

Teaching Assistant Application Pack



Northern
Lights
LEARNING TRUST



Northern Lights



We are a Multi-Academy Trust currently comprising ten schools – primary and secondary – and over 4,200 children and young people in an area stretching from Teesside through to Wearside.



We are a Teaching School Hub, one of 87 DfE centres of excellence for teacher training and development, focused on some of the best schools and multi-academy trusts in the country.



We are an Early Years Stronger Practice Hub, set up by the DfE to provide advice, share good practice and offer evidence-based professional development for early years practitioners.

OUR SCHOOLS



Benedict Biscop CE Academy
Sunderland



Dame Dorothy Primary School
Sunderland



Grange Primary School
Hartlepool



Hart Primary School
Hartlepool



Holley Park Academy
Washington, Sunderland



Ian Ramsey CE Academy
Stockton-on-Tees



St Aidan's CE Academy
Darlington



St. Helen's Primary School
Hartlepool



St. Peter's Elwick CE Primary School,
Hartlepool



Venerable Bede CE Academy
Sunderland

Every Northern Lights school has its own values and its own vision and that's really important to us because all of our schools are there to serve our community but equally, our Trust is there to serve each other.

We do that with humility and with an openness because at Northern Lights it's not all about the academic – that is really important to us – but we know, as a Trust, we are successful if we have ensured that in an holistic way our children and young people have had every opportunity to experience, to flourish, to thrive, to understand the wonder and the joy of the world around them.

– Jo Heaton OBE, Chief Executive, Northern Lights Learning Trust



Welcome from the CEO

Thank you for your interest in the position of Teaching Assistant within Northern Lights Learning Trust.

We are a growing Multi-Academy Trust that is currently made up of 3 secondaries and 7 primaries across Wearside and Teesside, with our central offices based in Seaham. We educate over 4200 pupils and employ over 550 members of staff and serve a diverse range of schools and communities. Each of our schools have their own individual ethos, values and vision, which sit together as part of our Northern Lights vision of 'Shining Together and Stronger Together'. As a CofE MAT, our schools are a mixture of Church and non-Church schools that range in size and levels of disadvantage. We see this diversity as a real strength to learn from and work with each other.

As a Multi-Academy Trust we are at the heart of the current educational landscape, as a designated DfE Centre of Excellence as a Teaching School Hub and DfE Early Years Hub, responsible for teacher development across all ages and phases of education, working with over 300 schools. We are collaborative in our approach and value professional development highly in all we do.

We seek to be an employer of choice, with 100% of staff satisfaction in our latest survey, *'I am proud to work for a forward-thinking Trust who put people development at the heart'*. We seek to support our staff to develop and thrive.

We are looking for someone whose values align with us as a Trust and has the drive and ambition to work collaboratively to provide the best opportunities and outcomes for our young people.

We look forward to receiving your application.

Yours faithfully

Jo Heaton
Chief Executive Officer

Welcome from the Headteacher

Thank you for your interest in joining the team at Dame Dorothy Primary School!

At Dame Dorothy, we are proud to be a vibrant and nurturing community, passionate about delivering high-quality education. We are constantly seeking innovative and engaging ways to make learning meaningful and enjoyable for our pupils.

As a proud member of the Northern Lights Learning Trust—a dynamic and growing multi-academy trust—we benefit from a wide range of opportunities for collaboration, professional development, and the chance to work across different educational phases.

We are looking for enthusiastic and committed individuals who share our values and are passionate about making a positive difference in the lives of young people. If you are dedicated, forward-thinking, and driven to create an exceptional learning environment, we would love to hear from you.

Our children are at the heart of everything we do at Dame Dorothy. We expect all staff to uphold and embody the ethos and values that define our school.

Please find more information about the vacancy attached. If you would like to learn more about the role or arrange a visit to the school, please don't hesitate to get in touch.

Warm regards,

Iain Williamson
Headteacher

TEACHING ASSISTANT- LEVEL 2
Fixed Term position -until July 2026
Dame Dorothy Primary School
NJC SCP 5 £24,790 FTE salary
35 hours per week, TTO (38 weeks per year)

We are looking to recruit a number of teaching assistants to join our current team of dedicated staff.

Dame Dorothy Primary School is a fully inclusive school and is fully committed to ensuring each and every child achieves their full potential and realises their dreams and aspirations, through a fun, enjoyable and exciting school experience.

We have the highest expectations of all of our staff and pupils, with a strong commitment to promoting their well-being. We are an additionally resourced school, which caters for the needs of children with physical and medical needs and ASD.

We are looking for someone who:

- Has a positive, warm and caring approach.
- Is able to develop excellent, positive relationships with children, parents/carers and other staff.
- Enjoys working as part of a team but can use their initiative and be flexible.
- Has a commitment to their own continuous professional development.

We can offer:

- Enthusiastic, kind and polite children with a love of learning.
- A warm, welcoming and positive environment in which to work.
- Support and challenge with excellent professional development opportunities.
- National Terms and Conditions of Employment. (NJC Green Book).
- Local Government Pension Scheme
- The opportunity to work as part of a growing Trust and shape this role.
- Employee welfare package, including 24- hour GP access and access to a whole range of wellbeing packages.

HOW TO APPLY:

Applications should be submitted using the application pack, please email
DDOffice@nllt.co.uk

Applications will only be considered on receipt of an application form, CV's and other forms of application will not be accepted. For further information, or if you would like to arrange a visit to the school, please contact us on 0191 2505525

Closing Date: 13th June 2025 at 12 pm

Shortlisting Date: 13th June 2025

Interview Date: W/C 19th June 2025

Details of the school can be found on the website- <https://www.damedorothy.org.uk/>

In return you will receive:

- A supportive working environment that puts people at the heart of the organisation
- The opportunity to work as part of a growing Trust and shape this role
- Continuous professional development
- A range of Trust initiatives that improve wellbeing. Current initiatives include an annual wellbeing day.
- National Terms and Conditions of Employment
- Teachers' Pension Scheme/ Local Government Pension Scheme

Employee welfare package through Education Mutual including:

- 24-hour GP access
- Nurse support service
- Mental health services, including stress management, mental health first aid training and bereavement support
- Free Flu vaccinations
- Counselling Services
- Physiotherapy
- Financial wellbeing coaching
- Maternity and Paternity support
- Menopause support
- Access to useful wellbeing resources

Employee benefits package through Vivup including:

- Cycle to work scheme
- Lifestyle savings including discounts on shops, food and drink and days out

JOB DESCRIPTION

POST: TEACHING ASSISTANT

RESPONSIBLE TO: HEAD TEACHER

RESPONSIBLE FOR: Providing teaching and learning and pastoral support to individuals and groups of pupils in the learning environment.

SALARY BAND: NJC SCP 5

START DATE: 01.09.2025

PURPOSE OF JOB

- To support and assist teachers as part of a professional team to support teaching and learning and contribute to raising standards of pupils' achievement and to undertake a range of learning activities under the professional direction and supervision of qualified teachers, in line with the school and Trust's policies and procedures.

PRINCIPLE RESONSIBILITIES

Providing teaching and learning support for pupils, teachers and the whole school as outlined below.

MAIN DUTIES

Support for the Teacher

- Assisting in the preparation of learning materials and the management of resources
- Assisting in the deployment and setting up of equipment and resources and making them ready for use to organise the teaching environment
- Overseeing the care and cleanliness of the teaching environment, equipment, apparatus and materials
- Assisting in the preparation of display materials and the copying and duplication of teaching materials
- Supporting teaching staff with routine administration i.e. filing reports, distributing leaflets and reports
- Contributing to the assessment of pupils' progress and development as directed by the teacher through observations, basic record-keeping and discussion with the teacher (for example contributing evidence to the planning and production of behaviour support plan).

Support for the Pupil

- Supervising the use of equipment as required to maintain pupils' needs and support their participation in learning tasks and activities to meet targets and objectives.

- Supporting pupils in implementing learning activities and programmes designed by the teaching staff
- Provide feedback to pupils in relation to attainment and progress under the guidance of a teacher.
- Support independent learning and the inclusion of all pupils.
- Support pupils using IT in their learning activities and develop pupils' competence, confidence and independence in its use.
- Assisting individual pupils or small groups of pupils in classroom activities under the specific direction of the teacher and/or other support staff.
- Maintaining awareness of pupils' needs and targets.
- Support pupils in emotional and social well-being, reporting problems to the teacher as appropriate and supporting pupils in their social, emotional and personal development.
- Support the raising of educational aspiration in all pupil/parent contact.
- Undertaking duties in connection with personal hygiene and welfare of pupils as directed by the teaching staff.

Support for the School

- Assisting in maintaining a safe environment for pupils and staff
- Accompanying teachers and classes on educational visits as required
- Assisting with the supervision of pupils throughout the school day, including during break times, in the playground, and during after-school provision as needed.
- Deliver and support with breakfast club daily
- Assisting in ensuring that pupils adhere to the behaviour policy of the school and providing feedback to teaching staff and senior colleagues on the effectiveness of strategies used
- Liaising with parents and other parties as required
- Contributing to the whole School's Self Evaluation process Assist the school and Trust in promoting the school and Trust values, vision and mission.
- Support the work of volunteers and other support staff in the setting.

General Requirements

- Attending and participating in training and development activities as required.
- Participating in professional development and review.
- Attending meetings, liaising and communicating with colleagues in the school, outside agencies and other relevant bodies.
- Being an effective role model for the standards of behaviour expected of pupils.
Having due regard to confidentiality, child protection procedures, health and safety, other statutory requirements and the policies of the governing body and the local education authority.
- To carry out such duties as the Head Teacher may reasonably direct from time to time.

- It is an expectation of the role that jobholders will engage with all pupils as directed by the school in line with the overall goals of the school and Trust and needs of all pupils.

Professional Values and Practices

- Having high expectations of all pupils; respecting their social, cultural, linguistic, religious and ethnic backgrounds; and being committed to raising their educational achievement.
- Treating pupils consistently with respect, consideration and being concerned with their development as learners.
- In line with the school and Trust's policy and procedures, using behaviour management strategies which contribute to a purposeful learning environment and where necessary exercise appropriate physical intervention. (where the appropriate training has been accessed or where the need arises to ensure the safety and welfare of themselves or others).
- Working collaboratively with colleagues as part of a professional team; and carrying out roles effectively, knowing when to seek help and advice from colleagues.
- Reflecting upon and seeking to improve personal practice.
- Working within the school and Trust's policies and procedures and being aware of legislation relevant to personal role and responsibility in the school.
- Recognising equal opportunities issues as they arise in school and responding effectively, following school and Trust's policies and procedures.
- Building and maintaining successful relationships with pupils, parents/carers and staff.

Personal & Professional conduct

- Uphold the ethos, policies and practices of the school and Trust.
- Through positive attitude, values and behaviours, develop and sustain effective relationships within the school and Trust family.
- Have due regard for the need to safeguard pupil well-being by following relevant statutory guidance in addition to school and Trust policy and practice.
- Recognise differences and respect cultural diversity.
- Ongoing commitment to practice development through self-evaluation and awareness.
- Your social media profile should in no way bring disrepute towards yourself, school, colleagues or families

Knowledge and understanding

- Be willing to acquire the appropriate skills/qualifications/experience required for the role.
- Demonstrate expertise and skill in understanding the needs of all pupils, and know how to adapt and deliver support to meet individual needs setting high expectations in doing so.

- Increase personal effectiveness in the setting through reflective practice and ongoing CPD ensuring that knowledge and understanding are current in doing so.
- Support teachers and pupils in achieving positive outcomes through the maintenance of a level of subject and curriculum knowledge relevant to the role.
- Understand that roles and responsibilities within the learning setting and whole school context in the knowledge that those responsibilities extend beyond a direct support role.

Teaching and Learning

- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase levels of pupil achievement.
- In line with school and Trust's policies and procedures, consistently apply effective behaviour management strategies.
- Communicate effectively and sensitively with pupils to adapt to their needs and support their learning.
- Through organising and managing physical learning space and resources, support the maintenance of a stimulating and safe learning environment.

Working with others

- Through effective liaison, communication and partnership working, recognise, value and respect the role and contribution of other professionals, parents and carers.
- Keep other professionals accurately informed of progress or concerns they may have about pupils.

Trust and school ethos

- Be aware of and support difference and ensure equal opportunities for all.
- Contribute to the overall ethos/work/aims of the school and Trust.
- Attending meetings and liaising and communicating with colleagues in school, parents/carers and internal/external agencies.
- Share expertise and skills with others.
- Participate in training and other learning activities and performance development as required.
- Recognise own strengths and other learning activities and use these to advise and support others.
- Demonstrate and promote commitment to equal opportunities and to the elimination of behaviour and practices that could be discriminatory.
- To be aware of requirements in respect of confidentiality, child protection and safeguarding procedures, health and safety, behaviour managements, equal opportunities, special educational needs and other policies of the Trust and school.
- Be an effective role model for pupils by demonstrating and promoting the positive values, attitudes and behaviour expected from pupils.

Specific Duties

1. Support teaching and learning within the age range of 2-5 or 5-11
2. Deliver phonics teaching to a small group
3. Support elements of our extended school offer. This includes Breakfast Club and after school clubs.
4. Supporting teachers with displays and classroom preparation to support teaching

To undertake any other duties commensurate with the post.

The post holder must act in compliance with data protection principles in respecting the privacy of personal information held by the school and Trust.

The post holder must comply with the principles of the Freedom of Information Act 2000 in relation to the management of school and Trust records and information.

The post holder must carry out their duties with full regard to the Academies Single Equality Duty, Code of Conduct, Child Protection Policy and all other Trust and school Policies. The postholder must comply with the school and Trust Health and Safety rules and regulations and with Health and Safety legislation.

PERSON SPECIFICATION - TEACHING ASSISTANT

CATEGORY	ESSENTIAL	DESIRABLE	METHOD OF ASSESSMENT
APPLICATION FORM	<ol style="list-style-type: none"> 1. Completed application form 		Application
EDUCATION	<ol style="list-style-type: none"> 1. Level 2 Teaching Assistant qualification or equivalent 2. Grade C Maths and English GCSE or equivalent 3. NCFE CACHE Level 2 Diploma for EY Practitioner 	<ol style="list-style-type: none"> 1. Paediatric First Aid or willing to work towards 2. First Aid Qualification or willing to work towards. 3. Food hygiene certificate or willing to work towards. 	Application Certificates
EXPERIENCE	<ol style="list-style-type: none"> 1. Experience of working with primary aged children 	<ol style="list-style-type: none"> 1. Experience of working in a primary school 2. Experience of working with pupils with Special Educational Needs 3. Experience of management information system to record information. 4. Experience of working with children of mixed ages and abilities in various school provisions and settings 	Application Interview References
KNOWLEDGE AND UNDERSTANDING	<ol style="list-style-type: none"> 1. The needs of young children 2. Child development and the ways in which children learn 3. Equal opportunities 	<ol style="list-style-type: none"> 1. Relevant Continuous Professional Development 2. Knowledge of national curriculum 	Interview References

	<ol style="list-style-type: none"> Safeguarding procedures 	<p>changes and framework</p> <ol style="list-style-type: none"> Knowledge of latest EYFS curriculum changes and framework 	
SKILLS	<ol style="list-style-type: none"> Assist groups of children on an individual basis but also able to work as part of a team The ability to build effective relationships with children and stay calm under pressure or frustrating circumstances Calm and positive approach 	<ol style="list-style-type: none"> Experience of dealing with behaviour management 	Application Interview
PERSONAL ATTRIBUTES	<ol style="list-style-type: none"> Flexible Enthusiastic Can use own initiative Professional manner Good communication skills Motivational Willingness to work with wider community Willingness to contribute to the life of the school 		Interview References
OTHER	<ol style="list-style-type: none"> Recommendation from both referees Fully enhanced DBS clearance with children's barred list check 		References Enhanced DBS certificate

References:

References will be requested prior to interview, unless there are exceptional circumstances, and the applicant does not give consent to do so on the application form. Please contact us to discuss further if you do not consent.

DBS:

Northern Lights Learning Trust 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.**Safeguarding:**

Northern Lights Learning Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. To fulfil this responsibility effectively, all professionals should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child.

Pre-employment occupational health:

Pre-employment occupational health checks are an essential part of the selection and recruitment process to assess if any reasonable adjustments are required. In some circumstances, an appointment with Occupational Health may be required to assess fitness for the role.

Equal opportunities:

Northern Lights Learning Trust are an equal opportunity employer. We want to develop a more diverse workforce and we positively welcome applicants from all sections of the community. Applicants with disabilities will be granted an interview if the essential job criteria are met.