



**COCKBURN**  
**MULTI-ACADEMY TRUST**  
TRANSFORMATION TO EXCELLENCE



# We're Hiring

## Recruitment Booklet Teaching Assistant

**COCKBURN SCHOOL**

Specialist status in the Performing Arts



**COCKBURN  
JOHN CHARLES ACADEMY**



**COCKBURN  
LAURENCE CALVERT ACADEMY**



**COCKBURN  
INGRAM ROAD ACADEMY**



**FOOTSTEPS**  
to success



**MIDDLETON  
PRIMARY SCHOOL**



**COCKBURN  
REACH ACADEMY**



0113 271 9962



recruitment@cockburnmat.org



www.cockburnmat.org

# Job Description

<b>Post:</b>	<b>Teaching Assistant Level 2</b>
<b>Required:</b>	<b>June 2026</b>
<b>Pay scale and salary:</b>	<b>B3, SCP7</b>
<b>Contract Type:</b>	<b>Temporary until August 2027, term time only plus 3 additional training days</b>
<b>Hours of work:</b>	<b>Negotiable up to 32.5 hours per week Monday to Friday 8:30am – 3:30pm (job share will be considered)</b>

**Accountable to: Headteacher & SENDCo**

## **Purpose of Role:**

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

## **Main Duties:**

- To attend to the pupil or pupils' personal needs, and implement related personal programmes, including social, health, physical, hygiene, first aid and welfare matters.
- To supervise and support pupils ensuring their safety and access to learning.
- To establish good relationships with the pupil or pupils, acting as a role model and being aware of and responding appropriately to individual needs.
- To promote the inclusion and acceptance of all pupils.
- To encourage pupils to interact with others and engage in activities led by the teacher.
- To encourage pupils to act independently as appropriate.
- To prepare classroom as directed for lessons and clear afterwards and assist with the display of pupils' work.
- To be aware of pupil problems/progress/achievements and report to the teacher as agreed.
- To undertake pupil record keeping as requested.

- To support the teacher in managing pupil behaviour, reporting difficulties as appropriate.
- To gather/report information from/to parents/carers as directed.
- To provide clerical/admin. support - photocopying, typing, filing, collecting money etc.
- To support pupils understanding instructions.
- To support pupils in respect of local and national learning strategies - literacy, numeracy, interventions, as directed by the teacher and support staff manager (HLTA).
- To support pupils in using basic ICT as directed.
- To prepare and maintain equipment/resources as directed by the teacher and assist pupils in their use.
- 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.
- To be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- To contribute to the overall ethos/work/aims of the school.
- To appreciate and support the role of other professionals.
- To attend relevant meetings as required.
- To participate in training and other learning activities and performance development as required.
- To assist with the supervision of pupils out of lesson times, including before and after school and at lunchtimes.
- To accompany teaching staff and pupils on visits, trips and out of school activities as required.

# Person Specification

Detailed below are the types of skills, experience and knowledge that are required of applicants applying for the post. The 'Essential Requirements' indicate the minimum requirements and applicants lacking these attributes will not be considered for the post. The points detailed under 'Desirable Requirements' are additional attributes to enable the applicant to perform the position more effectively or with little or no training. They are not essential, but may be used to distinguish between acceptable candidates.

<b>QUALIFICATIONS/ TRAINING</b>	<b>Essential</b>	<b>Desirable</b>	<b>MOA</b>
Either: Completion of DfES Teacher Assistant Induction Programme or NVQ level 2 for Teaching Assistants or Equivalent qualification or degree or Relevant experience working in a similar role	*		A/Q
GCSE Maths and/or English at Grade C/4 or Functional Skills	*		A/Q
Participate in development and training opportunities	*		A/S
Completion of DfES Teacher Assistant Induction Programme		*	A/S/Q
First Aid training		*	A/Q
<b>SKILLS</b>	<b>Essential</b>	<b>Desirable</b>	<b>MOA</b>
Excellent numeracy/literacy skills	*		A/Q/R/S
Ability to engage children and young people (CYP) to develop a love of learning	*		A/R/S
Work constructively as part of a team	*		A/R/S
Ability to accurately identify, monitor, record and reports on student progress	*		A/R/S
Knowledge and skills to safeguard the welfare of CYP and uphold your professional responsibility	*		A/Q/R/S
Working knowledge of national/foundation curriculum and other relevant learning programmes/strategies	*		A/R/S
Effective use of ICT/technology to support learning	*		A/R/S
Understanding of needs of SEND and SEMH students & ability to adapt support to meet these needs	*		A/R/S
Understanding of classroom roles and responsibilities and your own position	*		A/R/S

within these			
Ability to self-evaluate learning needs and actively seek learning opportunities	*		A/R
<b><u>KNOWLEDGE &amp; EXPERIENCE</u></b>	<b><u>Essential</u></b>	<b><u>Desirable</u></b>	<b><u>MOA</u></b>
Experience of working with children of relevant age	*		A/R/S
Experience of supporting children and young people within a classroom environment		*	A/R/S
Experience of working with individuals with Special Educational Needs & Disabilities and/or Social, Emotional, Mental Health Needs		*	A/R/S
Experience of organising work tasks and duties to meet appropriate service standards e.g. in terms of timeliness, accuracy and customer care		*	A/R/S
<b><u>PERSONAL QUALITIES</u></b>	<b><u>Essential</u></b>	<b><u>Desirable</u></b>	<b><u>MOA</u></b>
A passion for education and making a difference	*		R/S
Excellent & confident communicator	*		R/S
Effective team member	*		R/S
Energy, enthusiasm and a sense of humour	*		A/R/S
Ability to motivate self and others	*		A/R/S
Willingness to contribute to the wider life of the Academy and Trust	*		A/R/S
Emotional resilience - recognising that working in education can be a demanding job and approach the challenge positively	*		A/R/S
Subscribe to the ethos of the Trust and go the extra mile in terms of time and commitment to get the very best from their students	*		A/S
The postholder must have a command of spoken English which is sufficient to enable the effective performance of the role, including the ability to speak with confidence and accuracy and the ability to listen and respond appropriately dependent on the audience.	*		R/S
<b>Employment is conditional on confirmation of the right to work in the UK – either as a UK or Irish citizen, under the EU Settlement scheme or having secured any other relevant work visa. If you do not have the right to work in the UK and the role does not meet eligibility for sponsorship, please consider carefully whether you meet the eligibility to apply for this position.</b>			

**This role is subject to a six-month probationary period and satisfactory enhanced DBS check. As one organisation Cockburn Multi-academy Trust expects all its employees to work across any academy within the trust as and when required.**

**Cockburn MAT is committed to creating a diverse workforce. We will consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage, or civil partnership.**

METHOD OF ASSESSMENT (MOA)	A =	Application Form
	Q =	Qualification
	R =	References
	S =	Selection Process

# COCKBURN

## CAREER PATHWAYS

### What job roles am I interested in?

#### Pastoral

Safeguarding Officer, Family Support Worker, Early Intervention Therapeutic Worker, Attendance Outreach Worker, Outreach Co-ordinator, Early Intervention Worker Assistant SENCO, Head of Year

#### Facilities

Cleaner, Cleaning Supervisor, Caretaker, Caretaker, Site Manager, Premises Assistant, General Kitchen Assistant, Senior Catering Assistant, Catering Supervisor, Catering Manager

#### Data/technical support

Reprographics, Data Assistant, Data Manager, Trust Data and MIS Officer, IT Technician, Senior IT Technician, IT Manager

#### Operational

Receptionist, Administrator, Office Manager, School Business Manager, Personal Assistant to Head of School/Executive Headteacher, Exams Officer, Finance Assistant, Finance Officer, Trainee Accountant, Finance Manager, HR Manager, Head of HR, Deputy Chief Operating Officer, Chief Operating Officer

#### Classroom support

Midday Supervisor, Before/After School Club Assistant, Playworker, Nursery Assistant Child and Family Practitioner Behaviour & Learning Inclusion Practitioner, Teaching Assistant, Learning Mentor, Cover Supervisor, HLTA, DT/Art/Food/Science Technician LRC Coordinator

#### Routes into teaching

QTS, QTLS, PGCE, SCITT, School Direct Teach First, Teaching Apprenticeship, Straight to Teaching

### What career path should I take?

#### Ongoing training and development

PDD Days, annual updates, staff briefings, departmental specific training, away days

#### What internal training may there be available?

Shadowing, acting up, secondments, mentor support, volunteering, associate roles

#### What qualifications do I need to reach my goal?

GCSEs, A Levels, NVQs, diploma, foundation degree, PGCE, QTS, ECT, Level 3 TA, CIPD, accountancy, H&S, NEBOSH, computing and IT, apprenticeship

#### How do I find out more about job roles?

Job adverts/website, line manager, careers officer, departmental heads, teacher training lead, HR

#### Smart clinic resources

Self-care and personal development

#### Annual appraisal

CPD, training and development, career aspiration conversations, succession planning

#### National College resources

Teaching and learning, pedagogy, SEND, admin, finance, staffing, recruitment, facilities, H&S

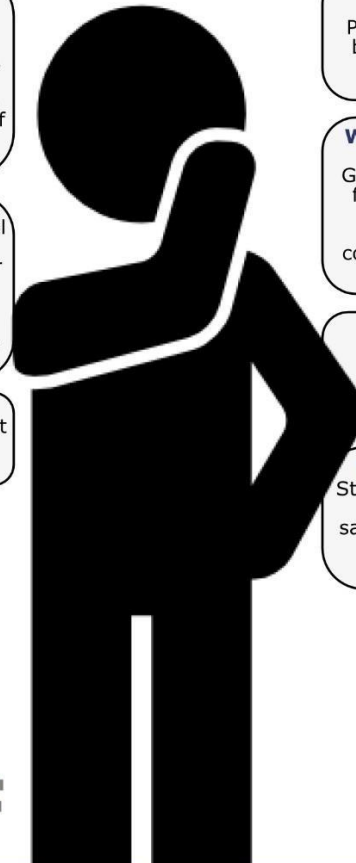
#### Training for new starters...

Staff induction, statutory training including child protection and safeguarding, online safety, data protection, school policies, behaviour management

### Our values and ethos

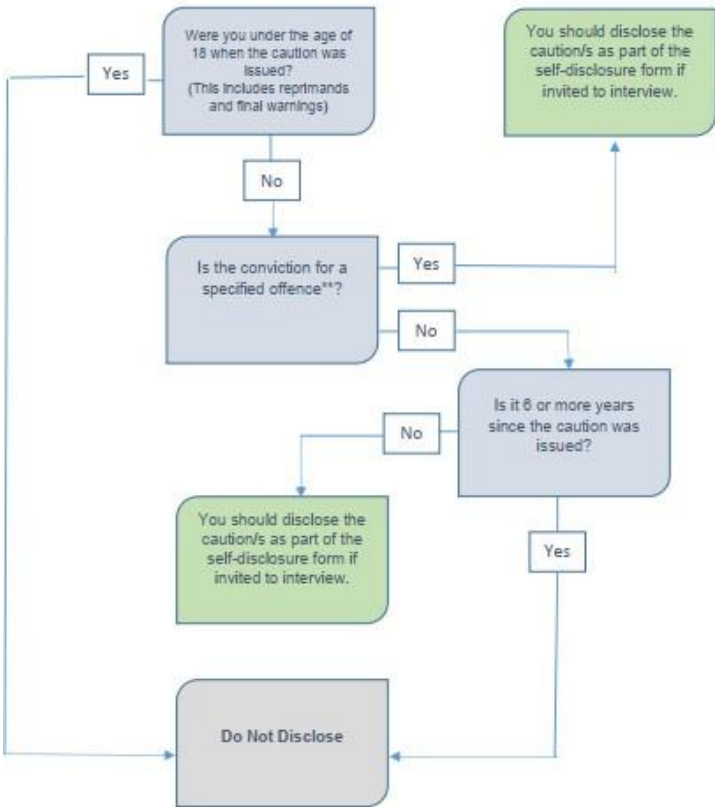
Equality, diversity and inclusion, high quality professional development, internal coaching and individual CPD rewarding jobs, lifelong learning, growth mindset, work life balance, flexibility

## SUPPORT STAFF



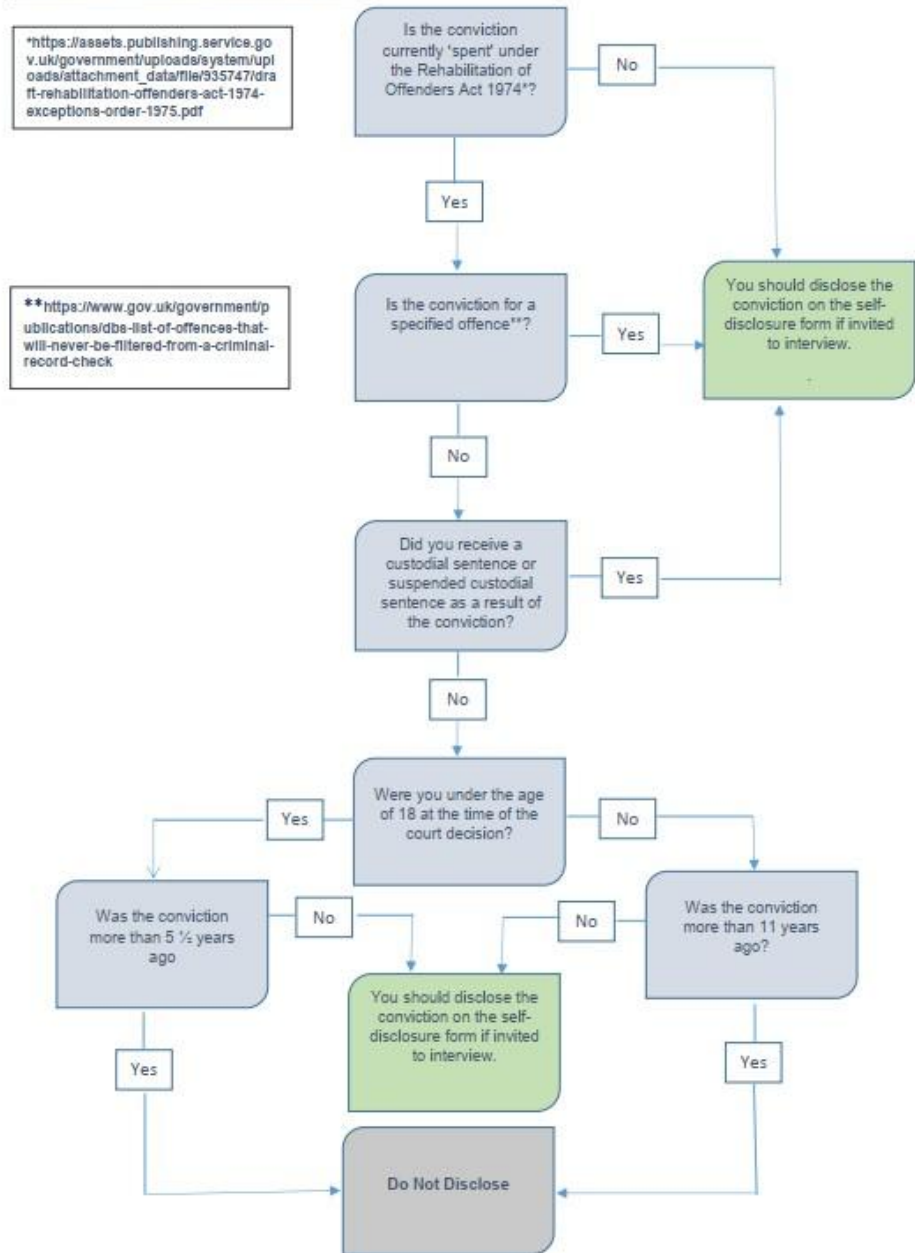
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**Disclosure of a Caution**  
( this includes reprimands and final warnings)



\*\*<https://www.gov.uk/government/publications/dbs-list-of-offences-that-will-never-be-filtered-from-a-criminal-record-check>

**Disclosure of a Conviction**  
Please work this through for each conviction you have separately even if they were part of the same legal proceedings



\*[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/93574/draft-rehabilitation-offenders-act-1974-exceptions-order-1975.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/93574/draft-rehabilitation-offenders-act-1974-exceptions-order-1975.pdf)

\*\*<https://www.gov.uk/government/publications/dbs-list-of-offences-that-will-never-be-filtered-from-a-criminal-record-check>