



Appointment Information Pack

Vacancy	Teaching Assistant
Location	Fieldhead Primary Academy
Start date	ASAP
Closing date & time	17 th July 2026 @ 9am
Hours	32.5 Hours per week TTO (Initial one year contract)
Grade/Salary	Grade 3 (SCP 9-13) - £21,000 Actual
Interviews	Tuesday 21 st July 2026
Return application to	fieldhead@focus-trust.co.uk or via my new term

Welcome from the Academy Principal

Fieldhead Primary Academy is a small school, right at the heart of the community and we pride ourselves on the rapid improvements that have been made in the last few years. We aim to give all children a well-rounded educational experience, full of quality learning opportunities and wider enrichment. Our children leave Fieldhead as resilient learners and good citizens who have achieved their very best during their time here and are fully ready for the next stage of their education. It is imperative to us that all of our children are happy and enjoy their learning and they are encouraged to develop a lively and enquiring mind. We want them to have the confidence and the skills to make their way in the world when they leave us.

Donna Popek - Principal

About the Role

Fieldhead Primary Academy is seeking to appoint an enthusiastic, caring and committed Teaching Assistant to join our dedicated team. This is an exciting opportunity to work in a highly inclusive school that is committed to ensuring every child has the support they need to thrive academically, socially and emotionally.

As part of our ongoing commitment to meeting the needs of all learners, **Fieldhead Primary Academy is establishing an internal Alternative Resource Provision (ARP)**. This provision will provide targeted support for pupils with additional needs, enabling them to access bespoke interventions, specialist support and tailored learning opportunities whilst remaining an integral part of our school community. The successful candidate will play an important role in helping to shape and develop this provision alongside our experienced staff team and SEND leadership. This presents a unique opportunity to contribute to a developing area of school practice that will have a significant positive impact on children's outcomes, wellbeing and inclusion.

We are particularly interested in candidates who have experience of supporting pupils in the **Early Years Foundation Stage (EYFS)** and/or those with **Special Educational Needs and Disabilities (SEND)**.

We require the successful candidate to:

- Support pupils to access learning and achieve their full potential through high-quality classroom support and targeted intervention work.
- Build positive, trusting and respectful relationships with pupils, acting as a role model and promoting high expectations.
- Promote the inclusion, acceptance and participation of all pupils, particularly those with SEND and additional needs.
- Work closely with teachers, the SENDCo, families and external professionals to support pupils' academic, social and emotional development.
- Assist in the implementation of Individual Education Plans (IEPs), behaviour plans and personalised support programmes.
- Adapt learning activities and resources to meet individual needs, including supporting children with communication, sensory and emotional regulation needs.
- Deliver and support targeted interventions for individuals and small groups, including early reading, phonics and speech and language programmes where appropriate.
- Encourage pupils to develop independence, resilience, confidence and positive relationships with peers and adults.
- Provide effective feedback to pupils and communicate progress and concerns to teachers and other professionals.
- Support the development of the Academy's new Alternative Resource Provision, helping to create a nurturing, structured and engaging environment for pupils requiring additional support.
- Work collaboratively with colleagues to develop inclusive practices and contribute to the success of the ARP and wider SEND provision.
- Establish positive relationships with parents and carers, supporting strong home-school partnerships.
- Contribute to maintaining a safe, stimulating and purposeful learning environment.
- Attend relevant training and professional development opportunities to enhance expertise in SEND, inclusive practice and behaviour support.

- Support wider school activities, educational visits and enrichment opportunities as required.

Why join Fieldhead Primary Academy?

The successful candidate will have the opportunity to:

- Play a key role in the development of our new internal Alternative Resource Provision.
- Work alongside an experienced and supportive staff team committed to inclusive education.
- Develop specialist skills and expertise in SEND, inclusion and targeted interventions.
- Make a lasting difference to the lives, progress and wellbeing of children with additional needs.
- Access high-quality professional development and training opportunities.
- Be part of a caring school community where every child is valued and supported to succeed.

Fieldhead Primary Academy is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. An enhanced DBS check will be required for the successful applicant.

Academy details

Address	Charlotte Close, Birstall, WF17 9BX
Telephone	01924 473016
Email	fieldhead@focus-trust.co.uk
Website	https://www.fieldheadprimaryacademy.co.uk/

Job description

Job title	Teaching Assistant
Grade	Grade 3 NJC Points 9 - 13
Accountable to	Principal
Line manager	Principal

Purpose of the role

To work under the direct instruction of teaching/senior staff, usually in the classroom with the teacher, to support access to learning for pupils and provide general support to the teacher/s in the management of pupils and the classroom.

Main Duties

Support for Pupils

- Establish rapport and respectful, trusting relationships with pupils, acting as a role model and setting high expectations.
- Supervise and support pupils to undertake agreed learning activities / programmes linked to local and national curriculum and learning strategies, e.g. literacy, numeracy, KS1 or KS2 or early years.
- Adjusting activities according to pupil responses and needs, including for those with special educational needs.
- The role may include supporting and implementing pupils' personal programme, including social, health, physical, hygiene, and welfare matters. The pupil may also need assistance to access different areas of the school. Following appropriate training and in line with school procedures, to administer basic first aid and/or medication as required.
- Promote inclusion and acceptance of all pupils by encouraging them to interact with each other and to engage in activities led by the teacher.
- Promote self-esteem and independence amongst pupils.
- Support the implementation of Individual Education Plans and Behaviour Plans
- Provide feedback to pupils on their progress and achievement under the guidance of a teacher, in line with school policy.

Support for teachers

- Promote good pupil behaviour, dealing promptly with conflicts in line with school behaviour policies.
- Establish constructive relationships with parents and carers, promoting the School's home/school liaison policy
- Assist the teacher with the preparation of teaching and learning materials and resources.
- Provide detailed feedback to teachers on pupils' achievement, progress, problems etc. as requested.
- Undertake pupil record keeping as requested and assist with the collation of pupil reports as requested by the teacher, which may involve data inputting.
- Maintain a purposeful, orderly and supportive environment, in accordance with lesson plans.
- Assist with the display of pupils' work.
- Prepare, maintain and use equipment/resources required to meet the lesson plans/learning activity and assist pupils in their use.
- Administer and mark straightforward routine tests, e.g. spelling or mental arithmetic, and invigilate tests as required
- Provide clerical support for teachers, e.g. photocopying, filing, collecting money, checking deliveries and placing goods in stock and maintaining records of stock, administering coursework, production of work sheets for agreed activities

Support for school

- To support others within the classroom and the School, contributing to the achievement of School objectives by working as part of a team

- Assist with activities outside the classroom, working as part of a team to oversee pupils and support Activity Leaders, e.g. Breakfast Club or accompanying to swimming lessons. (If this is an agreed part of the working pattern)
- Accompany teaching staff and pupils on visits, trips and out-of-school activities as required and take responsibility for a group under the supervision of a teacher

Fulfill wider professional responsibilities

- Make a positive contribution to the wider life and ethos of the Academy and the Trust.
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- Liaise with external agencies with regard to pupil progress, safety and welfare.
- Work with other staff across the Trust and in other maintained schools or other academies.
- Communicate effectively with parents with regard to pupils' achievements and well-being.
- To attend relevant meetings as required.
- To participate in training and other learning activities and performance development as required.
- To be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.

Personal and professional conduct

A Teaching Assistant is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a Teaching Assistant's career.

Teaching Assistants uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside the Academy, by:

- treating pupils, staff, parents and visitors with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to an adult working in an Academy environment;
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions;
- showing tolerance of and respect for the rights of others;
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs; and
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Professionals working in the Focus-Trust must have proper and professional regard for the ethos, policies and practices of the Academy and the Trust, and maintain high standards in their own attendance and punctuality.

Professionals must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities; and within the policies, handbooks and guidelines of the Academy and of the Focus-Trust.

General

The post holder will:

- Be expected to actively support work and ethos of the Focus-Trust.
- Be expected to undertake such additional duties as may reasonably be requested by the Principal or their representative.
- Respect confidentiality of staff, pupils, families and visitors and not breach this trust. Any breaches of confidentiality must be reported to the Principal immediately.
- Participate in arrangements for appraisal and in the identification of areas in which s/he would benefit from training and undergo such training.
- Proactively keep abreast of developments in relation to the post, and whenever possible and appropriate, attend professional development opportunities.
- Comply with and support all policies related to equal opportunities, child protection and safeguarding of children and colleagues.

This job description is neither exhaustive nor exclusive, and it may, after consultation with the post holder be subject to modification and amendment in accordance with the needs of the academy.

Person specification

Person Specification for Teaching Assistant

Essential Criteria	How Identified	Desirable Criteria	How Identified
<p>Skills:</p> <p>Interpersonal skills to build effective working relationships with pupils and colleagues</p> <p>Communication skills to liaise sensitively and effectively with parents and carers</p> <p>Working with or caring for children of a relevant age to those in the school</p> <p>Experience at working with learning resources and helping with their preparation to support learning programmes</p> <p>Experience of effectively using ICT and other technology such as digital recorders and photocopiers and resolving straightforward problems in their operation</p> <p>Able to promote a positive ethos and good role model</p> <p>Able to continually improve own practice/knowledge through self evaluation and learning from others</p> <p>Team-work skills to work collaboratively with colleagues, understanding classroom roles and responsibilities and your own position within these</p>	<p>Application form and selection process.</p> <p>Application form and selection process.</p> <p>Application form and selection process.</p>	<p>Experience of working with children with SEND</p> <p>Experience of working with children in EYFS and KS1</p> <p>Experience of supporting phonics or early reading programmes</p> <p>Knowledge of behaviour management strategies (e.g. restorative approaches or trauma-informed practice)</p>	<p>Provide evidence by producing certificate</p> <p>Application form and/or interview.</p> <p>Application form and/or interview.</p> <p>Application form and/or interview.</p>

<p>Knowledge and Understanding</p> <p>Basic understanding of a child's development and learning.</p> <p>Understanding of the relevant policies/codes of practice/ and awareness of relevant legislation in the context of your role</p> <p>General understanding of national/foundation stage curriculum and other relevant learning programmes/strategies</p> <p>Understanding of equal opportunities and an awareness of potential barriers children may have around learning</p>	<p>Application form and selection process.</p> <p>Application form and selection process.</p>	<p>Appropriate knowledge of first aid.</p> <p>To be aware of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection.</p>	<p>Application form</p> <p>Application form and selection process.</p>
<p>Qualifications / Training</p> <p>NVQ 3 for Teaching Assistants or equivalent qualification or experience</p> <p>Literacy and Numeracy skills equivalent to Level 1 of the National Qualification & Credit Framework</p> <p>Completion of Department for Education Teacher Assistant Induction Programme (or to complete within first term)</p> <p>Willingness to undertake training in relevant learning strategies e.g. literacy/ Key Stage 3</p> <p>Paediatric First Aid certificate (where appropriate)</p>	<p>Application form and selection process.</p>	<p>GCSE Maths and / or English grades A-C</p> <p>CSE Level 2</p>	<p>Application form and certificate.</p>

About our Academy

Academy vision

Our Commitment: To provide an education full of quality learning opportunities and wider enrichment.

At Fieldhead Primary Academy we work together as a community to create an exceptional place of learning where children develop lively, enquiring minds. We constantly strive to shape a safe and caring environment which enables our pupils to value themselves and others, and become responsible, successful citizens of the future.

Our Facilities

Fieldhead Primary Academy's facilities are all on one level, making the school accessible to anyone with mobility difficulties. In addition to classroom accommodation, the school features extensive school grounds including a Multi-use games area, school field and Forest School.

We have our own kitchen, and school meals are cooked on site. Before-school, and holiday care is available to Fieldhead pupils. Our pre-school nursery operates from our Early Years Unit alongside our Reception class.

Our School Organisation

Fieldhead Primary Academy's pupil admission number is 30, and there is one class for each year group, from Nursery to Year 6. In addition to class teachers, learning is supported in classes by teaching assistants—the number of these depends on specific needs within classes and year groups.

Our Curriculum

At Fieldhead Primary Academy, we provide a broad and balanced curriculum with a strong emphasis on the basic skills all children need to acquire in order to succeed. Our curriculum is designed to capture children's imagination and natural curiosity and motivate a desire to learn about the world in which they live. Children are taught to use new technologies as tools for learning in the 21st century. Pupils learn Spanish and pupils benefit from whole-class instrumental tuition and swimming lessons.

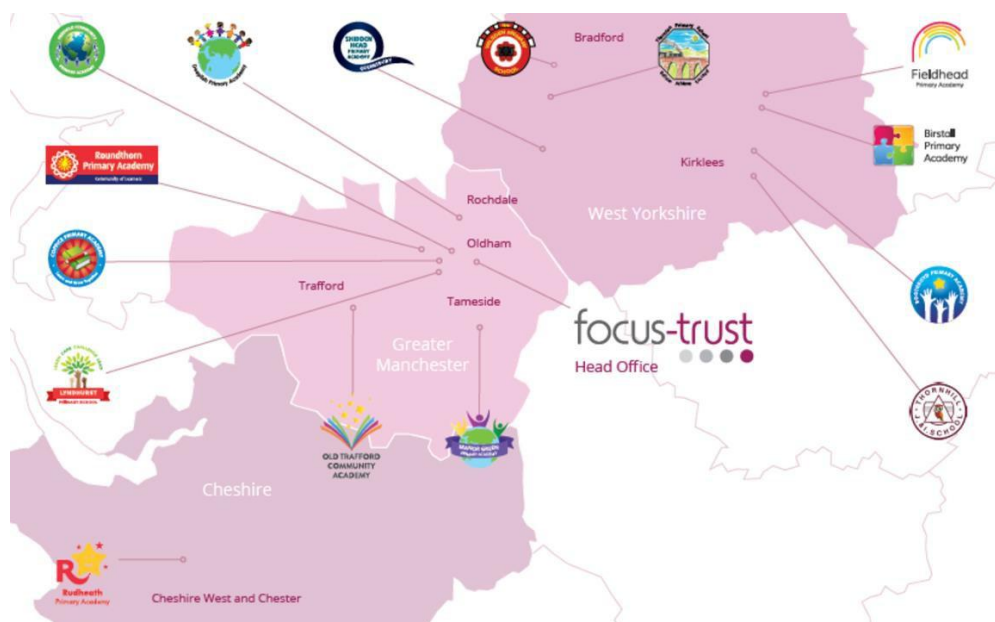
Our Extra-Curricular Activities

Fieldhead Primary Academy offers a range of extra-curricular activities, which usually operate in the autumn and summer terms. During these periods, staff generally run an after-school club once a week. Examples of clubs offered for our pupils include football, gardening, and cookery.

Academy Quick Facts	
Type of school	Primary (w/ Nursery)
Age range	3-11
Location/LA	Kirklees
Number of children	183
% FSM	60.3%
% SEN	21.9%
% EAL	18.9%

Background to the Trust

Focus-Trust was incorporated in May 2012 as a primary trust. The Trust has links with the sponsor, Focus Education, but is an entirely separate legal entity. As with all academy trusts, the Trust is a company limited by guarantee and an exempt charity. The Trust's offices are situated in a newly converted historic mill conversion in Chadderton, Oldham with excellent motorway networks to access our schools.



The defining feature of Focus-Trust is that it is a specialist primary phase trust. This means that the work of the Trust is driven by the distinctive needs of primary schools. Whilst the Trust has robust systems for accountability, each school has their own distinctive identity, ethos and culture, and this is a commitment to every school when they convert and join the Trust.

Focus-Trust currently has a small centrally employed team. The members of the team are highly skilled and committed to the vision, culture and values of the Trust.

All the schools within the Trust are willing partners who have actively chosen to join Focus-Trust and there is a very high degree of consensus, cooperation and commitment from within the group.

The Trust has robust policies and systems in place to govern and guide its work. These have been gradually implemented as the Trust has grown. The Trust has well-established productive relationships with trade unions and meets half termly with a group of national trade union representatives to discuss policy development. This has enabled us to introduce and change a range of policies in a streamlined and cooperative way.

Our Vision

'Great schools at the heart of our communities' - with our Community Champions and colleagues, we strive to ensure we are being civic leaders making a difference in the local and national communities and the community is supporting us.

Focus-Trust Mission

'Learning together, making the difference'

Collective Efficacy

We have a well-developed and securely embedded culture of Collective Efficacy. By this we mean we have, 'A shared commitment to work together on the things that matter to improve outcomes for all.'

The Focus-Trust Values

Professional honesty is at the heart of everything we do. The Trust knows the schools well because of the strong working partnership between academy leaders and the Trust Central Team. It is only by being honest and transparent with a balance of credible challenge and effective support, that we can move forward and get the best for all children and staff. Our work is underpinned by our values:


Care for children, adults and the learning environment

Dare to do things differently and have a go

Be **fair**, honest and inclusive – demonstrating integrity

Share concerns, expertise and best practice for the benefit of all learners

Our Moral Purpose



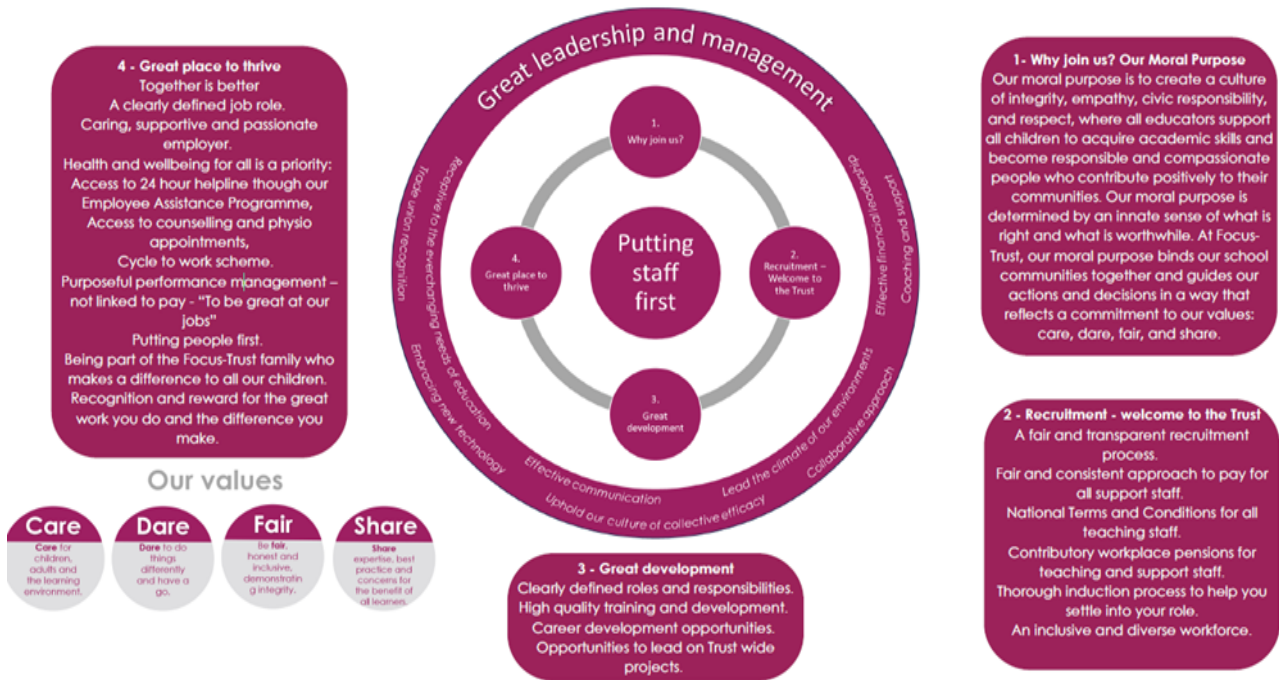
OUR MORAL PURPOSE

Our moral purpose is to create a culture of integrity, empathy, civic responsibility, and respect, where all educators support all children to acquire academic skills and become responsible and compassionate people who contribute positively to their communities. Our moral purpose is determined by an innate sense of what is right and what is worthwhile. At Focus-Trust, our moral purpose binds our school communities together and guides our actions and decisions in a way that reflects our commitment to our values: care, dare, fair, and share.

Care Dare Fair Share

Our People Strategy

focus-trust **A great place to work**
Our people strategy - 2023-2026



Great schools at the heart of our communities

Learning together, making the difference

www.focus-trust.co.uk @FocusTrust1

What you might want to know about Focus Trust

Pensions

Focus-Trust contributes to Teachers' Pensions and Local Government pensions in the same way and with the same level of contribution as local authorities.

Employer Relations

Focus-Trust has a Trade Union agreement which recognises the teacher and support staff unions. This is further supported by an ongoing and productive relationship with key trade union officials.

Equality of opportunity

Focus-Trust is an equal opportunity employer, dedicated to a policy of non-discrimination in employment on any basis including age, gender, race, colour, nationality, ethnic origin, disability, gender, religion, age, marital status, sexual orientation and/or medical condition.

Safeguarding

Focus-Trust is committed to safeguarding and promoting the welfare of all children and young people. There is an explicit expectation that all employees share this commitment and adhere to all safeguarding policies and procedures. Applicants should be aware that the recruitment process will include an assessment of your suitability to work with children.

Dress code

We expect all staff to dress professionally and appropriately for the roles undertaken. We pride ourselves on the high standards of dress of both our pupils and staff; these standards are led by our staff who we expect to set an example.

Policies

Focus-Trust and the schools have a range of policies and handbooks that help to make clear our expectations and ways of working. These are always shared openly with staff and are accessible to everyone. There are several policies that prospective employees should be aware of when making an application. These can be found on the Trust website www.focus-trust.co.uk and school websites. All members of staff will be asked to sign a declaration as part of the induction process to acknowledge that they have read and understand the Code of Conduct and some of the key policies, e.g. Safeguarding and Child Protection, Health and Safety, Acceptable use of IT.

Right to work in the UK

Under the Asylum and Immigration Act 1996, it is a criminal offence to employ anyone who is not entitled to live or work in the United Kingdom. Applicants can expect us to ask for proof of this at interview stage, where you will be asked to provide some original documentation to confirm that you are eligible to work within the UK. Photographic proof of identity will also be required.

Validation of qualifications and identity

All shortlisted candidates will be asked to bring original certificates or relevant qualifications and identity documents to interview. These will be photocopied and kept on file and, if appropriate, may be confirmed as genuine with the relevant awarding bodies. The copies of the successful candidate will be retained on their personnel file. The copies of unsuccessful candidates will be treated as confidential waste and disposed of appropriately.

References and Social Media Checks

If you are shortlisted, we will take up references before the interview date. One of your referees must be your current or most recent employer. Two satisfactory references must be received before we can confirm any offer of an appointment. The information we request will relate to salary, length of service, skills and abilities, suitability for the job, disciplinary record and suitability to work with children. Copies of references or open references will not be accepted. On receipt of references, your referees may be contacted to verify any discrepancies, anomalies or relevant issues as part of the recruitment verification process.

In line with our safer recruitment policy, social media checks will be undertaken if you are shortlisted. This social media check is designed to complement the range of standard recruitment checks and allows us to identify a candidate's online presence which potentially could damage the organisation's reputation.

Knowledge and skills profile

This is an important part of your application and is your opportunity to explain how you meet the person specification for the post. You should demonstrate your skills, knowledge and experience and give short examples. Describe how you match the requirement of the job; include experience gained from previous jobs, community or voluntary work. Ensure that the information you give is well organised, relevant and brief. You may find it helpful to use sub-headings in order to keep your statement well focused. If you do not submit this profile, you will not be considered for short listing.

Disability

To comply with the Equality Act 2010, we are legally required to consider making reasonable adjustments to ensure that disabled people are not disadvantaged in the recruitment and selection process. We are therefore committed to meeting, wherever possible, any needs you specify on the application form. Please contact Natalie Harris if you need to discuss this in any detail. We will consider any reasonable adjustment under the terms of the Act to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

Disclosure of a criminal record

Employment in this role is subject to an enhanced check with the Disclosure and Barring Service (DBS). Checks will also be made against the lists showing people barred from working with children. All checks must be satisfactory before any offer of employment can be confirmed and before commencement of work can take place.

Please return all completed documents to fieldhead@focus-trust.co.uk as per instructions

Thank you for taking the time to read this information pack. We wish you every success in any application you may make.