

Person Specification

We are seeking to appoint an Achievement Assistant who is able to demonstrate the following qualities and experience.

Criteria	Essential	Desirable	Method of Assessment
 <p>Experience</p>	<ul style="list-style-type: none"> ·Ability to use ICT effectively. ·Ability to use other equipment / technology. ·Experience of working effectively with a range of people. · Experience of working with primary age children. 	<ul style="list-style-type: none"> • Working with children with speech, language and communication needs. 	<ul style="list-style-type: none"> • Application Form • References • Interview process
 <p>Qualifications</p>	<ul style="list-style-type: none"> • ·Good standard of education. Good literacy / numeracy skills (equivalent to Grade C/4 in GCSE English and Maths). 	<ul style="list-style-type: none"> • Evidence of further qualifications 	<p>Application Form</p> <p>Certificates</p>
 <p>Knowledge & Skills</p>	<ul style="list-style-type: none"> • ·Good communication skills, both written and verbal. • ·Ability to self – evaluate learning needs and actively seek learning opportunities. • ·At basic understanding of how children develop and learn. • ·Ability to actively engage in the learning activities at a basic level and to assist in the personal and individual development of individuals or groups of pupils. • ·Ability to supervise the activities of individuals or groups of children to ensure their safety and facilitate their physical and emotional development. 	<ul style="list-style-type: none"> • Working knowledge of relevant policies / codes of practice. 	<ul style="list-style-type: none"> • Application Form • References • Interview process

 <p>Personal Qualities</p>	<ul style="list-style-type: none">• Able to work independently and to manage own time efficiently.• Able to work as part of a team and to communicate effectively with staff at all levels.• Able to liaise with staff to ensure children's needs are met.• Warm and caring personality, friendly and able to relate well to children and adults, with a high level of patience.• Commitment to equal opportunities for all.• Able to stay calm under pressure.• Able to be adaptable to meet the needs of the children at all times.• Able to react creatively to situations in order to support children.	<ul style="list-style-type: none">• Willingness to be involved in the wider life of the school.	<ul style="list-style-type: none">• Application Form• References• Interview process
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