



# Teaching Assistant

**All Saints Bedworth C of E Academy & Nursery**

Off The Priors, Mitchell Road, Bedworth,  
CV12 9HP

**Candidate Information**

*Together, pursuing life in all its fullness*

# Teaching Assistant

## About the Role

The Trust is looking to appoint an inspirational and highly effective Teaching Assistant who is committed to supporting the All-Saints Bedworth 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
- Grade F Scale 7-10 (FTE £26,403)
- Working hours 8.45am-3.30pm, Monday to Friday (Term Time only)
- 31.25hrs per week
- 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 directly on 02476 313387 for an informal discussion about the post.

Please note that the closing date for applications is 18<sup>th</sup> June 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 w/b 22<sup>nd</sup> June 2026

# Job Description

## KEY PURPOSE

To support teaching and learning across the school, working in partnership with teachers to ensure all pupils—particularly those with additional needs—are able to learn, achieve and thrive.

The role will involve working across more than one key stage, including Early Years where required, supporting high-quality provision and promoting inclusion, engagement and aspiration for all pupils.

## ACCOUNTABILITIES

The appointee will be line managed by Kerry O'Grady, Head Teacher, or another designated member of the Senior Leadership Team.

## PRINCIPAL RESPONSIBILITIES

### Supporting Teaching and Learning

Work with teachers to support the delivery of high-quality teaching across different key stages

Support pupils' learning in whole-class, small group and one-to-one situations

Adapt resources and activities to meet the needs of all learners, including those with SEND

Promote positive attitudes to learning and high expectations

### Supporting Pupils

Provide targeted support for pupils with additional needs, including SEND and disadvantaged pupils

Help pupils to develop independence, resilience and confidence

Support pupils' communication, language and social development

Encourage positive behaviour in line with the school's behaviour policy

### Early Years Support (where required)

Contribute to high-quality provision in Early Years, supporting play-based learning

Support the development of early language, communication and social skills

Help create a safe, stimulating and nurturing learning environment

### Supporting Assessment and Progress

Observe pupils and provide feedback to teachers on progress and engagement

Contribute to assessment processes and provision review where appropriate

Keep accurate records of support and interventions

### Supporting Inclusion

Work closely with the SENDCo and class teachers to implement support plans and strategies

Promote inclusive practice and ensure all pupils can access learning

Support the delivery of interventions and targeted support programmes

### Working with Staff and Parents

Work collaboratively with teachers, leaders and other support staff  
Communicate effectively with colleagues and, where appropriate, parents and carers  
Contribute positively to the wider life of the school

## **SUPPORTING THE WORK OF THE MULTI ACADEMY TRUST**

As part of the Diocese of Coventry Multi Academy Trust, the post holder 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 \(www.gov.uk\)](http://www.gov.uk)

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

Personal Qualities, Qualifications and Experience		Measured By				
		Essential	Desirable	Application	Interview Process	References
<b>Qualifications and Experience</b>						
	Hold a recognised relevant Teaching Assistant qualification (Level 2 or above)	√		√		
	Minimum GCSE A – C (or equivalent) in English and Maths	√		√		
	Recent experience working with children in a primary school setting	√		√	√	√
	Experience working across more than one age group or key stage	√		√	√	√
	Full and relevant Early Years qualification		√	√		
	Experience working in Early Years settings or classrooms		√	√	√	
	Experience of delivering interventions and targeted support programmes	√		√	√	√
	Experience working in a school with high levels of disadvantage		√	√	√	
<b>Professional Knowledge and Understanding</b>						
	Understanding of how children learn and develop	√		√	√	√
	Understanding of SEND needs and inclusive practice	√		√	√	√
	Knowledge and understanding of safeguarding requirements and good practice.	√		√	√	√
	Understanding of effective behaviour management strategies, including for pupils with SEND needs	√		√	√	√
	Good understanding of the best practice in teaching of phonics, reading, writing and maths		√	√	√	
	Understanding of effective de-escalation techniques to support pupils emotional needs		√	√	√	
<b>Skills and Abilities</b>						
	Ability to build positive relationships with pupils	√		√	√	
	Ability to work effectively and positively as part of a team	√		√	√	
	Strong communication skills (spoken and written)	√		√	√	√
	Highly competent in the use of IT to support teaching and learning, resource creation and contributing to school records	√		√		√
	Ability to adapt to different age groups and learning needs	√		√	√	√
	Ability to support pupil's emotional and social development	√		√	√	
<b>Personal Qualities</b>						
	Committed to inclusion and supporting all children to succeed	√		√	√	
	Positive, patient and nurturing approach	√		√	√	
	Reliable, flexible and proactive	√		√	√	√
	High expectations of pupil behaviour and learning	√		√	√	
	Commitment to the school's Christian vision and values	√		√	√	
	An exemplary record of attendance at work		√			√

