



TEACHING ASSISTANT

ST OSWALDS CE ACADEMY



St Oswald's Church of England Academy
Addison Road
Rugby
CV22 7DF

Candidate Information

Together, pursuing life in all its fullness

Our Trust

Thank you for your interest in joining The Diocese of Coventry Multi Academy Trust, we are delighted to provide you with an application pack. It is hoped that the information provided will be of interest and will help you to begin your journey with us.

The Diocese of Coventry Multi Academy Trust was formed by the Diocese of Coventry in 2013, and is now one of 2,500 Multi Academy Trusts in England. Our children, volunteers and staff come from all faiths and none, and the Diocese remains a key partner in all that we do.

The trust is now home to twenty-two academies spread across the Diocese of Coventry. This scale makes us one of the 100 largest Multi Academy Trusts in the country.

Our vision, "together, pursuing life in all its fullness", is based on John 10:10 and reflects the Church of England's vision for education. You will see this come to life in all of our academies every day. We offer a vision of human flourishing for all, one that embraces excellence and academic rigour, but sets them in a wider framework. We offer opportunities for children to realise their God given potential and flourish.

Our strategic plan focuses on five key stakeholder groups and recognises that these groups will flourish together, far better than they will flourish alone. We aim to:

- Support colleagues to flourish
- Support children to flourish
- Support those involved with governance to flourish
- Support families to flourish
- Support the wider church school family to flourish



To work with us, you must aspire to be an outstanding colleague, be prepared to go the extra mile and be comfortable with high levels of accountability for the progress of over 5,000 children. You must be willing to share and learn. You must be kind, and able to support and challenge others in order to help them flourish. Above all else, you must like young people and aspire to make them outstanding citizens.

In return, we offer excellent working conditions, first class professional development, genuine career development and opportunities for growth. All of our teachers are offered membership of the Teachers Pensions Scheme and all support staff are offered membership of the Local Government Pension Scheme.

In short, we believe our Trust has a bright future and are looking for bright people to help us get there.

Thank you once more for your interest in The Diocese of Coventry Multi Academy Trust and in the position available. I hope that this introductory letter has given you a clear sense of our vision and I hope that this pack gives you a feel for what we need. We look forward to hearing from you and exploring your future with us through our selection process.

Michael Cowland, Chief Executive Officer

Our Diocese

The Diocesan Board of Education seeks to serve and equip the church school family in a variety of ways. The Diocesan Director of Education, Reverend April Gold, is supported by a team of highly qualified, experienced and well-regarded professionals who aim to:



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BOARD OF EDUCATION

- 'be there' for our church school family and act as a central reference point supporting pastorally and professionally;
- facilitate creative and flexible networking between schools;
- promote excellence and distinctiveness within the family of church schools/academies and beyond;
- share best practice collectively;
- provide professional development: for staff at all stages of their careers and for governors;
- facilitate collaborative school improvement partnerships through the growth of our six CofE majority MATs;
- support the process of academy conversion;
- promote the establishment of new church schools;
- represent church schools to the wider church, to diocesan groups, in the press, and in public and community debate;
- champion inclusion and equality including advising on admissions policies and managing appeals;
- protect the status of church schools
- and promote the importance and the continuance of the voluntary sector.



'Our schools are a hugely significant part of the Church family of the Diocese. Seeking to build communities of care and understanding, they witness to God's love for each and every person, and reflect God's desire for the world to be a better place for us all to live in. I believe they are at the heart of the Church's mission to the nation and play a very important role in the life of their own parishes and communities.'

As a Diocese, our 76 Church of England schools serve 18,500 children, and their families. The 2000 members of staff and all the volunteers who support, as governors, directors, and other contributors, are seeking to offer both an excellent education and ensure that all our young people have the opportunity to live life to the full. We aim to do this by living, telling and sharing the values of Jesus Christ. Thank you for being willing to share in this journey with us!'

Bishop Ruth



TEACHING ASSISTANT (21.25 hrs per week)

The Trust is looking to appoint an inspirational and highly effective Teaching Assistant who is committed to supporting the St Oswald's Academy to educational excellence and further developing the distinctive Christian character of educational provision and the school community.

In return we can offer:

- A support network of professional colleagues
- A strong culture of professional development
- The opportunity to be part of an aspirational organization and contribute to its development and growth plans
- We are offering a salary of £26,403 per annum FTE (Actual £13,424pa)
- Working Hours – Mon – Fri 8:45am-1pm
- Eligibility to join the Pension Scheme

Applications

Thank you for your interest in this post. Interested candidates are welcome to speak to us for more information about this fantastic opportunity. Please contact the school office, on 01788 543882 or email school.office@stoswalds.covmat.org for an informal discussion about the post.

Please note the closing date for applications is 26th February 2026

We welcome all applications regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race religion and belief, sex and sexual orientation.

Interviews will take place during week commencing 2nd March 2026

Job Description – Teaching Assistant

KEY PURPOSE

Working under the overall supervision of the responsible teacher, assist and support teaching and learning, working with individuals or groups and assist in providing for general care, safety and welfare of pupils.

In addition to the tasks, duties and responsibilities of a TA Level 1.

JOB DETAILS

The job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year, and it may be subject to modification and amendment at any time after consultation with the post holder.

Main Accountabilities

This will include:

Responsibility for people (other than employees supervised/managed): The post has considerable impact on the well-being of individuals or groups through contributing to the assessment of pupil need and progress, the development and implementation of plans and providing support to pupils with additional personal/special needs.

Responsibility for staff: The post has limited direct responsibility for supervising other staff though may be expected to demonstrate tasks or advise/guide new employees, work experience or trainees.

Responsibility for budget: The post has no direct responsibility for financial resources other than occasionally handling small amounts of cash, processing cheques, invoices etc.

Responsibility for physical resources: The post has some responsibility for physical resources, through the preparation and care of teaching materials/resources and secure and accurate record keeping.

Main Activities

Curriculum support:

Contribute to curriculum planning and evaluation and assist in implementation

Assist in the delivery of lessons/sessions and interact with the teacher and pupils as required

Undertake agreed learning activities/teaching programmes, adjusting activities according to pupil responses.

Support and use ICT in learning activities & develop pupils' competence and independence in its use.

Support for pupils:

Support individuals or groups during independent /group work, e.g. explain tasks, reinforce key objectives/concepts or vocabulary, use practical apparatus, support less able pupils, extend/challenge more able, keep pupils on task, interested, motivated and engaged.

Occasional support to whole class for short periods (eg story reading).

Help support children and midday supervising team at lunchtime, carrying out lunchtime duties.

Help pupils to develop communication skills and role play activity.

Promote inclusion and acceptance of all pupils, encourage them to interact and work co-operatively and engage in activities.

Promote independence and development of self-esteem

Assist in the personal, social, emotional development of pupils and development of self-esteem.

Assist with the development and implementation of IEPs/behaviour plans.

Use specialist skills/ knowledge/ training to provide support in specialist areas

Encourage and reinforce positive interactions between pupils working within any behaviour targets set

Identify and report uncharacteristic behaviour patterns

Assist with pupil supervision on trips off the premises, under overall guidance of the teacher.

Monitor and provide for general care, safety and welfare of pupils, including tasks connected with their social inclusion and personal/physical care.

Support to teacher:

Assist with lesson/activity planning, delivery and evaluation

Monitor individual/group achievements of key objectives and provide feedback to the teacher

Contribute to pupil assessment through observation and reporting

Record information relevant to assessment and review of pupils' progress

Attend IEP and statement review meetings if appropriate

Support implementation of strategies to manage pupil behaviour and help manage pupil behaviour

Active involvement in day-to-day management of the learning environment including responsibility for the care and preparation of teaching aids, equipment, materials and differentiated resources.

Undertake routine and non-routine administrative tasks, eg produce worksheets, administer coursework

Liaise and translate with and for parents/carers, specialist teachers and other professional staff, sharing and providing information including, but not limited to:

Making telephone contact with parents as required to discuss day to day issues

Translation of letters to parents/carers drafted by the school

Translation of letters to school from parents/carers

Provide a translation service to enable school staff to meet with parents/carers

Provide a translation service to outside agencies in the absence of their own translator

DEVELOPING SELF AND WORKING WITH OTHERS

Effective relationships and communication are important in a school role and you will be expected to manage yourself and relationships well. Through performance management and effective continuing professional development practice, you will be expected to achieve high standards. You will be committed to your own continuing professional development.

This will include:

Valuing people and treating them fairly, equitably and with dignity and respect to create and maintain a positive school culture in accordance with the Christian beliefs underpinning the school.

Ensuring own CPD included development in education

Develop and maintain a culture of high expectations for self

Regularly reviewing own practice, setting personal targets and taking responsibility for own personal development.

Managing own workload to allow for reflection and an appropriate work/life balance

KEY ORGANISATIONAL ACTIVITIES

The post holder will contribute to the school's objective in service delivery by:

Enactment of Health and Safety requirements and initiatives as directed.

Ensuring compliance with Data Protection legislation

At all times operating within the school's Equal Opportunities framework

Commitment and contribution to improving standards for pupils as appropriate

Contributing to the maintenance of a caring and stimulating environment for pupils.

SUPPORTING THE WORK OF THE MULTI ACADEMY TRUST

As part of the Diocese of Coventry Multi Academy Trust, the Deputy CEO - Education will be expected to develop and maintain strong, positive relationships with colleagues in the Multi Academy Trust, within the family of Multi Academy Trust academies and the Diocesan family of schools.

STRENGTHENING THE COMMUNITY

Academies exist in a distinctive social context, which has a direct impact on what happens inside the school. Academy leadership should commit to engaging with the internal and external school community to secure equity and entitlement. All staff should collaborate with other schools in order to share expertise and bring positive benefits to their own and other

academies. They should work collaboratively at both strategic and operational levels with parents and carers and across multiple agencies for the well-being of all children.

This will include:

- Building a school culture and curriculum which takes account of the Church Foundation and the richness and diversity of the school's communities.
- Creating and promoting positive strategies for challenging harassment of any kind.
- Ensuring learning experiences for pupils are linked into and integrated with the wider community, the local church and diocesan communities.
- Ensuring a range of community-based learning experiences, including building links with local churches and Coventry Diocese.
- Collaborating with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families
- Creating and maintaining an effective partnership with parents and carers, (including those who may be described as 'hard to reach', those with learning disabilities and those for whom English is an additional language), to support and improve pupils' achievement and personal development.
- Building bridges with the school's diverse communities, seeking opportunities to invite the whole range of parents and carers, community figures (including clergy and church representatives), businesses or other organisations into the school to enhance and enrich the school and its value to the wider community.
- Contributing to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative initiatives.
- Co-operating and working with relevant agencies to protect children.

SAFEGUARDING CHILDREN AND SAFER RECRUITMENT

Our Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will be required to undertake an enhanced criminal record check via the DBS. Further information about the Disclosure and Barring Service is available from the DBS website at: [Disclosure and Barring Service - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/organisations/disclosure-and-barring-service-dbs)

The Trust will ensure that:

- The policies and procedures relating to safeguarding and safer recruitment are fully implemented and followed by all staff.
- Sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities in relation to safeguarding, including taking part in strategy discussions and other inter-agency meetings and contributing to the assessment of children.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing practices.

DATA PROTECTION

The post holder must meet the requirements of the General Data Protection Regulation Act 2018 at all times, especially concerning confidentiality, treatment of personal information and records management.

ADDITIONAL DETAILS

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Staff will be expected to comply with all Trust policies and procedures and any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. This job description will be reviewed annually and the Chief Executive reserves the right to alter the content of this job description, after consultation with the post-holder, to reflect changes to the job or services provided, without altering the general character or level of responsibility.

Person Specification

				Measured By		
		Essential	Desirable	Application	Interview Process	References
Personal Qualities, Qualifications and Experience						
Qualifications and Training						
1	Hold a recognised relevant NVQ level 2 qualification	✓		✓		
2	Minimum GCSE A – C (or equivalent) in English and Maths	✓		✓		
3	Have a good level of knowledge and understanding of at least one area of learning eg. English, Maths, Science	✓		✓		
4	Evidence of continuous professional development relating to curriculum, teaching learning and SEN		✓	✓	✓	✓
5	Team Teach Trained		✓	✓		
Professional Experience and Knowledge						
1	Substantial, successful, relevant and recent experience in a primary school or Academy	✓		✓	✓	✓
2	Understand school's policies and how they relate to local and national frameworks/policies eg. Child protection, health & safety, equal ops, SEN etc.	✓		✓	✓	✓
3	Knowledge and understanding of safeguarding requirements and good practice	✓		✓	✓	
4	Knowledge of recent developments in the national curriculum	✓		✓		
5	Experience of supporting children with Special Educational Needs in an inclusive environment	✓		✓		✓
6	Can plan own work when required	✓		✓	✓	
7	Can transfer theory/Training into practice	✓		✓	✓	
8	Experience of using ICT effectively in classroom teaching	✓		✓		✓
9	An understanding of the role of parents as partners in education	✓		✓		
10	A commitment to and evidence of promoting diversity and equal opportunities within the workplace, classroom, curriculum and employment practice	✓		✓		
11	Understanding of the distinctive Christian character of a Church school		✓	✓	✓	
12	A commitment to professional development	✓		✓	✓	
Teaching and Learning						
1	A proven track record in ensuring the highest possible standards in teaching and learning	✓		✓	✓	✓
2	Good understanding and application of best practice in teaching of phonics and knowledge of the use of Assessment Without levels	✓		✓	✓	
3	Successful experience of positive behavior management and developing a pupil focused, inclusive and effective learning environment so that behaviour and attendance are outstanding	✓		✓	✓	✓
Personal Qualities						
1	Has high expectations and personal integrity with the ability to promote and sustain the values, culture and Christian ethos of the school	✓		✓	✓	

		Measured By				
		Essential	Desirable	Application	Interview Process	References
Personal Qualities, Qualifications and Experience						
2	Is articulate and approachable with excellent interpersonal communication skills and be able to present information to others both verbally and in writing	√		√	√	
3	Is an outstanding, reflective practitioner with high quality teaching skills and high expectations for pupils' learning and attainment	√		√	√	√
4	Be fluent in a Foreign Language applicable to our setting to better enable communication with families within our community		√	√	√	
5	Can solve problems and can exercise initiative and independent action	√		√	√	
6	Is pro-active in offering ideas	√		√	√	
7	An exemplary record of health and punctuality		√			√
Skills & Abilities						
1	To provide a secure, stimulating and well organized learning environment	√		√		
2	To ensure effective curriculum delivery through differentiation	√		√		√
3	To work collaboratively and effectively as part of a team	√		√	√	
4	To work with colleagues in providing for the intellectual, physical, social, spiritual and emotional needs of the children	√		√	√	

Our Academies



Central MAT Office
The Diocese of Coventry Multi Academy Trust
c/o St James CofE Academy
Barbridge Road
Bulkington, Bedworth
CV12 9PF

St John's CofE Academy
Winsford Avenue
Coventry
CV5 9HZ

All Saints Bedworth CofE Academy & Nursery
Off the Priors, Mitchel Road
Bedworth
CV12 9HP

Dunchurch Boughton CofE Junior Academy
Dew Close
Dunchurch
CV22 6NE

St Oswald's CofE Academy
Addison Road
Rugby
CV22 7DJ

St Michael's CofE Academy
Hazel Grove
Bedworth
CV12 9DA

Leamington Hastings CofE Academy
Birdbury Road, Hill,
Leamington Hastings, Rugby
CV23 8EA

Leigh CofE Academy
Plants Hill Crescent
Tile Hill, Coventry
CV4 9RQ



Salford Priors CofE Academy
School Road
Salford Priors, Evesham
WR11 8XD



All Saints CofE Academy LW
Warwick Road
Leek Wootton, Warwick
CV35 7QR



Burton Green CofE Academy
Hob Lane
Burton Green, Coventry
CV8 1QB



Long Itchington CofE Academy
Stockton Road
Long Itchington, Southam
CV47 9QP



Southam St James CofE Academy
Tollgate Road
Southam
CV47 1EE



Dunchurch Boughton CofE Infant Academy & Nursery
School Street
Dunchurch
CV22 6PA



Ryton-on-Dunsmore Provost Williams CofE Academy
Sodens Avenue
Ryton-on-Dunsmore
CV8 3FF

