

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 31st 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
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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

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

Knowledge and Experience

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

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

Behavioural and Other Characteristics

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

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.