



# PRINCE ALBERT COMMUNITY TRUST

PRIMARY RECRUITMENT PACK

**TEACHING  
ASSISTANT**



# CONTENTS

**03** Welcome from our CEO

**04** Our Philosophy

**05** Our Vision, Ambition and Values

**06** Safeguarding Policy

**07** Job Description

**09** Person Specification

**10** Explanatory Notes

**13** Contact Us



# WELCOME FROM OUR CEO

Thank you for taking the time to consider a Teaching Assistant position at the PA Community Trust. As the CEO, I am reaching out to extend a warm welcome to you and share some of the reasons why working at PACT would be your best idea, ever!



At PACT, we believe in the transformative power of education to impact positively on social justice and we are dedicated to creating an environment where both teachers and students thrive.

I am blessed to be surrounded by some of the best but also nicest teachers the education system has to offer. Leaders are good at listening to their staff and the Trust retention figures are above national. Here are a few reasons why you should consider becoming a part of our team:

- 1. Supportive Community:** Joining the PACT means becoming a part of a supportive and collaborative community. We understand that teaching can sometimes be challenging, and that's why we emphasise a culture of teamwork and mentorship. You will have access to resources, professional development opportunities, and a network of experienced educators and leaders who are passionate about making a difference. Our health care package ensures should you ever need medical support it is a phone call away. Leaders work hard to address workload and aim to ensure that staffs work/life balance is in a good place.
- 2. Purpose-Driven Education:** At the heart of our vision is a commitment to delivering a purpose-driven education that goes beyond textbooks and exams. We believe in nurturing well-rounded individuals who are not just academically successful but also equipped with the skills and values necessary for success in the real world.
- 3. Professional Growth Opportunities:** We are invested in your professional growth and development. As a member of our team, you will have access to ongoing training, workshops, and opportunities for career advancement. We believe in nurturing the potential of our educators, ensuring they have the tools and knowledge to excel in their roles.
- 4. Student-Centric Focus:** Our students are at the centre of everything we do. We believe in creating an inclusive and diverse learning environment where every student feels valued and supported. As a teacher, you will play a crucial role in shaping the educational experiences that will have a lasting impact on the lives of our students.
- 5. Innovation in Education:** As an organisation, we are committed to staying at the forefront of educational innovation. Our approach to teaching embraces modern methodologies, technology integration, and creative solutions to engage students in meaningful ways but not to the detriment of what we know already works well for our students. As a teacher at PACT, you'll have the opportunity to contribute to and shape practice.

Joining PACT is more than a job; it's a chance to be part of a community that is committed to making a positive impact on education and social justice. If you are ready to embark on a fulfilling journey, I invite you to explore the opportunities that await you here. Talk to our staff as they will share the real view of what it means to be a teacher at PACT.

Thank you for considering us as your next potential professional career step. We look forward to the possibility of welcoming you to our community and working together to inspire and educate the next generation.

P Sherlock-Lewis

# OUR PHILOSOPHY

We want our school leavers to have a strong sense of purpose and for them to understand that they can benefit from society but more importantly can be a benefit to society. We want our students to be hard working, ambitious and resilient. They will understand their rights and responsibilities as British citizens and their roles in improving their neighbourhoods and communities. They will have every opportunity to develop their emotional intelligence and decision making skills. They will develop an understanding of local, national and international issues and will have an awareness and understanding of their position as global citizens.

We have a fundamental and strongly held belief that our students have the potential to achieve the highest academic standards and to compete with high achieving students locally, nationally and internationally. We want to prepare our students for the very best opportunities the world has to offer. To make this possible we nurture excellent partnerships with leading universities and businesses. The success of our schools is built on the relationships we have with our families which is based on mutual trust and an understanding that we only want the very best for our students.

*'Our students have the potential to achieve the highest academic standards'*



# OUR VISION, AMBITION AND VALUES

## Vision

Enable every individual to succeed at school and in life

## Ambition



Exceptional pupil welfare



Exceptional people



Exceptional education



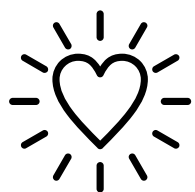
Exceptional infrastructure



Sustainability

## Values

In all that we do we demonstrate:



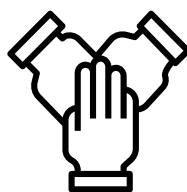
### PASSION

Inspiring a love of learning and being determined to make a difference.



### ASPIRATION

Wanting the very best for our pupils, our families, our communities and our staff.



### COLLABORATION

Working positively with each other, with parents and carers, other stakeholders and partners to achieve our goals.



### TRUST

Acting with integrity, being reliable and caring to create a safe and respectful environment for all to learn and work in.

# SAFEGUARDING POLICY

## CHILD SAFEGUARDING POLICY

At Prince Albert Community Trust we are committed to Safeguarding and Promoting the Welfare of all its students. Each students' welfare is of paramount importance. We recognise that some children may be especially vulnerable to abuse e.g. those with Special Educational Needs, those living in adverse circumstances.

We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at PACT, their behaviour may be challenging, we will always take a considered and sensitive approach in order that we can support all our students.

**The Trust's Child Safeguarding Policy applies to all adults, including volunteers, working in or on behalf of the Trust.**

Everyone in the education service shares an objective to help keep children and young people safe by contributing to:

- Providing a safe environment for children and young people to learn in education settings; and
- Identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in the education setting'

## KEEPING CHILDREN SAFE IN EDUCATION 2025

The Trust pays full regard to 'Keeping Children Safe in Education' guidance 2025. We ensure that all appropriate measures are applied in relation to everyone who works for the Trust who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history, social media, and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and an Enhanced DBS check.

**Please visit each school's website by clicking on the images below for their full policy.**



# ROLE INFORMATION

**Post:** Teaching Assistant

**Salary:** Grade 3, Scale Point 9 - 22

**Accountable to:** The PACT Board of Trustees, Local Governing Body, Head of School.

## JOB DESCRIPTION: TEACHING ASSISTANT

*Prince Albert Community Trust is committed to safeguarding and promoting the welfare of children and young people and requires all staff to share this commitment. This post is subject to safer recruitment measures, including a DBS check.*

### **Purpose of the Post:**

This level is applicable to experienced teaching assistants whose working role calls for competence across a varied range of responsibilities.

To support teaching staff in the development and education of pupils including the provision of specialist skills as appropriate.

### **Key Areas of Responsibility**

#### **1. Support for pupils (either individual or in groups)**

- Support the activities of individuals or groups
- Establish and maintain relationships with individual pupils and groups
- Contribute to SEN support plans as appropriate
- Support pupils during learning activities
- Deliver targeted interventions for pupils falling behind
- Promote pupils' social and emotional development
- Contribute to the health and well-being of pupils
- Support children with specific needs (where appropriate to the focus of the role), for example, sensory and/ or physical impairment, cognitive or learning difficulties, behavioural, emotional and social development needs, communication and interaction difficulties
- Support pupils with literacy and numeracy skills
- Support pupils to access their age-related curriculum

#### **2. Support for the teacher(s)**

- Observe and report on pupil performance
- Contribute to the planning and evaluation of learning activities
- Assist in preparing and maintaining the learning environments around school
- Contribute to the management of pupils' behaviour
- Contribute to maintaining pupils' records
- Support the maintenance of pupils' safety and security
- Supervise the whole class for a short time in an emergency (normally for a period less than a whole lesson until the teacher returns or alternative arrangements are made) or for a very short period of planned absence for less than a whole lesson
- Undertake routine marking in line with school policy
- Provide general administrative support, for example, administer coursework, produce worksheets, etc.
- Undertake joint home visits as appropriate and in line with policy

## JOB DESCRIPTION: TEACHING ASSISTANT

### 3. Support for the school

- Support the development and effectiveness of teamwork within the school environment
- Develop and maintain working relationships with other professionals
- Liaise with parents as appropriate
- Review and develop own professional practice
- Work as required across the curriculum and in all Key Stages within the school

### 4. Support for the curriculum

- Support the use of information and communication technology in the classroom
- Individuals have a responsibility for promoting and safeguarding the welfare of children and young people they are responsible for or comes into contact with
- To ensure their tasks are carried out with due regard to Health and Safety
- To participate in appropriate professional development including adhering to the principle of performance management.
- To adhere to the ethos of the school
- To promote the agreed vision and aims of the school
- To set an example of personal integrity and professionalism
- Attendance at appropriate staff meetings and parents evenings
- Any other duties as commensurate within the grade in order to ensure the smooth running of the school

## PERSON SPECIFICATION: TEACHING ASSISTANT

| Category                             | Essential                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|--------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>EDUCATION/<br/>QUALIFICATIONS</b> | <ul style="list-style-type: none"> <li>• NNEB</li> <li>• NVQ Level 3 or equivalent</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>EXPERIENCE</b>                    | <ul style="list-style-type: none"> <li>• Experience of supporting teaching and learning within the EYFS or National Curriculum year groups, including children with special needs</li> <li>• Experience of using Information Technology to support teaching and learning</li> <li>• Experience of successfully leading teaching/intervention groups</li> <li>• Experience of positive working relationships with parents</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>SKILLS &amp; ABILITIES</b>        | <ul style="list-style-type: none"> <li>• A good standard of education particularly in English and Mathematics</li> <li>• Ability to work effectively and supportively as a member of a team</li> <li>• Ability to maintain a professional attitude to work and understand the importance of effective communication with colleagues</li> <li>• Ability to take initiative, grasp new concepts and adapt to change</li> <li>• An understanding that each child is unique and deserves to be treated in a kind, caring and compassionate way</li> <li>• Ability to consistently use 'positive' behaviour management skills as appropriate to young children</li> <li>• Ability to establish positive relationships with children and their families and understands the importance of links with home</li> <li>• Understands the importance of a play based, creative curriculum that builds on children's experiences and interests</li> <li>• Demonstrates an understanding of child development and next steps for learning and uses this information to contribute to planning meetings</li> <li>• Ability to carry out systemic observations of pupil's knowledge, understanding and skills</li> <li>• Ability to keep clear and up to date records of children's development &amp; progress</li> <li>• Ability to use effective questioning techniques to develop children's thinking skills</li> <li>• Ability to use the learning environment to enhance children's learning experiences</li> <li>• Ability to work within and apply all school policies e.g. child protection</li> <li>• Knowledge of the legal requirements for maintaining the health, safety and security of yourself and others in the learning environment</li> </ul> |
| <b>PERSONAL<br/>QUALITIES</b>        | <ul style="list-style-type: none"> <li>• Genuine enthusiasm for the profession and a love of children</li> <li>• A good sense of humour</li> <li>• Understands the importance of a play based creative curriculum that builds on children's experiences and interests</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>TRAINING</b>                      | <ul style="list-style-type: none"> <li>• Willingness to participate in further training and developmental opportunities offered by the PACT to further knowledge</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>OTHER</b>                         | <ul style="list-style-type: none"> <li>• Willingness to maintain confidentiality on all school matters</li> <li>• At least two years' experience of working within the Primary age range</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

# EXPLANATORY NOTES

Applications will only be accepted from candidates completing the **Trust's Application Form**. Please complete ALL sections of the Application Form which are relevant to you as clearly and fully as possible. CVs will **not** be accepted in place of a completed Application Form.



## SAFEGUARDING CHILDREN AND YOUNG PEOPLE

We are committed to safeguarding and promoting the welfare of children and young people. We expect all staff and volunteers to share this commitment and to undergo appropriate checks, including an enhanced DBS check.

- Candidates should be aware that all posts in Prince Albert Community Trust involve some degree of responsibility for safeguarding children and young people, although the extent of that responsibility will vary depending on the nature of the post. Please see the job description enclosed in this Application Pack for further details.
- Accordingly, this post is exempt from the Rehabilitation of Offenders Act 1974 and therefore all convictions, cautions and bind-overs, including those regarded as "spent" must be declared.
- If you are currently working with children, on either a paid or voluntary basis, your current employer will be asked about disciplinary offence, including those related to children or young people (whether disciplinary sanction is current or time-expired), and whether you have been the subject of any child protection allegations or concerns and if so the outcome of any investigation or disciplinary proceedings. If you are not currently working with children, but have done in the past, that previous employer will be asked about these issues.
- Where neither your current or previous employment has involved working with children, your current employer will be asked about your suitability to work with children, although it may be answered not applicable where it is appropriate; if your duties have not brought you into contact with children or young people for instance.



## INTERVIEW PROCESS

After the closing date, short listing will be conducted by a Panel. You will be selected for interview entirely on the contents of your application form, so please read the Job Description and Person Specification carefully before you complete your form.

**All candidates invited to interview must bring the following documents:**



1. Documentary evidence of **right to work** in the UK



2. Documentary evidence of **identity** that will satisfy DBS requirements



3. Documentary proof of current **name** and **address**



4. Where appropriate any documentation evidencing **change of name**



5. Documents confirming any educational or professional **qualifications** that are necessary or relevant for the post

Please note that originals of the above are necessary, photocopies or certified copies are not sufficient. We will seek references on shortlisted candidates for Trust based positions and may approach previous employers for information to verify experience or qualifications before interview. Any relevant issues arising from references will be taken up at interview.

## **CONDITIONAL OFFER: PRE-EMPLOYMENT CHECKS**

**Any offer to a successful candidate will be conditional upon:**

- Verification of right to work in the UK
- Receipt of at least two satisfactory references (if these have not already been received)
- Verification of identity checks and qualifications
- Satisfactory Enhanced DBS Check
- Verification of professional status such as QTS Status, NPQH (where required)
- Satisfactory completion of a Health Assessment
- Satisfactory online checks
- Satisfactory completion of the probationary period (where relevant)
- Where the successful candidate has worked, or been resident overseas in the previous five years, such checks and confirmations as may be required in accordance with statutory guidance

## **HOW CAN I APPLY?**

To apply for this role, please complete an online application form via the Trust's [Careers](#) page.

**Adverts Open**  
19 June 2026



**Deadline for Applications**  
28 June 2026 - midnight

**Shortlisting**  
TBC



**Interviews**  
TBC

All candidates are required to complete an application via MyNewTerm. All applications will receive an email confirmation of receipt of application via MyNewTerm. The candidates selected for interview will be informed after shortlisting via MyNewTerm and full details of the interview programme will be provided. Candidates not successfully shortlisted will be updated via MyNewTerm.

Please note that PACT does not provide feedback to applicants who have not been shortlisted for a post.

The information supplied in your application, as well as any supporting documents provided at the interview stage, will be used as part of the PACT recruitment and selection process. All information is stored securely, and all data submitted by unsuccessful candidates will be destroyed responsibly after 6 months from the date of interview.

**WE RESERVE THE RIGHT TO WITHDRAW FROM THIS RECRUITMENT PROCESS AT ANY GIVEN POINT.**

## SPECIAL CONDITIONS OF EMPLOYMENT

### Rehabilitation of Offenders Act 1974



This job is exempt from the provisions of the Rehabilitation of Offenders Act 1974. Appointment to this job is subject to an enhanced DBS disclosure being obtained, and any relevant convictions cautions, and reprimands being considered. Any arrests, convictions caution or reprimands of relevance, obtained by the jobholder after enhanced DBS clearance has been acquired, must be disclosed to the Headteacher by the jobholder. Failure by the jobholder to do so, or the obtaining by the jobholder of a relevant conviction caution or reprimand, may be managed in accordance with Prince Albert Community Trust's Disciplinary Procedure.

### Health And Safety



The jobholder is required to exercise their duty of care by taking responsibility for their own health and safety, and the health and safety of other people who may be affected by their acts or omissions (failure to act). Full guidance regarding health and safety is set out in Prince Albert Community Trust's Health and Safety Policy, and in any risk assessments relevant to the jobholder's role or circumstances. Both can be accessed via the jobholder's line manager and must be observed.

### Equality and Diversity



Prince Albert Community Trust is committed to equality and values diversity. As such, it is committed to fulfilling its Equality Duty obligations and expects all staff and volunteers to share this commitment. This Duty requires the Trust to have due regard to the need to eliminate unlawful discrimination, harassment and victimisation, advance equality of opportunity and foster good relations between people who share characteristics, such as age gender, race and faith, and people who do not share them. Staff and volunteers are required to treat all people they encounter with dignity and respect and are entitled to expect this in return.

### Training and Development



PACT has a shared responsibility with the jobholder for identifying and satisfying training and development needs. The jobholder is expected to actively contribute to their own continuous professional development and to attend and participate in any training or development activities required to assist them in undertaking their role and meeting their safeguarding and general obligations.

### Mobility



The jobholder may be required to transfer to any job appropriate to their grade at such a place as in the service of the Trust they may be required, in accordance with legitimate operational requirements and/or facilitating the avoidance of staffing reductions. This job description may be subject to review and / or amendment at any time to reflect the requirements of the job. Any amendments will be made in consultation with any existing jobholder and will be commensurate with the grade for the job. The jobholder is expected to comply with any reasonable management requests.

# CONTACT US

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W: [www.pact.bham.sch.uk](http://www.pact.bham.sch.uk)



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