



Level 2 Teaching Assistant

Springfield Junior School

32.75 hours per week, 39 weeks a year

Permanent

Level 2 TA Pay scale - £19,200 - £19,807 Pro rata – (£25,113 – £25,907 FTE)

Springfield Junior School is currently looking for a Level 2 Teaching Assistant to join our team. The successful candidate will be required to work where needed to support children across the Key Stage 2 age range, including our ERS unit.

Flexible and committed Teaching and Learning Assistant

Are you passionate about working to support young children, some of whom may have a range of additional needs? Are you confident in working with children? Are you looking to join a friendly team who are committed to the learning and development of children?

If so, we have the role for you.

The candidate must have experience and be able to build strong relationships and have high expectations for all children. They should be resilient, calm, kind and able to use their initiative as well as displaying strong behaviour management skills. Experience of working with children with SEND is desirable. Please read the person specification and job description very carefully and ensure you fit the criteria.

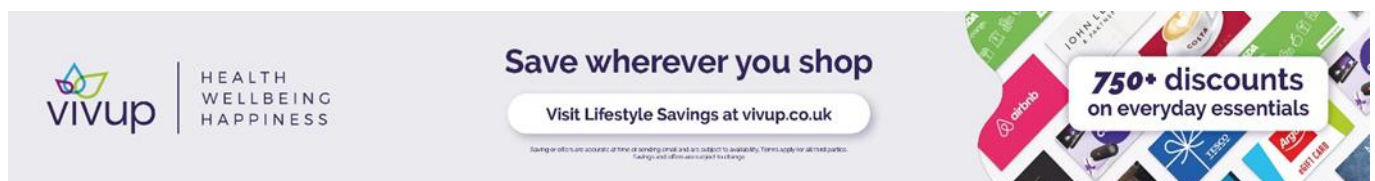
Springfield Junior School is a proud member of QEGSMAT. The Trust's values are for students to 'Question, Explore; Give; and Succeed'. Our exceptional staff, strong leadership, motivated children, as well as excellent facilities, provide the successful formula for this.

At QEGSMAT we believe and promote that exceptional workforce creates exceptional results; they transform lives and transform futures. We support every pupil to achieve their full potential and become a confident, resilient, and compassionate individual who can make a positive contribution to society.

Why work for us?

- At QEGSMAT, we value the hard work and dedication of our team members, and as such we believe that progression should be a simple process. That's why we are proud to offer an Automatic Pay Review program, rather than the traditional annual pay and performance review, as part of our comprehensive benefits package.

- Access to the Local Government Pension Scheme (LGPS) with employer contributions of 23.68% for Support Staff.
- Continual access to CPD opportunities. QEGSMAT works with a large number of organisations to develop staff to fulfil their aspirations and potential. We are committed to providing first-rate training and development to all our staff within this evolving Trust.
- We are committed to promoting equality, challenging discrimination, and developing community cohesion. We welcome applications from all sections of the community.
- All staff have access to our Employee Assistance Programme which provides confidential, independent, and unbiased information and guidance 24/7. This can also include bespoke counselling sessions for staff if needed.
- All roles are subject to nationally agreed terms and conditions of service.
- Family-friendly policies.
- Access to Flu Vaccines.
- Opportunity to work flexibly.
- Access to 750+ discounts on everyday essentials via our benefits package with Vivup.



QEGSMAT is also committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is a criminal offence to engage or seek to engage in regulated activity or regulated work with children, if you appear on the DBS barred list. All appointments are subject to an Enhanced DBS check. The Trust is also a United Kingdom Immigration and Vetting Sponsor therefore, sponsorship for skilled worker visas may be available.

Further information about our commitment to Safeguarding can be found -

<https://www.qegsmat.com/documents/safeguarding>

Please be aware, the Trust may also consider performing an online presence check as part of their pre-employment checks.

This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore applicants are required to declare any cautions, convictions, reprimands and final warnings that are not protected (i.e. that are not filtered out) as defined by the rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013 and 2020).

If you are interested and wish to have an informal conversation to discuss the role or would like to visit the school, we would be happy to arrange this. Visits are warmly welcomed. Please call the school office 01283 217855. Further details about our school can be found on our website: [Home - Springfield Junior School - Derbyshire](#)

To apply for this position, please visit: <https://qegsmat.face-ed.co.uk/vacancies>

Closing date for applications: 20th July 2025

Interview date: 23rd July 2025

Salary: Level 2 TA Pay scale - £19,200 - £19,807 Pro rata – (£25,113 – £25,907 FTE)

Potential Start date: September 2025



JOB DESCRIPTION

Post Title:	Level 2 Teaching Assistant- Fixed term (potential rolling contract, linked to pupil funding)
Responsible to:	Working under the guidance of class teacher and/or Senior Staff (SENCO)
Scale:	Level 2 Teaching Assistant Pay Scale
Disclosure Level:	Child Workforce - Enhanced, Childs Barred list

Purpose:

Support access to learning for children and provide support to the class teacher/senior staff in the management of children in the classroom or any setting where teaching and learning takes place.

Teaching Assistant Agreed Framework Requirements

In all cases, indicative tasks at competency level specified within the Teaching Assistant agreed Framework, will be the reference point for indicative tasks within the competencies below.

Competences, roles, and responsibilities of all Teaching & Learning Assistant's.

- Support the positive ethos and aims of our school
- Work closely with the class teacher to contribute to the management of pupil behaviour, maintain order and an appropriate working environment, including implementation of the school's behaviour policies.
- Deal with emotionally demanding behaviour and situations as necessary to meet each child's needs.
- May regularly work with children who have extreme behavioural issues or who are severely disabled requiring periods of physical effort such as moving and handling
- May have to physically intervene with children who exhibit violent or aggressive behaviour
- Establish and promote productive relationships with pupils, acting as a role model and setting high expectations.
- Promote the inclusion of all pupils within the classroom and school.
- Liaise closely with teachers and other relevant agencies regarding the work set for a class/group.
- Prepare and set out learning materials.
- Contribute to the planning of learning activities.
- Plan and deliver programmes and monitor children's response to the learning activities and where necessary modify and adapt the activities to achieve the intended learning outcomes.

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- Establish constructive relationships and communicate with parents and other relevant professionals, in liaison with the teacher, support pupil's learning and progress.
- Effectively communicate the work set by the class teacher to the pupils and ensure that pupils are aware of the teacher's expectations.
- Encourage pupils to interact and work co-operatively with others to ensure all pupils are engaged on the set task.
- Provide marking and feedback to pupils within the lesson inline with school policy.
- Evaluate pupil's performance at the end of each lesson and report to class teacher in an agreed format, e.g. Highlight planning, post-its, verbal feedback or other method teacher requires.
- Update relevant records at agreed time intervals.
- Accurately record and report on the development, progress, and attainment of children.
- Ensure the health, safety and welfare of pupils is maintained at all times.
- Promote the social and emotional development of pupils.
- Deal with any immediate problems or emergencies in accordance with the school's policies and procedures.
- Make effective use of IT to support learning and own working role.
- Ability to use specialist software
- Provide English, Maths and communication support to allow access to all areas of the curriculum, to enable all pupils to make good progress.
- Under the direction of the class teacher, support visiting students.
- Assist with the development and implementations of targets to meet SEN Support criteria.
- Work alongside the class teacher to identify pupils requiring additional support, develop and implement targets and interventions.
- Accompany teaching staff and pupils on educational visits when required.
- Be aware of, uphold and contribute towards the development of the school's policies and procedures.
- Full working knowledge of relevant policies, Codes of Practice, and relevant legislation.
- Working knowledge of relevant learning programmes and curriculum
- Demonstrate responsiveness and flexibility in implementing structured activities of children with SEN or complex disabilities.
- Participate in appropriate school-based meetings.
- Be prepared to undertake role specific training as directed, to ensure roles and responsibilities can be carried out effectively.
- Maintain CPD/Learning Log
- Undertake any administrative duties relevant and appropriate to this post.
- Take an active part in appraising their own work against agreed priorities and targets in accordance with the school's appraisal and supervision arrangements.
- Maintain confidentiality at all times and observe Data Protection Guidelines.
- Understand and comply with the school's equal opportunities and other policies.
- Understand and comply with the school's safeguarding and child protection policies and procedure.
- Embrace any other duties that may reasonably be regarded as within the nature of the duties, responsibilities, and grade of this post.



Personal Specification – Teaching Assistants

PERSON SPECIFICATION	ESSENTIAL	DESIRABLE
Qualifications	- NVQ 2 for Teaching Assistants (or demonstrate equivalent knowledge skills and experience). - Good numeracy/literacy skills. GCSE (or equivalent) level C or above in English and Maths	- Training in aspects of SEN specific provision, e.g. PECS, Makaton, TEACCH, behaviour management. - First Aid.
Experience	- Supporting children’s learning in a school setting. - A good knowledge of health and safety requirements.	- Working in special schools or ERS schools with a range of pupils with SEN (including Autism) - Knowledge of Intervention programmes - Assessment for Learning
Knowledge	- Understanding of relevant policies/codes of practice. - Good understanding of areas of learning, e.g. literacy, numeracy, science, SEND or Early Years	- Working knowledge of the SEN code of practice. - Ability to contribute to student Records of Achievement, targets and Annual Reviews
Skills	- Well-developed interpersonal skills to be able to relate well to a wide range of people. - Work constructively as part of a team whilst being able to demonstrate initiative. - Good communication skills. - Effective use of ICT to support learning. - Use of other equipment technology – video, photocopier.	- A good team worker who can work in a collaborative manner under the direction of a variety of teaching staff. - Ability to contribute to student Records of Achievement, targets and Annual - Reviews and to participate in multidisciplinary case conferences/reviews as directed by the SENCO and/or Head Teacher.

Personal qualities	• Has a friendly yet professional and respectful approach which demonstrates support and shows mutual respect. • Open, honest and an active listener. • Takes responsibility and accountability. • Committed to the needs of the pupils, parents and other stakeholders and challenge barriers and blocks to providing an effective service. • Demonstrates a “can do” attitude including suggesting solutions, participating, trusting and encouraging others and achieving expectations. • Is committed to the provision and improvement of quality service provision. • Is adaptable to change/embraces and welcomes change. • Acts with pace and urgency being energetic, enthusiastic and decisive. • Communicates effectively. • Has the ability to learn from experiences and challenges. • Is committed to the continuous development of self and others by keeping up to date and sharing knowledge, encouraging new ideas, seeking new opportunities and challenges, open to ideas and developing new skills. • Ability to form and maintain appropriate relationships and personal boundaries with children and young people. • Motivation to work with children and young people. • Emotional resilience in working with challenging behaviours.	• Willing to engage in any professional development activities which will aid the effective completion of tasks required by the post.
Equal Opportunities	• Understanding of the equal opportunities policy	