Queen Katharine Academy

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Application Information Pack

Teaching Assistant

TDET
Thomas Deacon Education Trust

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Principal's Welcome

Dear Applicant,

Thank you for your interest in joining Queen Katharine Academy (QKA). I am delighted to introduce myself as the new Principal and to welcome you to a school celebrated for its vibrant and diverse community.

At QKA, both students and staff thrive in an inclusive and supportive environment, making our academy a truly exceptional place to work and learn.

Our commitment to academic excellence, character development, and a positive school culture is at the heart of everything we do. Guided by our core values — **Respect**, **Ambition**, and **Responsibility** — we aim to foster a collaborative and aspirational workplace where every colleague is valued and empowered to reach their full potential. Whether you are starting your career or bring a wealth of experience, you will find a culture that supports professional growth, innovation, and a shared dedication to continuous improvement.

Queen Katharine Academy is proud to be part of Thomas Deacon Education Trust (TDET), a forward-thinking network of academies dedicated to collaboration and educational excellence. As a member of TDET, our staff benefit from shared expertise, resources, and opportunities for professional development within a supportive and progressive network.

With over 20 years of experience in education, including senior leadership roles across a variety of schools, I know how vital a nurturing and ambitious staff culture is for student and school success. At QKA, I am dedicated to building on our strong foundations and working closely with colleagues to create an environment where staff are valued, supported, and empowered—so that together, we can ensure every student is supported, challenged, and inspired.

We are proud of the progress our academy community continues to make and excited about the opportunities ahead. If you are seeking a rewarding, dynamic, and supportive environment where you can grow your career and make a real difference, I encourage you to apply to join our dedicated team.

Thank you for considering Queen Katharine Academy as the next step in your professional journey.

Yours sincerely,

Mr. M. Taylor | Principal

www.qka.education | Find us on Facebook

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Job Description

Job Title	Teaching Assistant
Reports to	Assistant SENCo
Working Hours & Pattern	32.5 hours per week 8.30am-3.30pm Monday-Friday 39 weeks per annum (term time plus one week)
Salary/Grade	Pathway 3 / Point 9-13
Date Last Evaluated	May 2021
Core Purpose	To support the progress of students with additional learning needs and physical needs in class and/or in small groups to overcome barriers to learning.

Key Responsibilities

Supporting the Student

- Under the guidance of the Class Teacher undertake work/care/support programmes to enable access to learning for students.
- Take responsibility for adapting and delivering learning activities with individuals or small groups who would benefit from a different learning approach as agreed with the Class Teacher or SENCo.
- Encourage and promote the inclusion and acceptance of all students.
- Aid the learning of students by:
  - Clarifying and explaining instructions.
  - Ensuring that the child is able to use the equipment and materials provided.
  - Motivating and encouraging the child as required.
  - Developing appropriate resources to support the student/students.
  - Helping students to concentrate and to finish the work set.
  - Liaising with the Class Teacher regarding strategies for individual students.
- Provide feedback to students in relation to progress and achievement under guidance of the Class Teacher.
- Support students by providing personal and intimate care when required
- Support students with physical needs with everyday activities, including, but not exclusively, movement around the school site

Supporting the Teacher

- Organise the learning environment and develop classroom resources as required.

• Monitor and track progress and provide feedback to assist in developing strategies for individual students.

• Provide detailed and regular feedback to teachers on students' achievement, progress, barriers to learning.

• Contribute to the management of student behaviour, including anticipating and taking action to prevent potential problems arising.

• Undertake support activities for the Class Teacher as required.

Supporting the Curriculum

- Support the use of ICT in learning activities and develop students' competence and independence in its use.
- Provide targeted support to enhance learning and improve attainment.
- Support specialised withdrawal programmes e.g. oracy, handwriting, phonics, etc...

Supporting the School

- Be aware of, and comply with, policies and procedures, e.g. child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Accompany staff and students on visits, trips and out-of-Academy activities as required.
- Develop and maintain effective relationships with other staff, parents and carers.
- Attend relevant meetings as required.

General Responsibilities

- Comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.
- Create and maintain positive and supportive relationships with staff, parents, business, community and other stakeholders.
- Be aware of the School's duty of care in relation to staff, students and visitors and to comply with all health and safety policies at all times.
- To engage with appropriate training opportunities to promote professional effectiveness in this role.
- Participate in the ongoing development, implementation and monitoring of the Trust and Academy Improvement Plans.
- To treat all information acquired through employment, both formally and informally, in strict confidence.
- To be aware of the school's responsibilities under the General Data Protection regulations (GDPR) for the security, accuracy and relevance of personal data held on such systems and

ensure that all processes comply with this.

- Be aware of and comply with policies and procedures relating to child protection, reporting all concerns to the Designated Safeguarding Lead.
- Be aware of and comply with the codes of conduct, regulations and policies of the Trust and Academy and its commitment to equal opportunities.

Trust Responsibilities

In addition to the specific responsibilities of this post, every member of staff at the Trust will commit to:

- Providing a courteous and efficient service at all times
- Using their influence with other staff and students to promote high standards of behaviour and order within the Trust
- Working to maintain the Trust at the forefront of educational practice
- Fostering and sustaining a culture of leadership and creativity within all aspects of the Trust's operation
- Promote the safeguarding of all learners.

The duties and responsibilities listed above describe the post as it is at present. It cannot be read as an exhaustive list of duties and may be altered at any time with Academy approval.

Note: Every job description in the organisation will be subject to a review either:

- On an annual basis at the time of the annual appraisal meeting, or
- As a result of a change in strategic direction, or
- As a result of a team/operational requirements, or

It is the shared responsibility of the post holder and their manager to ensure that the job description is kept up to date.

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Person Specification

Attribute	Essential or Desirable	Assessment
Qualifications		
GCSE A*-C in Maths and English (or equivalent)	E	A
Education to Level 3 or above	D	A
Evidence of professional development	D	A
Knowledge & Understanding		
Knowledge of child development and the ways in which students learn	E	A/I
Understanding of equal opportunities	E	A/I
Knowledge and understanding of Safeguarding/how to keep children safe	E	A/I
Understanding of the needs of students with additional learning needs	D	A/I
Understanding of the needs of students with Communication and Interaction needs, Cognition and Learning needs, SEMH needs and physical disabilities	D	A/I
Knowledge of behaviour management strategies	D	A/I
Skills & Abilities		
Ability to assist students on an individual basis, in small group and whole class work	E	A/I
Ability to explain tasks simply and clearly, encouraging independence	E	A/I
Ability to supervise students and adhere to defined behaviour management policies	E	A/I
Ability to work well both as part of a team and individually	E	A/I
Ability to communicate effectively with a wide range of people (e.g. students, staff, parents)	E	A/I
Excellent organisational skills	E	A/I
Ability to show initiative and prioritise work	E	A/I
Ability to follow direction and work in collaboration with Class Teacher and other TAs	E	A/I
Ability to deal with confidential information as appropriate	E	A/I
Ability to display work effectively, and make and maintain basic teaching resources	E	A/I
Ability to be flexible and adapt to changing situations	E	A/I
Ability to monitor, record and make basic assessments about individual progress	D	A/I
Ability to suggest alternative ways of helping children if they are unable to understand	D	A/I

		A/I
Ability to communicate the process of behaviour management with students	D	A/I
Ability to learn and adapt from past experience	D	A/I
Ability to speak another language	D	A/I
Experience		
Experience of working with children	E	A/I/R
Experience of working in a secondary school setting	D	A/I/R
Experience of working with students with additional needs (SEND / SEMH / EAL / Physical disabilities)	D	A/I/R
Experience of providing personal and intimate care	D	A/I/R
Personal Commitment		
Demonstrate and adhere to TDET and Academy's Core Values.	E	A/I
Commitment to equality and diversity in the workplace.	E	A
Adhere to GDPR guidelines and the Academy's internal procedures.	E	A
Adhere to the Academy's Safeguarding and Prevent policy and procedures.	E	A/I
Adhere to TDET's Health and Safety policy and procedures.	E	A

Assessment methods

A – Application I – Interview T – Task/Activity L – Lesson Observation
R – References

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