

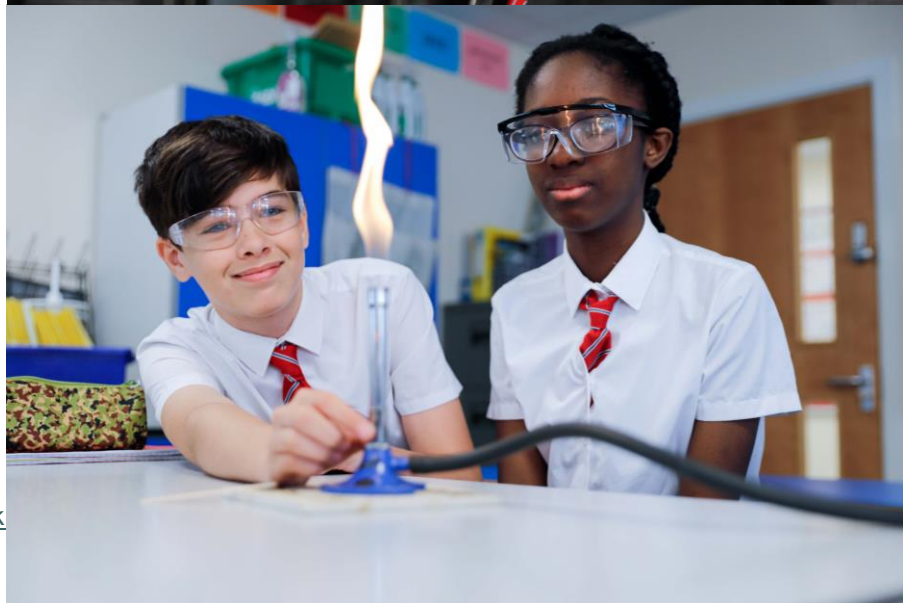
Robert Clack School of Science

Executive Headteacher : Mr R.V.A. Taylor B.Sc., (Econ) (Hons)



RECRUITMENT PACK

TEACHING ASSISTANT (PRIMARY)



Tel: 020 8270 4200

Website: www.robertclack.co.uk

Email: office@robertclack.co.uk

Recruitment queries: mbrown@robertclack.co.uk

Welcome to Robert Clack School

As a former pupil and member of staff for the past 20 years, Robert Clack School and our pupils mean a great deal to me. I believe that Robert Clack is a very special place; we have a strong sense of community and strive for excellence in all that we do.

We are committed to delivering a broad and balanced education, one which appreciates the importance of academic qualifications, but one which also recognises the value of vocational qualifications and the extra-curricular of sport, drama, music, the arts and debate.

Our ethos permeates every aspect of life at Robert Clack School and cultivates the values of mutual respect, compassion, discipline, high expectations and aspirations and hard work. By embracing these values, we believe that our pupils will be able to fulfil their ambitions in life, whatever they may be.

I am delighted that you are interested in pursuing a career at Robert Clack School. Please find enclosed information relevant to the role you may wish to apply for.

Good luck and best wishes.

Russell Taylor
Executive Headteacher



The Recruitment and Application Process

To view the job description, person specification and to download an Application Form please follow this link to the School website: www.robertclack.co.uk

Please submit completed applications either by e-mail to: mbrown@robertclack.co.uk or through submitting an application on the vacancy which is posted on the TES and DfE website.

Please note that CVs will only be accepted if accompanied by an application form.

If you have any queries about the application process, you are welcome to contact the School's HR Manager, Emma Selvon on 020 8270 4200 x3308 or eselvon@robertclack.co.uk

Safeguarding and Promoting the Welfare of Children and Young People Note:

Robert Clack School is committed to safeguarding and promoting the welfare of children and young people. Successful applicants must be willing to undergo identity checks, checks with past employers, an online internet search and an enhanced Disclosure & Barring Service check.

Key dates:

Closing date for receipt of applications: 8am on Tuesday 23rd June 2026.

Interviews to be held: To be confirmed – during July 2026.

Commencement date in post for successful candidate/s: 1 September 2026.

Advertisement

TEACHING ASSISTANT/S (PRIMARY)

SALARY: Scale 4 (exact salary: £25,937 - £27,070 per annum)

APPOINTMENT: 35 hours per week, 8.00am – 4.00pm, Monday to Friday, term-time only

Robert Clack Primary School is looking to recruit Teaching Assistants who are passionate about developing young minds, providing play based learning opportunities and creating an immersive learning environment where our pupils can flourish. We are a small, friendly and supportive team in a new primary school, which opened in September 2021.

Please note that this post may, at times, involve working one-to-one with allocated pupils who have SEND. However, depending on service need and the ongoing growth of the school, the job role may also involve being allocated to a class at any time to provide general class Teaching Assistant support. We therefore expect applicants to be flexible and willing to be either class-based or to provide small intervention group or one-to-one work with individual pupils.

The person we require will:

- Have successful previous experience of working with children.
- Have clear knowledge and understanding of the principles of child development and learning processes within either EYFS and/or Key Stages 1 or 2.
- Be supportive, nurturing and understanding with high expectations.
- Seek to make learning exciting and a positive experience.
- Communicate well with parents, carers and members of staff, as well as pupils.
- Demonstrate good communication skills both orally and written.
- Have a good standard of literacy and numeracy.
- Have NVQ2 for Teaching Assistants (or equivalent) or be willing to work towards the qualification.
- Work well as part of a team.
- Be extremely patient, adaptable, flexible and willing to listen.
- Be willing to support pupils with basic hygiene needs and support them towards gaining independence.

We can offer:

- A supportive working culture that values staff at all levels and invests in people.
- Working with the teaching and support staff as part of a team.
- Opportunities to continue your own professional development.
- A dynamic working environment.

Job Description



Job Title:	Teaching Assistant
Working Hours:	Full-time, 35 hours per week, term time Hours of work – 8.00am – 4.00pm
Department:	Primary
School:	Robert Clack School
Reports to:	EYFS / Key Stage 1 / Key Stage 2 Lead
Responsible for:	N/A
Number of Posts Supervised/Managed:	N/A

1. Purpose of the Job:

- Work as part of a team of teachers and teaching assistants to support pupils in an allocated classroom. This can include being allocated to work with pupils who have educational health care plans, special educational needs and/or those on individual withdrawal programmes.
- Where necessary, to work in a team with teachers and other teaching assistants to support all the pupils in the setting.
- Support pupils using school-based intervention strategies, and provide support with literacy, numeracy, speech and language.
- To have professional regard for the ethos, policies and practices of the school.
- To demonstrate positive attitudes, values and behaviours to develop and sustain effective relationships within the school community.
- To support the teacher in providing a nurturing environment for the education of pupils.
- To be able to work under the guidance of the class teacher and, when necessary, on your own initiative.
- To commit to improving your own practice through self-evaluation and awareness.
- To understand your role in order to be able to work collaboratively with the class teacher and other colleagues.
- To work with the class teacher, EYFS and Key Stage 1 and 2 Leads to support and promote the safeguarding and welfare of all children and young people attending Robert Clack School.
- To promote positive, professional relationships with pupils, parents and colleagues to support the best interests of the pupils.
- Supervise children during breakfast club.

2. Classroom Preparation

- To obtain information from the class teacher regarding the learning objectives of each lesson and provide specific tailored support to any allocated pupils.
- To set out learning resources in line with the preparation requirements provided by the class teacher.
- To ensure that learning resources are available and in good condition and that any shortages, damage or losses are reported to the class teacher.

- To teach pupils to return materials to the appropriate place after use.
- Prepare and develop additional resources to support learning as appropriate, under the guidance of the class teacher.
- Assist with the presentation of the children's work, interest areas and displays, to provide a stimulating classroom environment, under the guidance of the class teacher.
- To support the class teacher in maintaining and servicing resources and equipment across the EYFS and Key Stage 1 and/or 2 settings, both indoors and outdoors.
- To prepare snack time under the guidance of the class teacher.

3. Classroom Records

- To observe, monitor and assess individual children. To fully contribute to written records in line with the School's Assessment Policy, the Early Years Foundation Stage Profile and/or Key Stage 1 or 2.
- To complete and maintain records of pupils and their progress (i.e. targets) and whether they are on track to achieve them.
- Complete records accurately and legibly with the details specified by the class teacher. This may include records of IEP targets and pupil progress.
- In consultation with the class teacher, to present written records when required.
- To comply with the school requirements for storage and security of pupil records at all times.
- To maintain confidentiality according to organisational and legal requirements.

4. Working with Pupils.

- To liaise with the class teacher, in the planning, initiating and facilitating of programmes of work and activities for a group of children or an individual child.
- To promote, support and facilitate inclusion by encouragement and participation of all pupils in learning and extra-curricular activities.
- Under the direction of the class teacher, to work with a group of children during phonics sessions.
- To obtain up-to-date information from the class teacher on pupils' learning objectives, the types of support you are to give, and the teacher's expectations of the pupils.
- To work with the class teacher to create a caring environment and work to build good relationships with pupils.
- To encourage pupils to take responsibility for their own behaviour and to act independently.
- To monitor and report any signs of conflicts between pupils.
- To interact with pupils in a manner appropriate to their communication and interaction skills.
- To provide comfort and immediate care for minor accidents, upsets and ailments and report serious problems to the relevant people.

N.B. The provision of First Aid should only be undertaken by a qualified Paediatric First Aider. Support staff, Nursery Nurses and Primary Teaching Assistants are required to obtain and renew Paediatric First Aid Qualifications.

- To support pupils with personal care and hygiene when required, as part of developing their independence.
- To use effective behaviour management strategies consistently that are in line with school's policies and procedures, within the scope and responsibilities of your role.
- To use ICT to support curriculum delivery.

5. Working with Parents/Carers

- To promote and develop a good relationship with parents/childminders/carers, whilst maintaining confidentiality and appropriate professional boundaries.
- To accompany the class teacher on Home Visits.
- To share responsibility for supporting children and parents at key times e.g. transition periods.

6. Support for Colleagues

- To provide consistent and effective support for colleagues in line with the requirements and responsibilities of your role.
- To communicate openly and honestly with colleagues; keeping them fully informed at all times.
- To understand your responsibilities to share knowledge to inform planning and decision making.
- Support colleagues in ensuring the smooth transition of pupils between educational phases.

7. Personal Development

- To maintain an up to date understanding of the requirements of the role and responsibilities and of the statutory framework.
- To undertake appraisal/performance review and to share responsibility for ensuring that your own knowledge and understanding is relevant and up to date. Following that review to undertake agreed development actions conscientiously and within the required timescale.
- Make effective use of the development support available.
- Whenever possible, to attend and participate in meetings, as required by the Headteacher/EYFS and/or Key Stage 1 or 2 Lead, during contracted hours.
- To participate in school reviews, development of policies and ethos of the school.

8. Health and Safety

- To ensure compliance with Health and Safety legislation, Council Departmental and School Health and Safety Policies.
- To follow health and safety regulations, procedures and guidelines when attending to pupils' hygiene, health and medical needs and reporting any issues to the class teacher promptly.
- To report, promptly, any problems in maintaining standards of health and hygiene to the teacher.
- To follow the School's procedures on Child Protection.

9. Statutory Requirements

This post carries a requirement to have an enhanced Disclosure and Barring (DBS) check for Children.

10. General Accountabilities and Responsibilities:

- Comply at all times with the Council and School's policies and procedures, particularly those regarding Data Protection, Equalities and Diversity, Health & Safety and Safeguarding.
- Undertake a proactive, committed approach towards the School's values and ethos.
- Comply with the competencies and standard requisites agreed by the School as relevant to your post.
- Promote the development of a high quality individual need led service, to comply at all times with the Council's and School's policies and procedures, particularly those regarding Data Protection, Equalities and Diversity and Health and Safety.

- Comply with the Data Protection Act 2018 and associated General Data Protection Regulations (all employees of the Council will not disclose or make use of, for their private advantage, any information held on manual or computer records, which are not available to the public, however acquired).
- Take responsibility for continuing self-development and participate in training and development activities.

The above mentioned duties are neither exclusive nor exhaustive and the post holder may be called upon to carry out such other appropriate duties as may be required by the Headteacher, line manager, EYFS and/or Key Stage 1 or 2 Lead within the grading level of the post and the competence of the post holder.

Person Specification

Post Title:	Teaching Assistant	Grade:	Scale 4
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Attributes	Criteria	Assessment Method	Essential	Desirable
Experience	<ul style="list-style-type: none"> • Relevant work experience. • Experience of working with children in a primary school or similar environment. • Experience of working on own initiative. • Experience of the use of Word, Excel, E-mails etc. • Experience of working with children with SEND needs and an understanding of the different levels of ability of pupils. • Experience of the use of Management Information Systems (MIS). • Experience of working with children or young adults who can present with challenging behaviour and/or communication difficulties. • Experience of working with children in Early Years Foundation Stage or Key Stage 1/2 (nursery, reception and/or infants and/or juniors) 	Application form, interview and task at interview	<p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p>	X

Education, Training & Qualification	<ul style="list-style-type: none"> • Good numeracy and literacy skills. • Good general standard of education. • Either NVQ Level 2 in Supporting Teaching and Learning or a minimum Grade C/Level 5 at GCSE in both English and Maths or equivalent 	Application form and task at interview	X X X	
Professional Relationships	<ul style="list-style-type: none"> • Excellent verbal and written communication skills when dealing with pupils, parents, visitors and colleagues. • Ability to work effectively, supportively and professionally within a team. • Ability to uphold the School's behaviour standards for pupils where necessary. • Able to work under direction and follow guidelines/instructions 	Application form and interview	X X X	
Safeguarding and Equality & Diversity	<ul style="list-style-type: none"> • A commitment to the safeguarding and welfare of children. • Knowledge, understanding and commitment to equal opportunities and diversity. 	Application form and interview	X X	
Knowledge, understanding and skills	<ul style="list-style-type: none"> • To be able to work in accordance with the school's health and safety policies • Ability to adhere to all school procedures and policies • Good time management and organizational skills, planning and the ability to prioritise effectively in order to meet deadlines. 	Application form, interview and task at interview	X X X	

	<ul style="list-style-type: none"> • Ability to work methodically with good attention to detail. • Ability to work calmly under pressure. • Basic knowledge of confidentiality and ability to maintain confidentiality with regard to all school matters. • Able to organise, prioritise and manage workload whilst maintaining a flexible approach to respond to urgent requests. • Good IT skills. • Good behaviour management skills. • Patience, a calm manner and an ability to respond calmly in all situations. 		<p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p>	
Any additional factors	<ul style="list-style-type: none"> • A commitment to personal professional development. • A commitment to Equal Opportunities and Diversity. • A commitment to the safeguarding and welfare of children. 	Application form and interview	<p>X</p> <p>X</p> <p>X</p>	

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