



*"Inspire through Creativity, Kindness & Adventure"*

# Teaching Assistant Application Pack



September 2026



Larkrise Primary School is an academy managed by the River Learning Trust, which is an exempt charity and a company limited by guarantee, registered in England and Wales under company number 7966500. Registered Office: C/O Gosford Hill School, Oxford Road, Kidlington, Oxfordshire, United Kingdom, OX5 2NT. United Kingdom.

# Introduction

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Thank you for your interest in our **Teaching Assistant** post at **Larkrise Primary School**. We are seeking a talented and driven individual to join our team at an exciting time in our school's development. **We are particularly interested in receiving applications from those who share the school's values of Inspiring through Creativity, Kindness and Adventure.**

This is an opportunity to shape a new career in education or to build one that is already underway. We are proud to see members of our team progressing within the wider Trust or education system, and we now look forward to welcoming a new colleague who will help shape the next stage of our journey. If you are new to being a Teaching Assistant, you may also consider applying for one of our [Apprenticeship roles](#).

We hope this application pack provides you with an understanding of our values and vision for our children, staff, and the wider school community.

## A School with Momentum and Purpose

Larkrise is a school with momentum. Over the past six years, we have made rapid progress, which was recognised in our March 2023 [Ofsted inspection](#). The wider community is increasingly choosing us as their first-choice school, and **95% of parents and carers** stated they would recommend us to others (RLT Parent Survey March 2026).

We serve one of the most **diverse and vibrant catchments** in the internationally renowned city of Oxford. Our children come from a wide range of economic and cultural backgrounds, with over **thirty-two languages** spoken in school. This rich diversity is a source of strength and joy, reflected throughout our curriculum and our school culture.

## A Role That Grows with You

We are proud of the **professional development** we offer all staff and are deeply committed to supporting your career growth. If you are successful in this role, we will work with you to build a tailored **Continued Professional Development and Learning (CPDL)** plan. This is further enhanced by our membership of the [River Learning Trust](#), which provides access to a broad, high-quality training network. Whether you are looking to start your career in education or have more experience and want to support children in a kind and welcoming environment whilst growing as an individual, we are the school for you. Find out more about what it is like working at Larkrise via this [link](#).

Being part of the **River Learning Trust** also means you'll benefit from working closely with a **diverse family of schools**, sharing best practice and accessing support that stretches far beyond the school gates.

As a school, we are actively involved in the wider education system. We have partnerships with:

- [Oxfordshire Teaching School Alliance](#) (OTSA) - A highly respected partnership offering a rich array of development opportunities. Larkrise is proud to be a strategic partner school within OTSA,
- [Oxfordshire - Wiltshire - Berkshire Teacher Training](#) - We offer placements for School-Centred Initial Teacher Training (SCITT).

- [Oxford Brookes Teacher Training](#) - We are a partner school that provides teacher placements for the BA in Primary Teacher Education and the PGCE Primary 5 - 11 courses.
- Oxford Brookes Expert Mentoring Project - A project working with experienced teachers to unlock the power of educational research into classrooms.
- [Step Into Teaching](#) - We offer placements for the national graduate pre-teacher training programme, committed to making a difference to the lives of children and young people across the UK.

## A Team You'll Be Proud to Join

At Larkrise, you'll be joining a **motivated, energetic, and highly supportive team**. Our staff care deeply about the children and each other, and we believe in creating a purposeful and joyful learning environment for all.

Our recent RLT staff survey (March 2026) highlights this clearly:

- 98% of staff feel their work makes a meaningful difference
- 96% of staff feel valued by leaders in the school
- 94% feel supported by colleagues
- 96% are proud to work at Larkrise
- 94% feel valued and respected
- 100% feel that their work has a strong purpose and makes a positive difference to the lives of children.
- 100% believe the school is aspirational for all pupils
- 96% feel the school is well-led and managed
- 92% feel their manager supports their work-life balance.

You'll also be joining a community that values partnership. Our **Governors. Parents/Carers** and **Friends of Larkrise** (our active parent and carer volunteer group) are deeply involved in school life.



At Larkrise, leaders have worked to craft sensible policies that take colleagues' workload and well-being into account. In short, we focus on approaches that make a difference where it

matters most: in the classroom. The school's values underpin all of its work, and we strive for kindness to be the default in all interactions across the community.

### **Come and See Us**

This application pack will give you a strong sense of our values, but there's no substitute for experiencing our school in person. We warmly encourage you to visit, meet the team, and see our community in action. To arrange a visit with **Jon Gray (Headteacher)** to discuss your future and ours, please contact the school office on **01865 721476** or email [office@larkriseprimary.org](mailto:office@larkriseprimary.org).

If you are looking for **a new career in education or to build one that is already underway**, and are excited about the opportunity to work in a thriving, diverse, and ambitious setting, we would love to hear from you

This is more than a job. It's an opportunity to help shape the future of a dynamic school community and advance your career in a supportive and ambitious environment.

We hope to meet you soon.

Yours sincerely



(Jon Gray -Headteacher)



(Charlotte Stewart -Deputy Headteacher)



Morag Scott (Assistant Headteacher)

# Mission, Vision & Values

## Mission-Vision-Values

**Mission:** A vibrant and caring school which proudly reflects the diversity of our community.

**Vision:** To provide a world-class curriculum with high expectations for every child and within which well-being is nurtured and learning is limitless.

### Inspire



**Inspire through Creativity, Kindness and Adventure**

### Creativity



**Inspire curiosity and encourage innovation.**

### Kindness



**Show kindness to ourselves, each other, our community and our environment.**

### Adventure

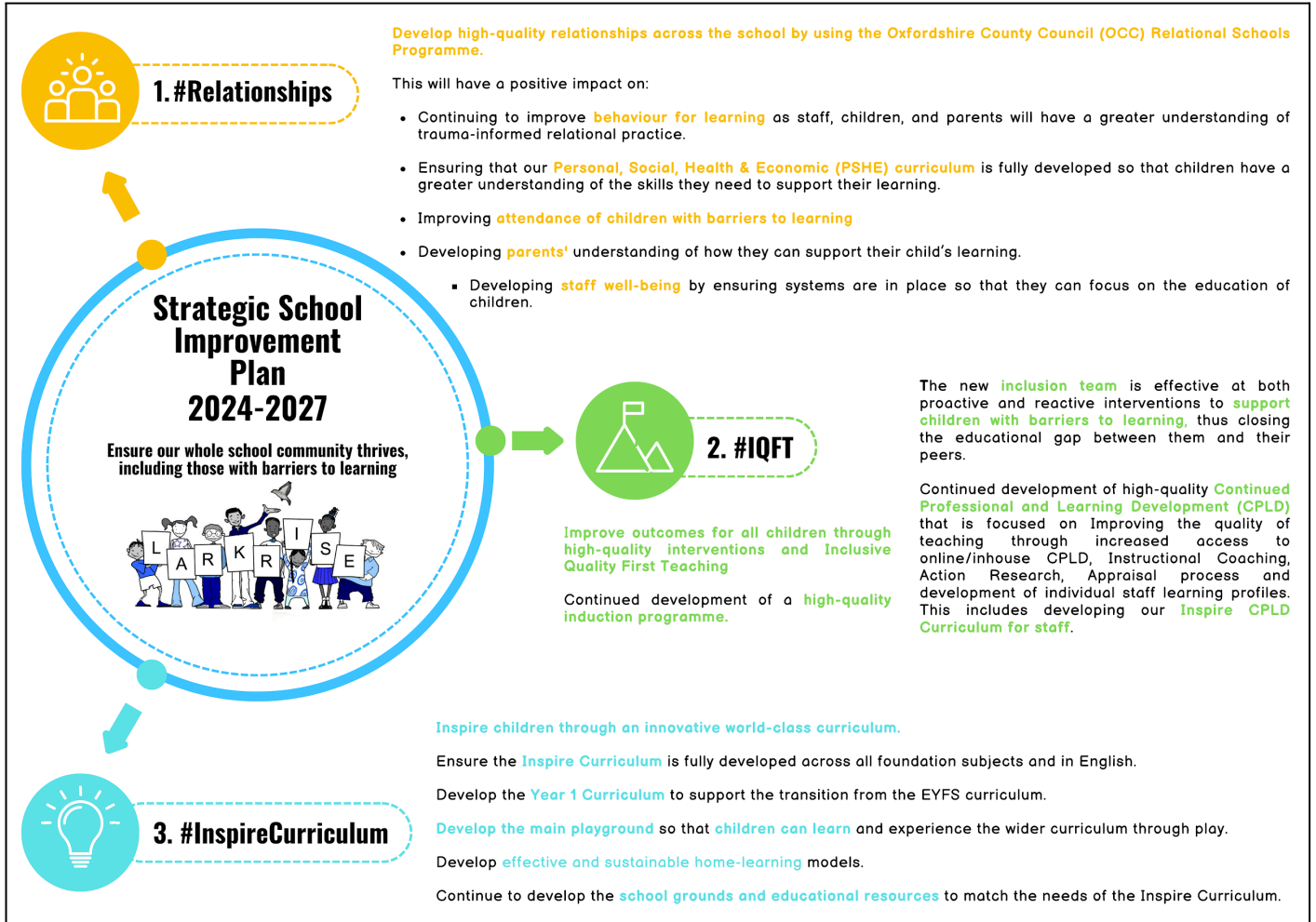


**Meet the challenge by embracing new opportunities whilst striving for excellence.**



# We are a forward-thinking school that looks to the future.

We are rapidly improving the school. We pride ourselves on using research to ensure improvements are implemented and embedded. Click the image below to learn more about current school improvement.



# The Principles of the River Learning Trust



The River Learning Trust (RLT) is a multi-academy trust responsible for several schools and a school-centred initial teacher training (SCITT) provider within Oxfordshire. The schools and SCITT are united by their commitment to the trust's principles and a shared belief in the benefits of working together.

The River Learning Trust is a community of children, young people and adults with shared principles, including:

- Commitment to **Excellence**; striving for the best educational experience
- Everyone **Learning**; creating and taking opportunities that enhance lives
- Respectful **Relationships**; acting with care, integrity, and fairness in all we do

([Click here](#) for more information).

Click on the image below to watch a video about working in a school within RLT.



Clicking on the image below will take you to our Staff Charter.



**RLT** RIVER LEARNING TRUST

# THE RLT STAFF CHARTER

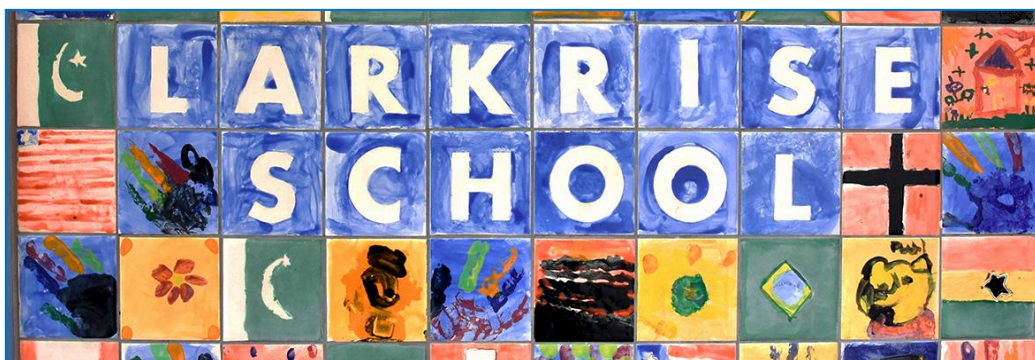
A core principle at RLT is Respectful Relationships where acting with care, integrity, and fairness is demonstrated within schools, the SCITT, and the Central Team. We value each member of our professional community and value our health and wellbeing. Our Staff Charter sets a standard which we all seek to follow; great schools thrive because of the people in them.

**As an employee of RLT:**

**YOU WILL BE SUPPORTED TO GROW AND DEVELOP AS A GREAT PROFESSIONAL:**



- You will have access to development opportunities in your school and across the Trust in a culture of collaboration and teamwork.
- We will help you to achieve excellence through high quality professional feedback and dialogue.
- Our appraisal processes will always be supportive and developmental.
- Integrity and professionalism underpin our approach to accountability.



# Teaching Assistant Job Description

<b>Job Title</b>	Graduate Teaching Assistant
<b>Reports To</b>	Class Teacher and Phase Leader
<b>Salary</b>	<p>Grade 4 £25,185 to £25,584 pro rata - Actual Salary based on 39 weeks/year - £19,283.02-£19,588.51</p> <p>33 hours per week, term-time only, plus INSET days</p> <p>Possibility of additional salary for working before, after school and holiday childcare and or running an after-school activity club.</p>
<b>Contract</b>	<p>Mon 8.30 am to 3.30 pm  Tues 8.30 am to 3.30 pm  Wed 8.30 am to 3.30 pm (CPLD from 3.30 pm to 4.30 pm every two weeks)  Thurs 8.30 am to 3.30 pm  Fri 8.30 am to 3.30 pm</p> <p>½ hour break each day</p> <p>Opportunity to increase hours by working in childcare.</p>

## Introduction

To work in KS1 or KS2, under the instruction/guidance of teaching staff or SENCo, to undertake work/care/support programmes, to enable access to learning for pupils and to assist the teacher in the management of pupils and the classroom. Work may be carried out in the classroom or outside the main teaching area.

The role will involve planning, preparing, and delivering learning activities for individuals/groups, and whole classes, and monitoring children and assessing, recording, and reporting on children's achievement, progress, and development.

The performance of all the duties and responsibilities shown below will be under the reasonable direction of the Headteacher, Deputy Headteacher, Assistant Headteacher, and Assistant SENCo. They will be mindful of his/her duty to ensure that the employee has a reasonable workload and sufficient support to carry out the duties of the post.

This role includes working every lunchtime to provide lunch supervision and enhance play-based opportunities.

This job description should be read alongside the [National Teaching Assistant Standards](#) .

## Our Staff Charter

A core principle at RLT is Respectful Relationships, in which care, integrity, and fairness are demonstrated within schools, the SCITT, and the Central Team. We value each member of our professional community and value our health and wellbeing.

Our Staff Charter sets a standard which we all seek to follow; great schools thrive because of the people in them. [Our RLT staff charter can be found here](#).

## Duties

### Support for children

- Supervise and provide particular support for children, including those with special needs, ensuring their safety and access to learning activities.
- Assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes.
- Support children within a whole class, a group or on a 1:1 basis.
- Establish constructive relationships with children and interact with them in ways that meet their individual needs.
- Promote the inclusion and acceptance of all children.
- Encourage children to interact with others and engage in activities led by the teacher.
- Set challenging and demanding expectations and promote self-esteem and independence.
- Provide feedback to children on their progress and achievement under the teacher's guidance.

### Support for Teachers

- Prepare the classroom as directed, ready for lessons, and clear afterwards; assist with the display of children's work.
- Be aware of children's need/progress/achievements and report to the teacher as agreed.
- Undertake pupil record keeping as requested.
- Support the teacher in managing children's behaviour for learning, reporting difficulties as appropriate

- Gather/report information from/to parents/carers or other professionals as directed.

### **Support for Curriculum**

- Support children to understand instructions.
- Support children in respect of local and national learning strategies, e.g., the Early Years Foundation Stage, as directed by the teacher.
- Support children in using IT as directed.
- Prepare and maintain equipment/resources as directed by the teacher and assist children in their use.

### **Support for School**

- Be aware of and comply with policies and procedures relating to child protection, health, safety, security, confidentiality, and data protection, and report all concerns to an appropriate person.
- Be aware of and support differences and ensure all children have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the school.
- Appreciate and support the role of other professionals.
- Attend relevant meetings as required.
- Participate in training and other learning activities and development as required
- Assist with supervising children at lunchtime and engage them in play-based activities during this time.
- Accompany teaching staff and pupils on visits, trips and out-of-school activities as required.

### **Health and Safety**

Taking appropriate responsibility for one's own health, safety and welfare and the health and safety of pupils, visitors and work colleagues in accordance with the requirements of legislation and locally adopted policies, including taking responsibility for raising concerns with an appropriate manager.

### **Safeguarding**

Larkrise Primary School and The River Learning Trust is committed to safeguarding and promoting the welfare of all children and preventing extremism; all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people. The successful candidate will be required to undergo an Enhanced Disclosure from the Disclosure and Barring Service (DBS) and obtain any other statutorily required clearance. Employment will also be conditional on the receipt of at least two acceptable references (one from the current/latest employer) and evidence of the formal qualifications required for the role.

## Notes

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Employees 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.



# Teaching Assistant Person Specifications

	Essential	Desirable
Qualification & Experience	<ul style="list-style-type: none"> <li>• Excellent numeracy/literacy skills</li> <li>• GCSE in Maths &amp; English (Grade C or 4 or above) or NVQ 2 or equivalent</li> <li>• Participate in development and training opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Some experience of supporting children in schools</li> <li>• Experience of working with children</li> <li>• A levels or NVQ 3 equivalent qualifications</li> <li>• Degree Level Qualification</li> </ul>
Knowledge & Skills	<ul style="list-style-type: none"> <li>• Able to effectively use technology – computer, video, photocopier</li> <li>• Ability to relate well to children and adults</li> <li>• Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these</li> <li>• General understanding of the EYFS, national curriculum and other basic learning programmes/strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Training in paediatric first aid</li> <li>• An understanding of child development and learning</li> <li>• Effective use of IT to support learning</li> <li>• Understanding of relevant policies/codes of practice and awareness of relevant legislation</li> <li>• Ability to self-evaluate learning needs and actively seek learning opportunities</li> </ul>
Personal Qualities	<ul style="list-style-type: none"> <li>• Sense of humour</li> <li>• A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school</li> <li>• Ability to work with a creative and engaged team</li> <li>• Commitment to maintaining confidentiality at all times</li> <li>• Commitment to safeguarding and equality</li> <li>• An understanding of the importance of working in partnership with other schools in the wider RLT to promote improvements in education for staff and children.</li> </ul>	<ul style="list-style-type: none"> <li>• The ambition to develop a career in education</li> </ul>

# The Interview Process

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The selection criteria, job description, and person specification show the essential abilities and skills required for this opportunity. The selection panel will assess each candidate against the requirements listed in the person specification, expecting them to demonstrate knowledge and understanding of each area and to show evidence of having applied (or of being aware of how to apply) this knowledge and understanding in a primary school context.

The selection panel will include the Headteacher, Deputy Headteacher, Assistant Headteacher and a Phase Leader.

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The panel will use the following assessment tools throughout the selection process:

- Application form via My New Term.
- Application Statement showing how you meet the selection criteria and explaining why you would like to work at Larkrise Primary School.
- Interview
- 10-minute presentation answering the following questions: How do your past and current experiences prepare you for the new role as a teacher at Larkrise? and What would you like to achieve in this role?

- Observing you working as a TA in one of our classrooms

The application process will be open from Thursday, 4th June, until Friday, 10th July at 6 pm. Please send via [My New Term](#).

**Applications will be reviewed upon submission, and we reserve the right to consider and interview candidates as they arrive.**

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