



**TAPESTRY
LEARNING
PARTNERSHIP**

JOB OPPORTUNITY

Level 2 Teaching Assistant

Djanogly Sherwood Academy, Sherwood Rise, Nottinghamshire

Fixed-term until August 2026

37 hours per week, 39 weeks per year

L2 TA Pay Scale – £22,386 - £23,094 pro rata (£25,917 - £26,736 FTE)

Join us on an exciting journey of transformation and excellence.

At Tapestry Learning Partnership, we believe in the power of education to change lives. Formed in January 2026 through the merger of two strong trusts, QEGSMAT and Djanogly Learning Trust, we are building a future where every child succeeds and flourishes. Now, we are looking for a passionate and committed Cleaner to play a vital role in supporting this vision at Kensington Junior School in Ilkeston, Derbyshire.

About the Role

Tapestry Learning Partnership is seeking to appoint an enthusiastic, well-organised, and supportive individual to join our Djanogly Sherwood Academy.

The ideal candidate must have experience working with Year 5 and 6 and be able to build strong relationships and have high expectations for all children. They should be resilient, calm, kind and able to use their initiative as well as displaying strong behaviour management skills. Please read the person specification and job description very carefully to ensure you fit the criteria.

Who We're Looking For

Are you passionate about working to support young children, some of whom may have a range of additional needs? Are you confident in working with children? Are you looking to join a friendly team who are committed to the learning and development of children? If so, we have the role for you.

About Djanogly Sherwood Academy

Djanogly Sherwood Academy is a forward-thinking primary school in Nottingham where children are encouraged to aim high and develop a genuine enthusiasm for learning. The school fosters a warm, inclusive culture built on strong relationships, high expectations, and a commitment to every pupil's success. Staff work collaboratively, support one another, and take pride in creating an environment where both children and professionals can flourish.

Why Join Tapestry?

As part of our Trust, you'll benefit from:

- A supportive network of professionals who share your commitment to excellence
- High-quality professional development and career progression opportunities
- A caring, inclusive organisation that values staff wellbeing and work-life balance
- Access to a range of employee benefits designed to promote health and wellbeing

This is your chance to be part of something special. Help us shape the future and make a lasting impact.

Tapestry Learning Partnership is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is a criminal offence to engage or seek to engage in regulated activity or regulated work with children, if you appear on the DBS barred list. All appointments are subject to an Enhanced DBS check and be eligible to work in the UK.

Further information about our commitment to Safeguarding can be found at: [Tapestry Learning Partnership](#)

Please be aware, the Trust may also consider performing an online presence check as part of their pre-employment checks.

This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore applicants are required to declare any cautions, convictions, reprimands and final warnings that are not protected (i.e. that are not filtered out) as defined by the rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013 and 2020).

If you are interested and wish to have an informal conversation to discuss the role or would like to visit the school, we would be happy to arrange this, please call 0115 942 1277.

Further details about our school can be found on our website: [Home | Djanogly Sherwood Academy](#)

To apply for this position, please visit our careers page via our website: [Tapestry Learning Partnership](#)

Closing date for applications: 13 February 2026 at 10 am

Interview date: 26 February 2026

Potential Start date: As soon as possible

JOB DESCRIPTION



Post Title: Level 2 Teaching Assistant

Reporting to: Headteacher

Grade: 2

Disclosure Level: Child Workforce - Enhanced, Children's Barred List

Purpose of the Post

Support access to learning for children and provide support to the class teacher/senior staff in the management of children in the classroom or any setting where teaching and learning takes place.

Teaching Assistant Agreed Framework Requirements

In all cases, indicative tasks at competency level specified within the Teaching Assistant agreed Framework, will be the reference point for indicative tasks within the competencies below.

Competences, roles, and responsibilities of all Teaching & Learning Assistant's:

- Support the positive ethos and aims of our school
- Work closely with the class teacher to contribute to the management of pupil behaviour, maintain order and an appropriate working environment, including implementation of the school's behaviour policies.
- Deal with emotionally demanding behaviour and situations as necessary to meet each child's needs.
- May regularly work with children who have extreme behavioural issues or who are severely disabled requiring periods of physical effort such as moving and handling
- May have to physically intervene with children who exhibit violent or aggressive behaviour
- Establish and promote productive relationships with pupils, acting as a role model and setting high expectations.
- Promote the inclusion of all pupils within the classroom and school.
- Liaise closely with teachers and other relevant agencies regarding the work set for a class/group.
- Prepare and set out learning materials.
- Contribute to the planning of learning activities.
- Plan and deliver programmes and monitor children's response to the learning activities and where necessary modify and adapt the activities to achieve the intended learning outcomes.
- Plan and develop programmes and monitor children's response to the learning activities and where necessary modify and adapt the activities to achieve the intended learning outcomes.
- Establish constructive relationships and communicate with parents and other relevant professionals, in liaison with the teacher, support pupil's learning and progress.
- Effectively communicate the work set by the class teacher to the pupils and ensure that pupils are aware of the teacher's expectations.
- Encourage pupils to interact and work co-operatively with others to ensure all pupils are engaged on the set task.
- Provide marking and feedback to pupils within the lesson in line with school policy.
- Evaluate pupil's performance at the end of each lesson and report to class teacher in an agreed format, e.g. Highlight planning, post-its, verbal feedback or other method teacher requires.

- Update relevant records at agreed time intervals.
- Accurately record and report on the development, progress, and attainment of children.
- Ensure the health, safety and welfare of pupils is maintained at all times.
- Promote the social and emotional development of pupils.
- Deal with any immediate problems or emergencies in accordance with the school's policies and procedures.
- Make effective use of IT to support learning and own working role.
- Ability to use specialist software
- Provide English, Maths and communication support to allow access to all areas of the curriculum, to enable all pupils to make good progress.
- Under the direction of the class teacher, support visiting students.
- Assist with the development and implementations of targets to meet SEN Support criteria.
- Work alongside the class teacher to identify pupils requiring additional support, develop and implement targets and interventions.
- Accompany teaching staff and pupils on educational visits when required.
- Be aware of, uphold and contribute towards the development of the school's policies and procedures.
- Full working knowledge of relevant policies, Codes of Practice, and relevant legislation.
- Working knowledge of relevant learning programmes and curriculum
- Demonstrate responsiveness and flexibility in implementing structured activities of children with SEN or complex disabilities.
- Participate in appropriate school-based meetings.
- Be prepared to undertake role specific training as directed, to ensure roles and responsibilities can be carried out effectively.
- Maintain CPD/Learning Log
- Undertake any administrative duties relevant and appropriate to this post.
- Take an active part in appraising their own work against agreed priorities and targets in accordance with the school's appraisal and supervision arrangements.
- Maintain confidentiality at all times and observe Data Protection Guidelines.
- Understand and comply with the school's equal opportunities and other policies.
- Understand and comply with the school's safeguarding and child protection policies and procedure.
- Embrace any other duties that may reasonably be regarded as within the nature of the duties, responsibilities, and grade of this post.

Person Specification – L2 Teaching Assistant

Post requirements	Essential	Desirable	Evidence and Assessment
Qualifications			
GCSE (or equivalent) level C or above in English and Maths	✓		Application form Certificates
NVQ 2 for Teaching Assistants (or demonstrate equivalent knowledge skills and experience).	✓		Application form Certificates
Training in aspects of SEN specific provision, e.g. PECS, Makaton, TEACCH, behaviour management.		✓	Application form Certificates
First Aid.		✓	Application form Certificates
Knowledge and experience			
Supporting children's learning in a school setting.	✓		Application form Interview References
National Curriculum in Key Stage 1 or 2/EYFS		✓	
A good knowledge of health and safety requirements	✓		Application form Interview
Working in special schools or ERS schools with a range of pupils with SEN (including Autism)		✓	Application form Interview References
Knowledge of Intervention programmes		✓	Application form Interview
Assessment for Learning		✓	Application form Interview
Understanding of relevant policies/codes of practice.	✓		Application form Interview
Good understanding of areas of learning, e.g. literacy, numeracy, science, SEND or Early Years	✓		Application form Interview

Working knowledge of the SEND code of practice.		✓	Application form Interview
Understanding of the equal opportunities policy	✓		Application form Interview
Personal skills and qualities			
Well-developed interpersonal skills to be able to relate well to a wide range of people.	✓		Application form Interview
Work constructively as part of a team whilst being able to demonstrate initiative.	✓		Application form Interview
Good communication skills.	✓		Application form Interview
Effective use of ICT to support learning.	✓		Application form Interview
Use of other equipment technology – video, photocopier.	✓		Application form Interview
A good team worker who can work in a collaborative manner under the direction of a variety of teaching staff.	✓		Application form Interview
Ability to contribute to student Records of Achievement, targets and Annual Reviews and to participate in multidisciplinary case conferences/reviews as directed by the SENCO and/or Headteacher.		✓	Application form Interview
Has a friendly yet professional and respectful approach which demonstrates support and shows mutual respect.	✓		Application form Interview
Open, honest and an active listener.	✓		Application form Interview
Takes responsibility and accountability.	✓		Application form Interview
Committed to the needs of the pupils, parents and other stakeholders and challenge barriers and blocks to providing an effective service.	✓		Application form Interview

Demonstrates a “can do” attitude including suggesting solutions, participating, trusting and encouraging others and achieving expectations.	✓		Application form Interview
Is committed to the provision and improvement of quality service provision.	✓		Application form Interview
Is adaptable to change/embraces and welcomes change.	✓		Application form Interview
Acts with pace and urgency being energetic, enthusiastic and decisive.	✓		Application form Interview
Communicates effectively.	✓		Application form Interview
Has the ability to learn from experiences and challenges.	✓		Application form Interview
Is committed to the continuous development of self and others by keeping up to date and sharing knowledge, encouraging new ideas, seeking new opportunities and challenges, open to ideas and developing new skills	✓		Application form Interview
Ability to form and maintain appropriate relationships and personal boundaries with children and young people	✓		Application form Interview
Motivation to work with children and young people.	✓		Application form Interview
Emotional resilience in working with challenging behaviours.	✓		Application form Interview
Willing to engage in any professional development activities which will aid the effective completion of tasks required by the post.		✓	Application form Interview