



Teaching Assistant Level 3

(to work with
permanently excluded
children)

Candidate Pack

Location: Billingham

Start date: As soon as possible



A message from our Chair of Directors

Dear prospective applicants,

Thank you for taking the time to look at, and consider, applying to Pentland Primary School, part of One Excellence Multi Academy Trust.

I am proud to be the Chair of Directors of this inclusive, thriving school, where children are put at the forefront of every decision. Our strong team of leaders ensure that the school provides for children's individual needs as well as developing a robust team of teachers and support staff who are highly trained. Pentland staff strive for an outstanding level of education every day, ensuring our pupils academic and pastoral needs are met.

I strongly encourage a visit to our wonderful school so that you can get a feel of the work that is undertaken daily. If you have any questions or queries, please do not hesitate to contact the school, or a member of the school team who will do everything they can to help.

Tom Cunningham



Our Trust

Since its formation in 2017 One Excellence Trust has grown to include four primary schools, all with thriving nurseries, providing education and opportunities for 1,050 students. As part of our Trust we incorporate one of the 36 DfE English Hubs and two EMS bases (one for communication and interactions and one for SEMH) and a community nurture hub. We pride ourselves on transforming education locally and regionally, with our schools and nurseries being at the heart of their local communities and are determined to raise standards of educational achievement to the very highest levels.

All of our schools are an integral part of their local communities and have a strong sense of identity. We value the contribution each of our communities make and the distinctive opportunities and diversity they offer to the Trust. Working in collaboration, we offer exceptional learning experiences to all of our children, so the children benefit from the strength that being part of the extended One Excellence family brings.

Our vision is to be an ambitious, inclusive, collaborative family of schools, ensuring excellence in education whilst celebrating individuality. We are passionate that as a family of schools we can provide a much better standard of education than working on our own. We know we improve more rapidly as a group of schools in a Trust than if we were a school on our own in an isolated position. This rapid improvement is not achieved at the expense of any school losing its own unique identity or its position within its community. Our academies have no motivation to all be the same. They are different in accomplishments and context but we share the same values and vision for our staff and students. Each academy is a driving force in its own right. By working collaboratively we've been able to create an effective and efficient organisation and business model that allows school leaders and teachers to focus all their attention on their pupils. We work together in a supportive network to evaluate, challenge and improve practice inside and outside of the classroom. We want our students to grow into fully equipped individuals who make meaningful contributions to society and our staff to reach their full professional potential.

We live in a world that requires our children to be prepared to think both critically and creatively, solve complex problems and to communicate well. Mastery of the basics: reading, writing and maths is our core purpose and this sits equal to ensuring our children have access to a high quality non-cognitive skills curriculum ensuring well-developed social and emotional skills.

You can find out more about our Trust by visiting <https://www.oneexcellence.co.uk/>



About Our School

Pentland Primary School strives itself on being at the heart of Billingham. We work closely with our community to ensure that we meet the needs of our families along with a dedication to provide the best for every child. We know that working closely with our parents and community will ensure that every child can reach their full potential. Every child, regardless of their starting point in life, deserves this. Our Pentland values (Hardworking, Confidence, Resilience, Independence and Kindness) ensure that our children learn vital skills to help them achieve whatever they put their mind to.

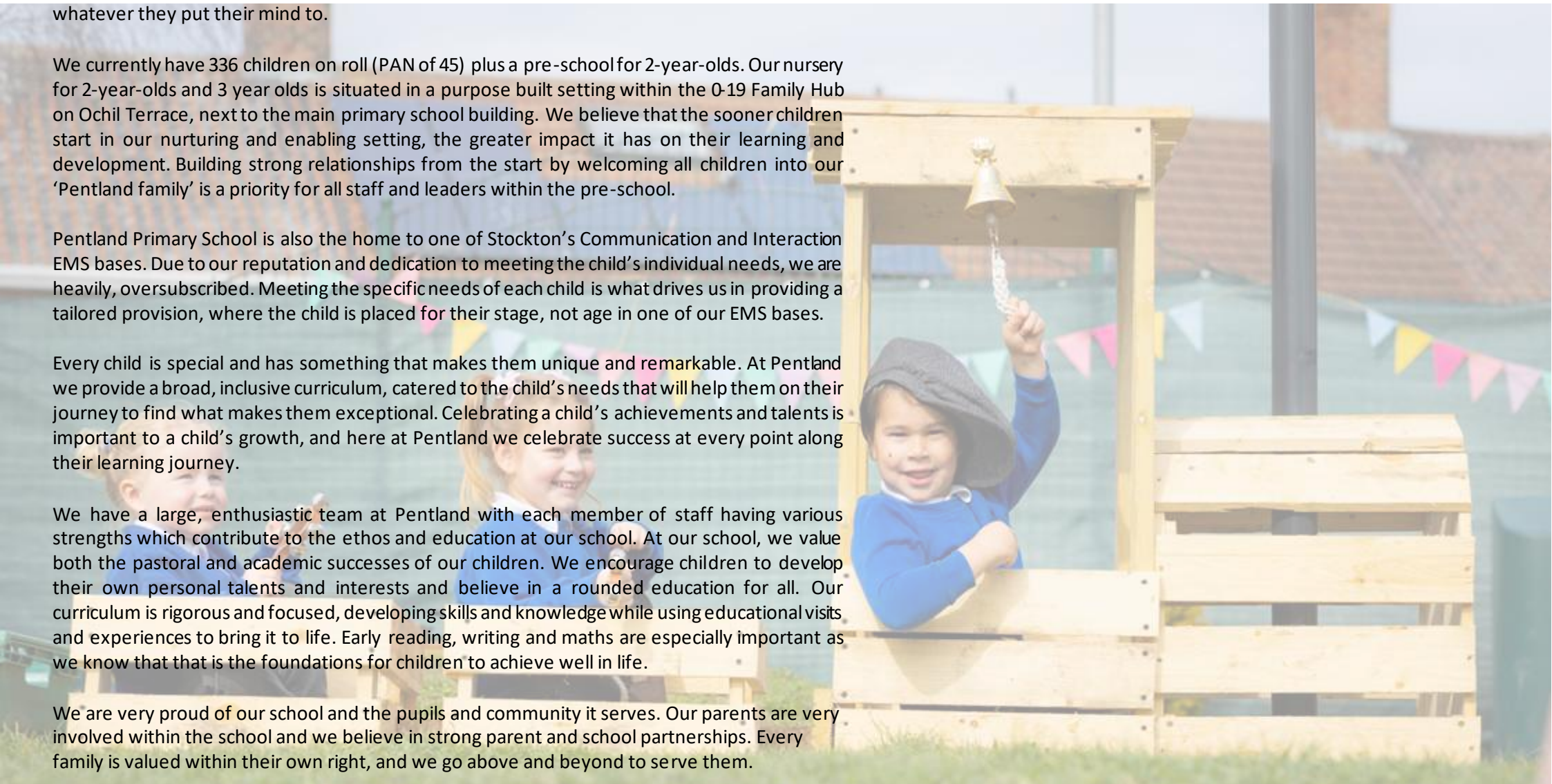
We currently have 336 children on roll (PAN of 45) plus a pre-school for 2-year-olds. Our nursery for 2-year-olds and 3 year olds is situated in a purpose built setting within the 0-19 Family Hub on Ochil Terrace, next to the main primary school building. We believe that the sooner children start in our nurturing and enabling setting, the greater impact it has on their learning and development. Building strong relationships from the start by welcoming all children into our 'Pentland family' is a priority for all staff and leaders within the pre-school.

Pentland Primary School is also the home to one of Stockton's Communication and Interaction EMS bases. Due to our reputation and dedication to meeting the child's individual needs, we are heavily, oversubscribed. Meeting the specific needs of each child is what drives us in providing a tailored provision, where the child is placed for their stage, not age in one of our EMS bases.

Every child is special and has something that makes them unique and remarkable. At Pentland we provide a broad, inclusive curriculum, catered to the child's needs that will help them on their journey to find what makes them exceptional. Celebrating a child's achievements and talents is important to a child's growth, and here at Pentland we celebrate success at every point along their learning journey.

We have a large, enthusiastic team at Pentland with each member of staff having various strengths which contribute to the ethos and education at our school. At our school, we value both the pastoral and academic successes of our children. We encourage children to develop their own personal talents and interests and believe in a rounded education for all. Our curriculum is rigorous and focused, developing skills and knowledge while using educational visits and experiences to bring it to life. Early reading, writing and maths are especially important as we know that that is the foundations for children to achieve well in life.

We are very proud of our school and the pupils and community it serves. Our parents are very involved within the school and we believe in strong parent and school partnerships. Every family is valued within their own right, and we go above and beyond to serve them.

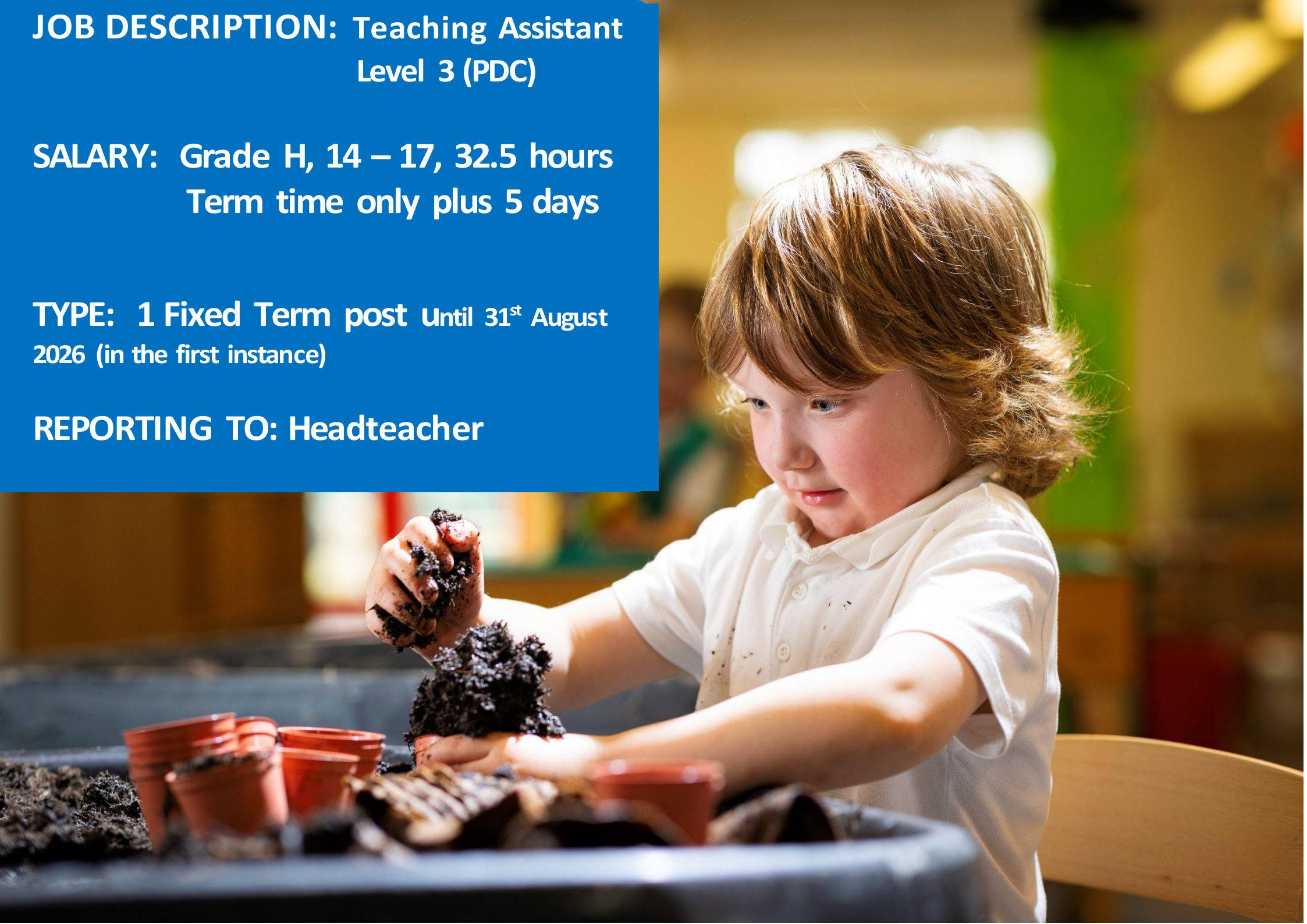


**JOB DESCRIPTION: Teaching Assistant
Level 3 (PDC)**

**SALARY: Grade H, 14 – 17, 32.5 hours
Term time only plus 5 days**

**TYPE: 1 Fixed Term post Until 31st August
2026 (in the first instance)**

REPORTING TO: Headteacher



Core Purpose

Main Purpose

The Teaching Assistant will:

To work under the guidance of teaching/senior staff and within an agreed system of supervision.

- Implement agreed work programmes with individuals/groups, in or out of the classroom. This could include those requiring detailed and specialist knowledge in particular areas and will involve assisting the teacher in the whole planning cycle and the management/preparation of resources.
- Provide support in addressing the needs of pupils who need particular help in overcoming barriers to learning.
- Assist the teach in the management of pupils and the classroom.
- Supervise whole classes occasionally during the short-term absence of teachers. The primary focus will be to maintain good order and to keep pupils on task.

Core Qualities

The Teaching Assistant will have:

- A friendly, approachable and professional manner
- A calm approach
- A commitment to working as part of the whole school team and supporting the vision and aims of the school
- High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic backgrounds; and commitment to raising their educational achievements
- Ability to build and maintain successful relationships with pupils; treat them consistently, with respect and consideration, and demonstrate concern for their development as learners
- Ability to demonstrate and promote the positive values, attitudes and behaviour they expect from the pupils with whom they work
- Ability to liaise sensitively and effectively with parents and carers, recognising their role in pupils learning
- Able to improve their own practice through observations, evaluation and discussion with colleagues.

Qualification, knowledge and skills

- Willingness to participate in relevant training and development opportunities
- NVQ Level 3 or equivalent qualification in relevant discipline OR appropriate experience, preferably as a Teaching Assistant
- First Aid training or willingness to undertake appointed person certificate in First Aid
- Child Protection training or willingness to undertake
- Qualifications at GCSE level or equivalent in Maths and English
- Ability to relate well to children and adults
- Ability to work effectively within a team environment, understanding classroom roles and responsibilities
- Ability to build effective working relationships with all pupils and colleagues
- Ability to promote a positive ethos and role model positive attributes
- Ability to work with children at all levels regardless of specific individual need and identify learning styles as appropriate
- Ability to adapt own approach in accordance with pupil needs
- Advanced understanding of national curriculum and other basic learning programmes/techniques (within specified age range/subject area) e.g. knowledge of core subjects
- Understanding of principles of child development, learning styles and independent learning
- Specialist subject knowledge/curriculum/resources (enter here if required by school)
- Experience of resources preparation to support learning programmes
- Effective use of ICT to support learning

- Excellent communication skills
- Excellent numeracy and literacy skills
- Be able to maintain confidentiality
- Excellent listening skills
- The ability to manage behaviour of children in a positive and supportive manner
- Awareness and basic understanding of the school curriculum (within specified age range or subject area)
- General awareness of inclusion, especially within a school setting
- Relevant knowledge of First Aid
- Knowledge of Child Protection
- Equal Opportunities and recognising the nature of the diverse school community
- Understanding of basic technology – computer, video, photocopier etc
- Working knowledge of relevant policies/codes of practice/legislation

Additional requirements

Special Considerations

- You may be required to travel across Trust schools for training purposes

Duties and Responsibilities

Support for the Pupil:

- Use specialist (curricular/learning) skills/training/experience to support pupils
- Assist with the development and implementation of Individual Education / Behaviour Plans
- Establish productive working relationships with pupils, acting as a role model and setting high expectations
- Promote the inclusion and acceptance of all pupils within the classroom
- Support pupils consistently whilst recognising and responding to their individual needs
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities
- Promote independence and employ strategies to recognise and reward achievement of self-reliance
- Provide feedback to pupils in relation to progress and achievement

Support for the Teacher:

- Work with the teacher to establish an appropriate learning environment
- Work with the teacher in lesson planning, evaluating and adjusting lessons/work plans as appropriate
- Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives
- Provide objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
- Be responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems/records as requested
- Undertake marking of pupils work and accurately record achievement/progress
- Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
- Liaise sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/meetings with parents, or as directed
- Supervise and assess routine tests and invigilate examinations/tests
- Provide general clerical/administrative support e.g. administer coursework, produce worksheets for agreed activities etc

Support for the Curriculum:

- Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs
- Implement local and national learning strategies e.g. literacy, numeracy, Early Years and make effective use of opportunities provided by other learning activities to support the development of relevant skills
- Support the use of ICT in learning activities and develop pupil competence and independence in its use
- Help pupils to access learning activities through specialist support

- Determine the need for, prepare and maintain general and specialist equipment and resources

Support for the School:

- Be aware of and comply with policies and procedures relating to Child Protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
- Attend and participate in regular meetings
- Recognise own strengths and areas of expertise and use these to advise and support others
- Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate
- Supervise pupils on out of school activities as required
- Accompany teaching staff and pupils on visits and trips as required with appropriate responsibility
- Participate in training and other learning activities and performance development as required
- Show a duty of care and take appropriate action to comply with Health & Safety requirements at all time
- Demonstrate and promote commitment to Equal Opportunities and to the elimination of behaviour and practices that could be discriminatory.

The duties and responsibilities in this job description are not restrictive and the post-holder may be required to undertake any other duties which may be required from time to time. Any such duties should not, however, substantially change the general character of the post.

Note: This job description may be amended at any time in consultation with the post holder.

Health and Safety

It is the responsibility of individual employees at every level to take care of their own health and safety and that of others who may be affected by their acts at work. This includes co-operating with the Trust and colleagues in complying with health and safety obligations to maintain a safe environment and particularly by reporting promptly and defects, risks or potential hazards. Specifically:

- To report any incidents/accidents and near misses to your line manager
- To ensure own safety and safety of all others who may be affected by the Trust's business

Appraisal

All employees will receive appraisals and it is the responsibility of each employee to follow guidance on the appraisal process.

Confidentiality

All employees are required to undertake that they will not divulge to anyone personal and/or confidential information to which they may have access during the course of their work.

All employees must be aware that they have explicit responsibility for the confidentiality and security of information received and imparted in the course of work and using school information assets.

Induction

The school has in place an induction programme designed to help new employees to become effective in their roles and to find their way in the organisation.

Safeguarding:

One Excellence has a Child Safeguarding policy and procedure in place and is committed to safeguarding and promoting the welfare of all its students, each student's welfare is of paramount importance to us and you are expected to share this commitment. All staff will fully comply with the Trust's policies and procedures, attend appropriate training, inform the Designated Person of any concerns, record any potential safeguarding incidents appropriately.

Equality and diversity:

One Excellence is committed to equality and diversity and will take action to discharge this responsibility. Many of the actions, however, will rely on individuals embracing their responsibilities with commitment to ensure a positive and collaborative approach to Equality and Diversity. This will require staff to support the Partnership's initiatives on

Equality and Diversity which will include development and training designed to enhance practices and the experiences of staff, students and visitors to One Excellence and the schools within it, with an all-inclusive approach that celebrates differences. Failure to embrace these commitments may lead to formal action being considered.

References will be requested prior to interview

DBS:

One Excellence is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

An application for a DBS certificate will be submitted for all candidates once they have been offered the position. For posts in regulated activity, the DBS check will include a barred list check. During the recruitment process, any offences, or other matters relevant to the position will be considered on a case-by-case basis.

Any offer of employment will be subject to receipt of a satisfactory DBS Enhanced Disclosure.

Pre-occupational health:

Pre-occupational health check is an essential part of the selection and recruitment process to assess if any reasonable adjustments are required.

Person Specification

Shortlisting is a 2-stage process

Applications are initially assessed against the following criteria:

1. Overall presentation and completeness of application
2. Use of standard English
3. Grammatical accuracy Applications that meet the initial criteria will be shortlisted against the Person Specification

The following Experiences /Qualifications/ Skills are essential (E) / Desirable (D)

Qualifications and Training	E	D
Willingness to participate in relevant training and development opportunities	✓	
NVQ Level 3 or equivalent qualification in relevant discipline OR appropriate experience, preferably as a Teaching Assistant	✓	
First Aid training or willingness to undertake appointed person certificate in First Aid	✓	
Child Protection training or willingness to undertake	✓	
Qualifications at GCSE level or equivalent in Maths and English	✓	
Ability to relate well to children and adults	✓	
Ability to work effectively within a team environment, understanding classroom roles and responsibilities	✓	
Ability to build effective working relationships with all pupils and colleagues	✓	
Ability to promote a positive ethos and role model positive attributes	✓	
Ability to work with children at all levels regardless of specific individual need and identify learning styles as appropriate	✓	
Ability to adapt own approach in accordance with pupil needs	✓	
Advanced understanding of national curriculum and other basic learning programmes/techniques (within specified age range/subject area) e.g. knowledge of core subjects		✓
Understanding of principles of child development, learning styles and independent learning	✓	
Specialist subject knowledge/curriculum/resources (enter here if required by school)		✓
Experience of resources preparation to support learning programmes	✓	
Effective use of ICT to support learning	✓	
Excellent communication skills	✓	
Excellent numeracy and literacy skills	✓	
Be able to maintain confidentiality	✓	

Excellent listening skills	✓	
The ability to manage behaviour of children in a positive and supportive manner	✓	
Awareness and basic understanding of the school curriculum (within specified age range or subject area)	✓	
General awareness of inclusion, especially within a school setting	✓	
Awareness of Equal Opportunities and recognising the nature of the diverse school community	✓	
Understanding of basic technology – computer, video, photocopier etc	✓	
Working knowledge of relevant policies/codes of practice/legislation	✓	

Core Qualities	E	D
A friendly, approachable and professional manner	✓	
A calm approach	✓	
A commitment to working as part of the whole school team and supporting the vision and aims of the school	✓	
High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic backgrounds; and commitment to raising their educational achievements	✓	
Ability to build and maintain successful relationships with pupils; treat them consistently, with respect and consideration, and demonstrate concern for their development as learners	✓	
Ability to demonstrate and promote the positive values, attitudes and behaviour they expect from the pupils with whom they work	✓	
Ability to liaise sensitively and effectively with parents and carers, recognising their role in pupils learning	✓	
Able to improve their own practice through observations, evaluation and discussion with colleagues.	✓	

Support for the Pupil	E	D
Use specialist (curricular/learning) skills/training/experience to support pupils		✓
Experience of assisting with the development and implementation of Individual Education / Behaviour Plans		✓
Establish productive working relationships with pupils, acting as a role model and setting high expectations	✓	
Ability to promote the inclusion and acceptance of all pupils within the classroom	✓	
Support pupils consistently whilst recognising and responding to their individual needs	✓	
Encourage pupils to interact and work co-operatively with others and engage all pupils in activities	✓	
Promote independence and employ strategies to recognise and reward achievement of self-reliance	✓	
Provide feedback to pupils in relation to progress and achievement	✓	

Support for the Teacher	E	D
Work with the teacher to establish an appropriate learning environment	✓	
Work with the teacher in lesson planning, evaluating and adjusting lessons/work plans as appropriate	✓	
Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives		✓
Provide objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence	✓	
Be responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems/records as requested		✓
Undertake marking of pupils work and accurately record achievement/progress		✓
Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour	✓	
Liaise sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/meetings with parents, or as directed	✓	
Supervise and assess routine tests and invigilate examinations/tests	✓	
Provide general clerical/administrative support e.g. administer coursework, produce worksheets for agreed activities etc		✓

Support for the Curriculum	E	D
Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs	✓	
Implement local and national learning strategies e.g. literacy, numeracy, KS3, Early Years and make effective use of opportunities provided by other learning activities to support the development of relevant skills	✓	
Support the use of ICT in learning activities and develop pupil competence and independence in its use		✓
Help pupils to access learning activities through specialist support	✓	
Determine the need for, prepare and maintain general and specialist equipment and resources	✓	

Support for the School	E	D
Be aware of and comply with policies and procedures relating to Child Protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person	✓	
Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop	✓	
Contribute to the overall ethos/work/aims of the school	✓	
Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils	✓	
Attend and participate in regular meetings	✓	
Recognise own strengths and areas of expertise and use these to advise and support others	✓	

Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate		✓
Supervise pupils on out of school activities as required	✓	
Accompany teaching staff and pupils on visits and trips as required with appropriate responsibility	✓	
Participate in training and other learning activities and performance development as required	✓	
Show a duty of care and take appropriate action to comply with Health & Safety requirements at all time	✓	
Demonstrate and promote commitment to Equal Opportunities and to the elimination of behaviour and practices that could be discriminatory.	✓	



If you wish to learn more about this exciting opportunity, would like an informal discussion or to arrange a visit to the school, please contact Debbie Hamilton, Headteacher on (01642) 559609

Please use the following link to apply - <https://mynewterm.com/jobs/144542/EDV-2026-PPS-85036>

Closing date: 9.00am on Friday 10th April 2026

Interview date: TBC

Pentland Primary School

Pentland Avenue

Billingham

TS23 2RG