



Teaching Assistant Application Pack

December 2025



Contents

- Letter from the Head Teacher
- Advertisement
- Bradford Diocesan Academies Trust
- In and around Shipley
- How to find us
- Job Description and Person Specification
- The selection processes



Dear Applicant,

Thank you for your interest in the post of Teaching Assistant at Christ Church Church of England Academy. I would like to take this opportunity to tell you a little about our school. Christ Church Academy is a one form entry school for pupils aged 3 to 11 years. We are part of the Bradford Diocesan Academies Trust (BDAT) and serve the community of Shipley in West Yorkshire.

The school became an Academy in August 2013. Our latest Ofsted inspections October 2016 and April 2022 judged our school as good. We have high standards for teaching and learning and are working to ensure that Christ Church Academy becomes the local school of choice.

Our children enjoy coming to school and are keen to learn. Our staff are passionately committed to ensuring that our pupils achieve, and they have high expectations for the children and for themselves. Many of our pupils are vulnerable in terms of their socio-economic background and it is vital that their primary school experience is of a high quality and has a positive impact on their future life chances.

The role of Teaching Assistant is key to the success of the individual pupils and their class. The ability to form good working relationships is key to the role of Teaching Assistant. This position is likely to be in our nurture provision in the first instance.

Kind regards,

A handwritten signature in green ink that reads "P. Foster".

Philippa Foster

Headteacher



POST TITLE: **TEACHING ASSISTANT LEVEL 2 – (Fixed term 12-month contract)**

WORKING PATTERN: **Term Time only (38 weeks) 28.33 hours per week**

GRADE: **BAND 5**

SALARY: **£16159.61 (Full Time equivalent £25185.00)**

CLOSING DATE: **25th of February 2026**

START DATE: **ASAP**

INTERVIEWS: **TBC**

Christ Church Academy is a one form entry primary academy situated above Shipley with fantastic views across the valley and the UNESCO world heritage site at Saltaire. We are proud that visitors comment on what a lovely place it is and how well-mannered and enthusiastic our pupils are.

We are looking for a person who:

- Can work 1:1 with a child or with groups of children.
- wants to make a difference and ensure positive outcomes for children
- has excellent literacy and numeracy skills
- can use their initiative and have high expectations
- has good interpersonal skills
- is enthusiastic and keen to join a hard-working team
- is willing and able to work within the whole of the primary age range and with children who have additional needs.
- is willing to supervise pupils over their lunch time.
- Has or is willing to train to NVQ 3 or equivalent.

We can offer:

- **Opportunities for graduate candidates to go on to train as teachers.**
- The opportunity to be part of BDAT and work with schools and colleagues across the trust for career progression
- children who are keen to fulfil their potential
- a positive and friendly working environment
- a commitment to staff professional development

Please contact the school office if you wish to discuss the opportunity further on 01274 410349.

Christ Church Academy is an academy within the Bradford Diocesan Academies Trust. The successful candidate will be employed by BDAT although their place of work will be at Christ Church Academy.

BDAT strives to be a diverse and inclusive employer, a place where we can all be ourselves. We encourage and welcome applications from everyone.

Christ Church Academy is committed to safeguarding and promoting the welfare of our pupils and expect all staff and volunteers to share this commitment. All staff are subject to an enhanced DBS check which will form a condition of any employment offer.



Working with BDAT



Bradford Diocesan Academies Trust recognises that if our schools are to succeed, our teachers and school staff are our most valuable asset. We work hard to be the education employer of choice in Bradford. We do this by:

- Recruiting the highest calibre of teachers who share our aspiration and ambitions for our students to succeed;
- Developing our teams by talent spotting and rewarding our next generation of leaders
- Making sure BDAT is a good place to work so that we retain and grow the expertise of our people.

The BDAT Employee Pledge

Bradford Diocesan Academies Trust recognises that if our schools are to succeed, **our teachers and school staff** are our most valuable asset. As such we work hard to be an employer and the schools of choice in Bradford.

We do this by:

- Relentlessly only **recruiting** the highest calibre of teachers who share our aspiration and ambitions for our pupils to succeed.
- Developing our teams by **talent spotting** and **rewarding** our next generation of leaders.
- Making sure BDAT is a good place to work so that **retain and grow the** expertise and skills of our people.

Keep reading to find out more about our employee pledge which sets out what you can expect from us if you choose to join BDAT and what we will expect of you.

We will offer you:

- Work in a value driven, student centred organisation where every child is supported to reach their academic potential and accomplish their individual goals. <http://www.bdat-academies.org/about-us/bdat-mission-statement/>
- The prospect of working for an increasingly successful and growing Trust which is committed to providing high quality education for all of its students and to be the schools of choice. www.bdat-academies.org
- A separate annual career development discussion with a senior leader resulting in a bespoke career development plan in addition to Performance Management.
- Ongoing assistance in developing your 'craft' of teaching.
- Assistance with career progression both within and outside the Trust.
- A competitive employees' benefit scheme <http://www.bdat-academies.org/about-us/employee-benefit-scheme/>



We will provide you opportunity to:

- Have a week's placement in one of the BDAT schools within the first two years.
- Shape the curriculum developments in an ever- changing world.
- Work with like-minded subject colleagues from the other Trust schools.
- Shadow colleagues both within the school and across BDAT.
- Support the development of teachers new to the profession or to their role.
- Gain the experiences required to meet external leadership qualifications such as Specialist Leadership in Education.

In return we expect you:

To Model

- The values of BDAT and your school always.
- Professional behaviours always.

To Be

- A consistently good teacher on a day-to-day basis.
- Committed to ongoing professional development.
- A team player and to adopt a 'can do' attitude.

To

- Place safeguarding of students at the heart of the work.
- Engage in constructive professional dialogue, giving and listening to feedback.
- Contribute to the development of students and staff.

Want to find out more?

If you want the chance to join a Trust committed to developing the very best teachers and school staff in Bradford and if you like the sound of BDAT, our values, and the opportunities we can offer you:

- Check out our latest vacancies on www.bdat-academies.org/vacancies
- Follow us on twitter: [#wearebdat](https://twitter.com/wearebdat)

BDAT Mission Statement

BDAT's mission is: *"to provide high quality education within the context of Christian belief and practice so that every child can fulfil their academic potential and accomplish their individual goals".*

Our rationale or reason for doing this is: *"... because we believe that every child has only one chance at a good education".*



Our vision is: *“That every student in a BDAT academy gets a happy and high quality education enabling competence, confidence and character to thrive; and that our academies become the schools of choice in Bradford.*

For additional information on BDAT’s recruitment process please visit

<https://www.bdat-academies.org/wp-content/uploads/2022/05/Recruitment-and-Selection-Policy-Updated-May-22.pdf>

In and Around Shipley

Shipley is an old market town, and it retains a strong sense of identity. It still has its weekly market, though the marketplace itself has been rebuilt and is surrounded by modern shops. The adjacent library, health centre and swimming pool are also of recent origin.

Situated as it is on the Aire Valley, it has excellent rail and road links not only to the university cities of Bradford and Leeds (with their theatres, museums, restaurants, and shops) but also to Ilkley (with its famous moor), Haworth and the Bronte country and, via the Settle-Carlisle railway, to the more distant Dales and the Lake District. The Leeds/Liverpool canal takes you across to the other side of the Pennines and Leeds/Bradford airport connects to the four corners of the globe.



Shipley's immediate neighbour is the UNESCO World Heritage Site of Saltaire, a model village built in the 19th century by the mill-owner Titus Salt to house his workers. The impressive mill buildings no longer produce textiles but have been converted into offices, shops, a restaurant, and the 1853 Gallery, which holds a large collection of the works of Bradfordian David Hockney. Most of the original community buildings are now occupied by Shipley College.

Over the bridge across the river is another remnant of the Victorian era, the Shipley Glen Tramway, built to carry people up to the village of Baildon and now operated by volunteers as a tourist attraction. It leads onto Baildon moor, and the stone circle known as Soldier's Trench, which is thought to date from the Bronze Age.



How to find us



Christ Church Academy

Wrose Brow Road, Shipley, BD18 2NT

christchurchacademy.org.uk



GENERIC INTRODUCTION:

The following information is furnished to assist staff joining the school to understand and appreciate the work content of their post and the role they are to play in the organisation. The following points should be noted:

1. Whilst every endeavour has been made to outline the main duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings, therefore, may have been used below, in which case all the usual associated routines are naturally included in the job profile.
2. Employees should not refuse to undertake work, which is not specified on this form, but they should record any additional duties they are required to perform, and these will be taken into account when the post is reviewed.
3. BDAT is an Equal Opportunities Employer and requires its employees to comply with all current equality policies both in terms of equal opportunity for employment and access to BDAT Services.
4. BDAT is committed, where possible, to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

PRIME OBJECTIVES OF THE POST:

To complement, appreciate and support the role of teachers and other professionals by undertaking work/care/support programmes which enables access to learning in the community as part of a teacher planned approach.

To support the class teacher in the management of pupils in the classroom, and other senior staff on a range of teaching and learning experiences which deliver an appropriately differentiated and suitably challenging creative curriculum for all pupils whilst meeting statutory requirements.

Work within school policies and procedures under the direction and guidance of senior staff and within an agreed system of supervision.

May from time to time be required to undertake other duties commensurate with the grade and level of responsibility defined in this job description.

EFFORT DEMANDS:



- Will assist in maintaining the good discipline of pupils throughout school and be expected to use good common sense, as well as use initiative in all matters relating to the conduct and behaviour of individual pupils, groups of pupils and whole classes, the safety, mobility (if required), hygiene and wellbeing of the pupils; making decisions within established working practices and procedures.
- Will recognise and challenge any incidents of racism, bullying, harassment, victimisation and any form of abuse of equal opportunities, ensuring compliance with the relevant school policy and procedures.
- Will deal with any issues, immediate problems or emergencies that arise in line with school policies and procedures liaising with colleagues where necessary e.g. dealing with a sick, injured or distressed child.
- Acting as a role model, will establish productive and constructive working relationships with pupils, setting high expectations, motivating and interacting with them, being aware of their individual needs, supporting difference and ensuring all pupils have equal access to opportunities to learn and develop whilst responding appropriately.
- Will have the ability to cope with the requirements of the post, which may include working with pupils who have emotional/behavioural/physical difficulties.
- Will contribute to the overall ethos/work/aims of the school.
- Will appreciate and support the role of other professionals.
- Be vigilant and sensitive to any child protection/safeguarding concerns that arise, reporting any concerns to the designated officer in line with school policy and procedure.

RESPONSIBILITIES:

- Assist in the management of pupils in the learning environment.
- Can work 1:1 with a child or with groups of children.
- Assist in the planning of learning activities.
- Will administer routine tests, invigilate exams and undertake routine marking of pupils' work.
- Undertake structured and agreed learning activities/teaching programmes appropriate to the pupil's needs to ensure physical, social, emotional and intellectual development, considering diversity e.g. language, culture, ability, race and religion.

- Will always supervise and support pupils consistently including those with special needs, recognising and responding to their individual needs whilst ensuring their safety and education in the learning environment.
- Assist with the development and implementation of Individual Education Plans and Personal Care Programmes; attending to the pupils' personal needs and maintaining related personal programmes with the correct use of care materials including the safety and wellbeing of the pupils, therapy and medical intervention needs of the pupil and first aid, paying attention to social, health, physical and welfare matters as well as high standards of cleanliness and hygiene e.g. washing, dressing, toileting, and, if applicable, mobility.
- For posts working with pupils who are physically less able, it may be necessary to be able to physically assist the pupil in line with school policies and good practice.
- Will occasionally be required to supervise the class for brief periods during a morning or afternoon session where the classroom teacher is not available.
- Promote and reinforce the inclusion, acceptance and integration of all pupils, including those with specific and special needs and those from different cultures and/or with a different first language as appropriate.
- Set challenging and demanding expectations whilst promoting self-esteem and encouraging pupils to act independently as appropriate as well as interact and work co-operatively with others and engage in activities led by the teacher.
- Will prepare, create and maintain a purposeful, orderly and supportive learning environment to meet the lesson plans. Take responsibility for the care, preparation, maintenance and use of relevant equipment, assisting pupils in its use and clearing/storage afterwards.
- Will be aware of pupil progress, monitor/record pupil responses against pre-determined learning objectives as well as provide accurate, constructive and detailed feedback/reports to the teacher and pupils.
- Promote positive values, attitudes and good pupil behaviour and encourage pupils to take responsibility for their own actions whilst supporting the teacher in managing this. Deal promptly with conflict and incidents (including those involving restraint) and reporting challenging behaviour where appropriate in line with established policy.
- Will gather/report information from/to parents/carers as directed, considering parental/carer concerns, dealing with them sensitively under the direction of the teacher.
- Will provide clerical/administrative support as directed by the teacher.
- In respect of local and national learning strategies, will support pupils to achieve learning goals e.g. literacy, numeracy, KS3, early years as directed by the teacher.

- Will support pupils in the use of ICT in learning activities as directed by the teacher and develop pupils competence and independence in its use.
- Will participate in own performance development, identify and address any training needs/other learning activities.
- Will assist with the supervision of pupils out of lesson times, including before and after school and at lunchtimes, accompanying teaching staff and pupils on visits, trips and out of school activities, taking responsibility for a group under the supervision of the teacher.
- Will assist in the supervision of students on work experience, trainees and voluntary helpers.

ENVIRONMENTAL DEMANDS/WORKING CONDITIONS:

- Will have long periods of sitting or standing.
- Available to work during school hours during term time and a willingness to be flexible as may be required to attend staff meetings/training sessions outside of usual hours.
- Will have contact with members of the public/other professionals e.g. teaching staff, governors, parents/carers, community groups, local education authority, external providers etc.
- This post may include a degree of manual lifting and handling. You are expected to be aware of health and safety policies and procedures and frequently assess your ability to carry out the lifting tasks required of you.
- Report all concerns to an appropriate person.

SPECIAL CONDITIONS OF SERVICE:

- An Enhanced DBS with Children's Barred List check is required for this post, along with any other relevant safer recruitment checks as outlined in Part 3 of Keeping Children Safe in Education. This is to ensure that there are no contra-indications in personal background or criminal records indicating unsuitability to work with children/young people/vulnerable clients/finance.

Other Considerations

- To contribute to the whole school culture of safeguarding by attending safeguarding training at least annually to keep knowledge up to date; being aware of and complying with policies and procedures relating to safeguarding and child protection; being vigilant for signs that children

may be being abused and to report any such concerns to the school's Designated Safeguarding Lead or the Headteacher.

- To act in accordance with Data Protection Act principles and BDAT's UK GDPR policy and maintain confidentiality at all times e.g. access to staff/student/parent and carers files.
- Accept and commit to the principles underlying the Schools Equal Rights policies and practices.
- Be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act.
- Must be legally entitled to work in the UK.

PERSONNEL SPECIFICATION:

	ESSENTIAL
EXPERIENCE:	<ul style="list-style-type: none"> • Experience of working in a team situation. • Experience of working with or caring for children of relevant age e.g. voluntary organisation or parental/caring responsibilities. • Experience of working with and supporting pupils with special educational needs.
QUALIFICATIONS/ TRAINING:	<ul style="list-style-type: none"> • Minimum of GCSE English and Mathematics at grade C/4 or above (or equivalent) • Level 2 Certificate in Supporting Teaching and Learning in Schools. • Certificate in Paediatric First Aid. • Evidence of further training/development and/or willingness to participate in further training and development opportunities.

KNOWLEDGE/ SKILLS:

- Will possess knowledge of the school's relevant procedures or practices.
- Will have an outline understanding of relevant legislation.
- Will have knowledge of some of the policies covering their service area.
- Problem solving skills.
- Good communication skills.
- Exercising advisory, guiding, negotiating and persuasive skills at a developed level.
- Good numeracy/literacy skills.
- Basic ICT skills.
- An understanding of the needs of a multicultural society.
- An understanding of the issues relating to pupils who have additional learning needs, more able and special educational needs.
- Knowledge of childcare.
- Awareness of child development.
- Knowledge and commitment to schools' Equality policy.
- Ability to relate well to pupils and adults.
- Ability to work constructively as part of a team.
- Ability to remain calm under pressure.
- Demonstrate a commitment to working with children of the relevant age.
- Demonstrate good co-operative, interpersonal and effective listening skills.
- Maintain confidentiality in matters relating to the school, its pupils, parents or carers.
- Ability to perform all duties and tasks with reasonable adjustments where necessary.

- Ability to cope with the requirements of the post, which will include working with pupils who have emotional/ behavioural/physical difficulties.

BDAT LEADERSHIP COMPETENCY FRAMEWORK:

At BDAT we believe that it is important we have common expectations of what makes an effective Trust and School leader, supported by a consistent set of definitions and standards for leadership at different levels. The BDAT Leadership Competency Framework sets out our Trust-wide expectations of what makes a good leader. They inform how we expect our leaders to act and behave and explain what skills and attributes leaders are expected to demonstrate whilst they work in our schools.

They also support the Trust ICARE values on how we work together as colleagues within BDAT.

The framework is applicable to both teaching and support staff working across all roles within our Trust and Academies because at BDAT we believe everyone can be a leader in their role and can continue to develop leadership skills and expertise at each step of their career.

The Leadership Competency Framework is not designed to replace the professional standards to which we must adhere (such as the Headteacher Standards, ISBL Professional Standards and The Nolan Principles of Public Life) but is designed to complement them by setting out those skills and attributes which make a leader in BDAT unique and special.

This post sits within the following areas of the framework.

DEVELOPING

- I use feedback and reflection to develop my self awareness, personal strengths and address development areas.
- I maintain positive energy in the face of obstacles or when dealing with complexity.
- I rise to and relish a range of challenges.
- I prioritise personal growth, engage in self-reflection, and maintain overall well-being to cultivate authenticity and enhance my effectiveness in leadership.

DEVELOPING

- I see how current developments fit into the bigger picture for educational or service improvement.
- I take action to realise improvements in the short term.
- I anticipate and take action to avoid an approaching problem that might interfere with effective education for all, or service delivery.
- I actively formulate and execute a well-defined strategic plan that aligns with the school's mission and embodies its Christian values.

DEVELOPING

- I share information with the community and partners where appropriate.
- I summarise progress, taking account of differing viewpoints, so as to clarify understanding and to establish common ground and shared values/vision.
- I show visibility as the leader within the community.
- I secure support or development for the benefit of both individuals and the community as a whole.
- I facilitate the effectiveness of our community by obtaining and providing them with the right resource or information.
- I actively forge robust relationships with stakeholders, establish partnerships and effectively represent the school and Trust within the wider community.

Teaching Assistant Selection Process Guidance



Our aim is to ensure that we recruit the right person for the job. We will ensure that the selection process is fair and without discrimination for or against any candidate based on age, ethnicity, sex, marital status, or sexual orientation. The person specification sets out the criteria used to assess candidates through the selection process.

We are committed to safeguarding our pupils and will assess the candidate's suitability for working with children as part of the selection process. We will check the accuracy of all information and investigate any perceived anomalies. We take up references prior to interview and use these to verify the information you have given us. Firm offers of employment are never made without satisfactory references. All potential employees are subject to an enhanced disclosure form the Disclosure and Barring Service.

Applications

Please ensure that all parts of the application are completed. We do not accept CVs as part of the selection process. Please ensure that you demonstrate how your experience and skills make you suitable for the position. Applications can be submitted online, via email or via paper copy.

Shortlisting

We assess all applications against the person specification criteria using the evidence you provide in your application. This is done by a panel of senior staff. We carefully check all applications for anomalies.

Candidates who best meet the person specification will be invited to an interview. We will notify you by e-mail confirmation to follow.

References

We request references for all candidates who are invited to interview. Requests will be made while candidates are invited to interview. Your first referee should be your current or last, employer.

Interview Day

The interview will consist of a formal interview using questions are designed to allow you to demonstrate your skills and abilities. You will be asked to bring proof of qualifications and identity on the day.

Final Selection

Following the formal interview, we will use the person specification as a guide to select the most suitable candidate for our school. We will then telephone each candidate to inform them of the outcome. We will give brief feedback during this telephone conversation.

Offer of Employment

We will make a verbal offer of employment by telephone on the day of the interview, and this will be confirmed in writing. Any offer is made subject to:

- References satisfactory to us
- A satisfactory DBS checks
- Provision of proof of identity and qualifications

Terms and Conditions

- The employer for this post is the Bradford Diocesan Academies Trust.
- An Enhanced DBS is required for this post.
- The post is subject to a 3-month probationary period.