

## Join Our Team

**Role** Teaching Assistant

£21,662

Leeds West Academy









# Welcome to Leeds West Academy

We are delighted that you are considering  
joining Leeds West Academy.

We are proud to be a school at the heart of our community, where strong relationships, high expectations, and a shared sense of purpose underpin everything we do. As recognised in our Ofsted inspection, Leeds West Academy is a happy and inclusive school, where students feel valued, supported, and able to thrive.

Our work is guided by our core values of Care, Commitment and Community. These are not just words; they shape the daily experience of every student and colleague. We are committed to creating an environment where every young person feels safe, seen, and supported to achieve their very best.

We are ambitious for every student and every member of staff. Through strong teaching, clear routines, and a culture of belonging, we support young people to grow in confidence, achieve well, and feel part of something meaningful. At the same time, we invest in our colleagues, creating a culture of professional excellence where staff are supported to develop, collaborate, and lead improvement.

Leeds West Academy is on a journey of Evolving Excellence: a shared commitment to strengthening our practice and securing the best possible outcomes for our students, driven by the belief that every child deserves an exceptional education and the opportunity to flourish.



# About Leeds West Academy

Leeds West Academy is an ambitious and inclusive secondary school serving west Leeds. As part of the White Rose Academies Trust, we are committed to providing an exceptional education so every student can succeed, regardless of their starting point.

Our work is underpinned by a clear moral purpose: to unite and inspire our community through education, opportunity, and aspiration, so every young person can secure a successful future. This is brought to life through a consistent approach to teaching, learning, and culture:

- **Clear routines and expectations** that create calm, purposeful learning environments
- **An ambitious, well-sequenced curriculum** that builds knowledge and skills for success
- **Inclusive practice** that removes barriers and enables every student to access learning
- **A strong focus on literacy**, ensuring students read, write, and communicate with confidence

Our teaching is rooted in shared practice and professional clarity, supporting strong planning, adaptive teaching, and regular checking of understanding. We are equally committed to wider development, with opportunities for leadership, enrichment, and careers education that build confidence and belonging.

Strong partnerships with families and the community ensure Leeds West Academy is inclusive, responsive, and impactful.



LWA in  
Numbers  
—  
Evolving  
Excellence

**150**  
staff members  
supporting our  
students in their  
education.

**30+**  
languages spoken  
across our  
student and staff  
community.

**1,500**  
students educated  
at Leeds West  
Academy  
every year.

**£5.9m**  
of investment  
in the academies  
facilities in the last  
5 years.

**10%**  
of students  
join through our  
Performing Arts  
Specialism.



# Job Description and Person Specification

**Post Reference:** 2854

**Job Title:** Teaching Assistant (with 1:1 responsibility)

**Academy Name:** Leeds West Academy

**Grade:** B1 (Actual Salary £21,662)

**Hours:** 37 per week, term time only plus 5 days

**Accountable to:** Director of Inclusion

**Contract Type:** Fixed Term Contract until 31<sup>st</sup> August 2027

## Job Description

---

### Role:

You will provide effective support to students who require dedicated one-to-one supervision to access learning, while also supporting the needs of the wider class, including students with SEND.

You will contribute to our mission to deliver excellence in education, transformation in opportunities and build a school to be proud of for all of our community by working under the direction of the Director of Inclusion to support access to learning for students and provide general support to the teacher. Within this role, there may be an aspect of personal care, so knowledge and experience of this is desired.

You will have experience of supporting young learners in an organisational setting, along with an understanding of individual learning styles and the ability to identify potential barriers to learning, using appropriate strategies and coaching skills to help overcome these barriers.

*NB: All post-holders at the White Rose Academies Trust are responsible for improving the outcomes for learners and upholding the ethos of the academies. Keeping Children Safe in Education and the guidance for Safer Working Practices directs the work of every adult working at or associated with the White Rose Academies Trust.*

---

### Duties and Responsibilities:

As a Teaching Assistant, you will:

- Gain valuable classroom experience working alongside skilled teachers and co-professionals.
- Contribute to an inclusive environment where all students feel supported, challenged, and encouraged to succeed.
- Provide dedicated 1:1 supervision for a named pupil with identified Special Education needs and medical needs, ensuring their safety, wellbeing, and full access to learning.
- Follow and implement the pupil's Individual Healthcare Plan (IHP), Educational Health Care Plan (EHCP), and any medical guidance provided by healthcare professionals.
- Monitor the pupil's health and wellbeing throughout the school day and respond appropriately to medical needs in accordance with school policies and procedures.



- Administer or assist with medication and medical procedures in line with school policy and relevant training.

#### **To supervise and support additional students inside the classroom by:**

1. ensuring they have access to the curriculum
  2. encouraging them to participate in learning activities as required in lessons
  3. ensuring they understand learning objectives and instructions
  4. ensuring they are able to effectively use access arrangements as required under their study support plans
- Meet the physical needs of students, as required, whilst encouraging independence including attending to the students' personal needs and implementing related personal programmes, including social, health, physical, hygiene, first aid and welfare matters. To be aware of and support difference and ensure all students have equal access to opportunities to learn and develop.
  - Support with the development and implementation of Individual Education/Student Support Plans and Personal Care programmes including gathering/reporting information to/from parents/carers as required.
  - To establish good relationships with students acting as a role model, responding appropriately to individual needs whilst promoting the inclusion and acceptance of all students.
  - To prepare the classroom, as directed by the teacher, for lessons, prepare and maintain equipment/resources and assist students in their use.
  - To be aware of student challenges/progress/achievements and report to the relevant member of staff.
  - To undertake and maintain accurate student records.
  - To support the teacher in managing student behaviour, reporting and recording difficulties as appropriate.
  - To provide clerical/administrative support such as photocopying, typing, filing etc.
  - To support during examinations by assisting in the setting up of rooms and invigilating including reading and/or scribing for students with access arrangements.
  - To contribute to the Assess, Plan, Do Review Cycle by accurately recording and reporting student interactions on Student Intervention Logs
  - To support students in developing numeracy and literacy skills
- 

#### **Equal Opportunities:**

- Promote equality of opportunity so that all children, young people, and families can access and benefit from our Trust.
- Support the wellbeing, safety, and success of all students and young people, enabling positive educational and life outcomes.

#### **Classroom Support**

- Support teachers in delivering lessons and learning activities.

- Work with individual students or small groups to reinforce learning and understanding.
- Help students remain focused and engaged during lessons.
- Provide support to students who may require additional guidance to access learning.

### **Supporting Student Progress**

- Assist students in developing confidence, independence, and positive learning habits.
- Support the development of literacy, numeracy, and communication skills where appropriate.
- Help students understand instructions and complete learning tasks successfully.
- Encourage positive behaviour and respectful participation in lessons.

### **Inclusion and Student Wellbeing**

- Support the inclusion of students with additional learning needs, including SEND or EAL where appropriate.
- Contribute to a safe, positive, and supportive classroom environment.
- Help students build confidence and resilience in their learning.

### **Collaboration and Professional Practice**

- Work collaboratively with teachers, support staff, and pastoral teams.
- Follow academy policies relating to safeguarding, behaviour, and student welfare.
- Contribute positively to the wider life of the academy where appropriate.

### **Professional Responsibilities**

- Uphold the professional standards expected of all academy staff in all interactions with colleagues, students, parents/carers, and the wider community.
- Act in accordance with the values, aims, and mission of the academy and White Rose Academies Trust.
- Contribute positively to the continuous improvement of the academy and to personal professional development through participation in training, meetings, appraisals, and by sharing ideas for improvement.
- Work collaboratively as a positive and supportive member of the team, recognising when to seek advice, guidance, or support.
- Apply academy and Trust policies and procedures consistently in all aspects of the role.
- Engage in reflective practice and appropriate continuing professional development (CPD) to improve effectiveness and maintain high standards.
- Contribute to the wider life, ethos, and objectives of the academy, including attendance at relevant meetings, training days, and events as required.



## **Safeguarding, Compliance and Conduct**

- Comply with all academy and Trust policies and procedures, including those relating to safeguarding and child protection, health and safety, security, confidentiality, and data protection, and report any concerns promptly to the appropriate person.
- Take responsibility for safeguarding children and young people and for promoting their welfare, in line with statutory guidance and academy procedures.
- Maintain appropriate professional boundaries and conduct at all times.

Whilst every effort has been made to explain the main duties and responsibilities of the post, not all individual tasks can be identified. The job description may be amended by the Principal or Accounting Officer to reflect or anticipate changes to the role, commensurate with the grade and job title.

The post-holder may be required to undertake additional duties, as reasonably requested, to ensure the effective operation of the academy.

The Governors and Principals of White Rose Academies Trust are committed to safeguarding and promoting the welfare of children and young people and to ensuring that safer recruitment practices are in place.

White Rose Academies Trust values diversity and seeks to create a workforce that reflects the communities it serves. Applications are welcome from all individuals regardless of sex, sexual orientation, race, religion or belief, marital status, age, or disability.

White Rose Academies Trust expects all staff and volunteers to share this commitment. Appointments will be subject to Safer Recruitment procedures, including an enhanced Disclosure and Barring Service (DBS) check. A criminal record will not necessarily prevent employment; this will depend on the nature of the offence and the circumstances.

This role involves contact with children and constitutes regulated activity. It is an offence to apply for this role if you are barred from engaging in regulated activity relating to children.

# Person Specification

---

It is essential that the candidate should be able to demonstrate the criteria for the post within the context of the specific duties and responsibilities of the role: Candidates will only be shortlisted for interview if they can demonstrate on the application form that they meet all the essential requirements. Candidates are not required to meet all the desirable requirements, however these may be used to distinguish between acceptable candidates.

**You should be able to demonstrate that you meet the following criteria which are all essential:**

E = Essential D = Desirable

**Measured by:**

A = Application Form

T = Test/Exercise

P = Presentation

I = Interview

R = References

---

## Qualifications

|          |                                                                                                                                                           |          |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| <b>E</b> | GCSE level (or equivalent) at Grade C or Grade 4 (including English and Maths)                                                                            | <b>A</b> |
| <b>E</b> | A good level of appropriate ICT skills                                                                                                                    | <b>A</b> |
| <b>D</b> | NVQ 3 for Teaching Assistants or appropriate level of experience of operating in the classroom environment or other relevant qualification or experience. | <b>A</b> |

---

## Knowledge and Experience

|          |                                                                                                                               |              |
|----------|-------------------------------------------------------------------------------------------------------------------------------|--------------|
| <b>E</b> | Knowledge, understanding and commitment to equality, diversity and inclusion informed by practical experience and application | <b>A I R</b> |
| <b>E</b> | Knowledge, understanding and commitment to safeguarding and promoting the welfare of students                                 | <b>A I R</b> |
| <b>E</b> | Ability to form and maintain appropriate relationships and personal boundaries with students                                  | <b>A I R</b> |
| <b>E</b> | Experience of supporting young learners in an organisational setting                                                          | <b>A</b>     |
| <b>E</b> | An understanding of individual learning styles and the ability to identify potential barriers to learning                     | <b>A I R</b> |
| <b>E</b> | Engaging in strategies and coaching skills to overcome these barriers                                                         | <b>A I R</b> |
| <b>E</b> | Be able to work with students on a 1:1 or small group basis                                                                   | <b>T</b>     |
| <b>D</b> | Interest in pursuing a career in education or youth support                                                                   | <b>A I</b>   |
| <b>E</b> | Good communication and interpersonal skills                                                                                   | <b>A I</b>   |
| <b>E</b> | Positive and supportive approach when working with young people                                                               | <b>A I</b>   |
| <b>E</b> | Ability to work collaboratively as part of a team                                                                             | <b>A I</b>   |



|          |                                                                          |            |
|----------|--------------------------------------------------------------------------|------------|
| <b>E</b> | Reliable, organised, and able to follow guidance from colleagues         | <b>A I</b> |
| <b>D</b> | Awareness of inclusive practice in education.                            | <b>A I</b> |
| <b>D</b> | Understanding of the role of teaching assistants in supporting learning. | <b>A I</b> |

#### **Behavioural and Other Characteristics**

|          |                                                                                                                                                            |              |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| <b>E</b> | Committed to continuous improvement                                                                                                                        | <b>A I</b>   |
| <b>E</b> | Interest in working with young people in an educational setting.                                                                                           | <b>A I R</b> |
| <b>E</b> | Carry out all duties having regard to an employee's responsibility under Health & Safety Policies                                                          | <b>A I</b>   |
| <b>E</b> | Willingness to actively participate in training and development activities to ensure up to date knowledge, skills, and continuous professional development | <b>A I</b>   |
| <b>E</b> | Commitment to the values and ethos of Leeds West Academy.                                                                                                  | <b>A I</b>   |
| <b>E</b> | Belief in the potential of every young person to succeed.                                                                                                  | <b>A I R</b> |
| <b>E</b> | Professional integrity, reliability, and a positive attitude.                                                                                              | <b>A I R</b> |
| <b>E</b> | Willingness to learn, reflect, and grow through the apprenticeship experience.                                                                             | <b>A I R</b> |

White Rose Academies Trust is committed to safeguarding and promoting the welfare of its students and expects all staff and volunteers to share the commitment. Appointments will be subject to Safer Recruitment Procedures and an enhanced DBS check.

Please note this role will involve contact with children and you will be engaging in regulated activity. It is an offence to apply for the role if you are barred from engaging in regulated activity relevant to children.

We promote diversity and want a workforce which reflects the population of Leeds. Applications are welcome from all, irrespective of sex, sexuality, race, religion, marital status, age, or disability.

# Application Process

1

## Complete Application Form

Click Apply Now and complete the form via My New Term, including your full employment history.

2

## Application Reviewed

Your application will be reviewed against the person specification and role criteria.

3

## Shortlisting

The panel confirms shortlisted applicants.

4

## Interview Invitation

Shortlisted candidates will receive details of the interview process and day.

8

## DBS Application

Complete your DBS application and pre-employment health questionnaire via our 3rd party providers.

7

## Next Steps from HR

HR will contact you about pre-employment checks and any missing documents or history queries.

6

## Appointment Confirmed

You'll be contacted after interview. If successful, confirm acceptance for your HR offer.

5

## Interviews

Attend the interview with three original IDs and your listed qualifications, with your completed self-disclosure form.

9

## Employment Checks

HR complete all remaining pre-employment checks including overseas and employment gap history.

10

## Checks Reviewed

Once complete, checks are reviewed against our statutory and legal obligations.

11

## Start Date Agreed

Your line manager will agree a start date with you. HR will then issue your contract.

12





## My WRAT Journey



2020  
Teacher of English

2021  
Teacher of Spanish

2022  
Curriculum Leader  
of Modern Foreign  
Languages

"Leeds West Academy has been a place for me to flourish and develop as a leader with a strong support network at the core of what we do. There's a strong community who always strives to enrich the lives of the children we serve. That to me is inspiring every day."

**Constanza Abarca** *Curriculum Leader of MFL*



# Staff Benefits



## Flexible Working

We offer flexible arrangements including term-time only, part-time, and job share opportunities.



## Employee CycleScheme

Purchase a bike and accessories through our salary sacrifice scheme for a healthier, greener commute.



## Annual Leave Entitlement

On top of 25 days annual leave, plus bank holidays. Support staff receive an extra 5 days after 5 years' service.



## Supporting Staff Discounts

We support all education staff in accessing Discounts for Teachers, Teacher Perks and Blue Light Card.



## Pay Awards

Benefit from nationally agreed terms, including STPCD or NJC Green Book, as well as the Real Living Wage.



## Eye Test Vouchers

Free eye tests and up to £69 towards glasses are provided for Display Screen Equipment (DSE) users.



## Employee Pension Scheme

Staff are automatically enrolled in either the Teachers' Pension Scheme or LGPS.



## Free Flu Jabs

To keep our staff safe and protected we offer free flu jab vouchers to all employees across the trust.



## Real Living Wage

The trust is proud to confirm that we pay all staff in line with the real living wage £13.45ph.



## Car Parking

We ensure all colleagues benefit from free on-site parking at all four of our academy sites.



## Employee TechScheme

Salary sacrifice is available to purchase the latest tech after probation.



## Family Friendly Policies

We support work/life balance with family-focused policies, including emergency and special leave.



# Staff Wellbeing



## Employee Assistance Programme

All staff and families can access Health Assured's confidential wellbeing support service with app access.



## Mental Health First Aiders

Whether you just need someone to talk to, or you're facing emotional challenges, our MHFAs are on hand.



## Headspace

Free access to Headspace to support mental health with meditation and mindfulness tools.



## Dedicated Wellbeing Reps

Reps are here to listen to colleague feedback and organise wellbeing initiatives tailored to each academy.



## Wellbeing Wednesdays

No more hump day slumps with our midweek breakfast for all staff, served from 7:45am in our refurbished canteen.



## Colleague Recognition Schemes

We have a variety of schemes that allows our staff to be recognised and thanked for their hard work.







## My WRAT Journey



2012  
Teacher of PE

2016  
NQT Coordinator

2019  
SENDCO

2022  
WRAT Inclusion  
Network Leader

2024  
Director of Inclusion

"Leeds West Academy has been the perfect environment for my professional growth. Starting on a temporary contract as an early career teacher, I've had many opportunities to develop my skills and progress. I enjoy working alongside compassionate, dedicated colleagues who always put students at the heart of everything they do."

**Lindsay Bishop West** *Director of Inclusion*



## What Our People Say...

"Leeds West is a great school and so is the performing arts industry here. I love dancing, singing and acting and this school has helped me express that. The shows are incredible as well as the teachers. All specialism students would say the same."

**Adriana** *Year 7*



"Leeds West Academy has been a place for me to flourish and develop as a leader with a strong support network at the core of what we do. There's a strong community who always strives to enrich the lives of the children we serve. That to me is inspiring every day."

**Callum Appleby** *Curriculum  
Leader of Geography*



"My experience at Leeds West Academy has been phenomenal. The different specialisms the school has, has opened new doors for me. It lets me express my love for acting, singing and dancing. Additionally, Leeds West Academy is a happy and inclusive school."

**Harry** *Year 7*



# Proud to be Part of the White Rose Academies Trust



## Alder Tree Academy Primary

Alder Tree Primary is a unique two form intake inner-city school in Leeds. We help every child reach their potential through engaging lessons and strong pastoral support and are proud to be nationally recognised for supporting disadvantaged pupils.

**Ofsted** "The school values epitomise the school's determination that every pupil will reach their full potential."

Our core values are: **Believe, Belong, Become**



## Leeds City Academy Secondary

A vibrant inner-city school in Woodhouse with over 1,000 students from diverse backgrounds. A recent £8.5 million investment has enhanced facilities, supporting growth and improvement, while students and staff work proudly together to achieve even more.

**Ofsted** "Pupils thrive at this happy and inclusive school"

Vision Statement: **Working In Partnership**

Our core values are: **Aspirational, Caring, Professional, Respectful, Resilient and Tolerant**



## Leeds East Academy Secondary

Leeds East Academy is a vibrant, diverse school in Seacroft, housed in a £14 million building. With the ambition of 'Every Child Can', we support students to excel academically and personally, while fostering high standards and strong support for all staff.

**Ofsted** "The school nurtures pupils so they have the self-belief and resilience to succeed"

Vision Statement: **Every Child Can**

Our core values are: **Resilience, Integrity, Trust, Ambition**



## Leeds West Academy Secondary

Known for its welcoming atmosphere and Performing Arts specialism, Leeds West Academy unites and inspires our community through education and opportunity. With a broad, ambitious curriculum and strong pastoral support, every student can reach their full potential, while staff are supported to thrive in a nurturing, high-standard environment.

**Ofsted** "A happy and inclusive school"

Vision Statement: **Evolving Excellence**

Our core values are: **Care, Commitment, Community**







