



Level 3 Teaching Assistant



Application Pack

Growing Children
Building Communities

Corporation Road Community Primary School

Level 3 Teaching Assistant

Pay Scale: Band 8 19-23 (£27,338 - £29,362 actual salary)

Contract: 35 hours per week, Term time only + 5 Days

Required from: 20th April 2026

Permanent



Would you like to take on a new opportunity and make a difference in a young person's future?

We are looking for someone who:

- Is resilient, dynamic and can work flexibly
- Be an experienced and dedicated professional with a background in SEND and inclusion
- Loves working with children of all abilities; being able to forge positive relationships quickly
- Can lead by example and will embody our school motto
- Works well as team and will embrace our school ethos

If this sounds like you and a role that you would enjoy, please look carefully at the following materials and complete the application form.

The school is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. The post is subject to a successful DBS clearance (certificate of disclosure form from the Disclosure and Barring Service). Pre-employment checks including an online and social media search (KCSIE) will be undertaken before an appointment is confirmed.

The post will be based in Corporation Road Primary School however, the Trust reserves the right to require you to work at other schools within the Trust. As part of Lingfield Education Trust, there are exciting opportunities to work across the Trust and for career progression.

Application packs are available from the school. Please email Janet Sowerby at jsowerby@corporationroad.lingfieldtrust.org.uk

All completed application packs must be returned directly to the school or emailed.

Visits to the school are encouraged and can be arranged by contacting the Office Manager.

Closing Date: 9th February 2026 9am

Shortlisting: w/c 9th February 2026

Interviews: w/c 16th February 2026

JOB DESCRIPTION

POST: Primary Re-Integration Base Teaching Assistant	
GRADE:	
RESPONSIBLE TO:	Head Teacher
STAFF MANAGED:	None
JOB PURPOSE:	To work in our new Primary Re-Integration Base which supports children who have been permanently excluded from schools in Darlington. Our aim is to give these children the toolkit to be able to flourish in our base and then successfully transfer back in to mainstream provision. This role will be the lead adult in the room and will work alongside the SENDco to deliver the agreed curriculum.
ACCOUNTABILITIES / MAIN RESPONSIBILITIES	
Supporting Learning & Development	<ul style="list-style-type: none"> • To deliver agreed planning to a group of children • Within an agreed system of supervision, plan teaching and learning objectives, prepare and deliver learning activities and evaluate and adjust lessons/work plans according to pupil responses/needs. • Monitor, record and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives. • Interact with pupils in ways that support the development of their ability to think and learn and work independently. • Support the development and implementation of appropriate behaviour management strategies, to anticipate and manage behaviour constructively, promoting self-control and independence. • Support pupils in their social and emotional wellbeing and develop and implement related social, health and physical programmes. • Encourage and motivate pupils to promote independence and resilience and increase self-esteem. • Participate in the development, implementation and monitoring of systems relating to attendance and integration e.g. registration, truancy, pastoral systems etc. • Accompany educational visits, with the class teacher, and other activities outside of the classroom, supervising the pupils. • Provide supervision during breaks and lunchtimes.
Communication	<ul style="list-style-type: none"> • Establish constructive and respectful relationships with parents/carers, exchange appropriate information, facilitate their support for their child's attendance, access to learning and support home to school and community links.

	<ul style="list-style-type: none"> • Play an appropriate part in establishing effective relationships and communicate with other agencies/professionals in liaison with the teacher, to support achievement and progress of pupils.
Sharing Information	<ul style="list-style-type: none"> • Provide objective and accurate feedback and reports on pupil attainment, progress and other matters, ensuring the availability of appropriate evidence. • Participate in meetings with other staff, external professionals, and parents, regarding pupils, in a support capacity to the teacher, who will normally lead on such matters. • Pay due regard to professional boundaries, maintaining appropriate levels of confidentiality. • Share information about pupils with teachers and other professionals as required.
Safeguarding and Promoting the Welfare of Children/Young People	<ul style="list-style-type: none"> • Assist pupils with personal hygiene and welfare, including physical and medical needs, whilst encouraging independence. • Be responsible for promoting and safeguarding the welfare of pupils that you are responsible for and come into contact with, reporting concerns as appropriate.
Administration/Other	<ul style="list-style-type: none"> • Organise and manage an appropriate learning environment and resources. • Co-ordinate the activities of students entering the school for the purpose of work experience/ work placements. • Support the use of ICT to advance pupils' learning and use common ICT tools for own and pupils' learning. • Assist with administrative support e.g. dealing with correspondence, compilation/ analysis, reporting on attendance, exclusions etc., making phone calls. • Supervise and provide access arrangements for pupils sitting internal and external examinations, ensuring that examinations comply DFE requirements. • Under the guidance and supervision of a class teacher be responsible for marking the register when covering classes. • Participate in training and appraisal.
Data Protection	<ul style="list-style-type: none"> • To comply with Lingfield Education Trust's policies and supporting documentation in relation to GDPR - this includes Data Protection, Information Security and Confidentiality
Health & Safety	<ul style="list-style-type: none"> • Be aware of and implement your health and safety responsibilities as an employee and where appropriate any additional specialist or managerial health and safety responsibilities as defined in the Health and Safety policy and procedure. • Work with colleagues and others to maintain health, safety and welfare within the working environment.
Equalities	<ul style="list-style-type: none"> • Promote inclusion and acceptance of all pupils. • Ensure services are delivered in accordance with the aims of the Equality Policy Statement. • Develop own and team members understanding of equality issues.
Lingfield Education Trust	<ul style="list-style-type: none"> • To comply with wider Trust policies and procedures as well as Health and Safety policies, organisation statements and procedures, report any incidents/accidents/hazards and take a pro-active approach to health and safety matters in order to protect both yourself and others.

	<p><i>These duties are neither exclusive nor exhaustive, and the post holder will be required to undertake other duties and responsibilities, which the Trust Board may determine.</i></p> <p>PLEASE NOTE THAT SUCCESSFUL APPLICANTS WILL BE REQUIRED TO COMPLY WITH ALL SCHOOL POLICIES, INCLUDING THE NO SMOKING POLICY.</p> <p>The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment.</p> <p>The post will be based in Woodham Burn Primary School however; the Trust reserves the right to require you to work at other schools in the Trust depending on the needs of the business. As part of Lingfield Education Trust, there are exciting opportunities to work across the Trust and for career progression.</p>
Date of Issue:	January 2026

THE SUCCESSFUL APPLICANT WILL BE SUBJECT TO RELEVANT VETTING CHECKS, INCLUDING A SATISFACTORY ENHANCED DBS CHECK BEFORE AN OFFER OF APPOINTMENT IS CONFIRMED. FOLLOWING APPOINTMENT, THE EMPLOYEE WILL BE SUBJECT TO RE-CHECKING AS REQUIRED FROM TIME TO TIME BY THE SCHOOL.

PERSON SPECIFICATION – Teaching Assistant

Essential upon appointment	Desirable on appointment (if not attained, development may be provided for successful candidate)
Knowledge <ul style="list-style-type: none"> • Good understanding of child/young people's development and learning processes – (AF, I, R) • An understanding that children/Young people have differing needs and knowledge of inclusive practice (AF, I, R) • Knowledge of Behaviour Management techniques (AF, R, I) 	<ul style="list-style-type: none"> • Knowledge of Child Protection and Health & Safety legislations and procedures (AF, R, I) • Understanding of Special needs, particularly ASD (AF, I)
Experience <ul style="list-style-type: none"> • Experience of working with children in an education setting, including with special needs (AF, I, R) 	<ul style="list-style-type: none"> • Experience of delivering evidence based interventions that accelerate learning (AF, R, I) • Experience in a relevant specialism e.g. Art/Music/Sport (AF, R, I) • Experience of working with children with significant communication difficulties (AF, I, R) • Experience of working with wider services including SEND services, health and social care, parents and carers to improve outcomes for pupils with SEND.
Occupational Skills <ul style="list-style-type: none"> • Demonstrable ICT skills and ability to use them as part of the learning process, or, the ability to develop ICT skills in a reasonable timeframe (AF, R) • Good written and verbal communication skills: able to communicate effectively and build good relationships with all teachers, children, young people, families and carers (AF, I, R, T) 	
Qualifications <ul style="list-style-type: none"> • Grade C English and maths at GCSE or equivalent (AF,C) • Level 3 TA qualification 	<ul style="list-style-type: none"> • Appropriate paediatric first aid training (C)

Essential upon appointment	Desirable on appointment (if not attained, development may be provided for successful candidate)
Personal Qualities <ul style="list-style-type: none"> • Demonstrable interpersonal skills (I, R) • Ability to work successfully in a team (AF, I, R) • Able to exercise discretion and judgement (AF, I, R) • Confidentiality (AF, I, R) • Flexibility (AF, I, R) • Ability to work effectively on a 1 to 1 basis with children who have SEN needs 	<ul style="list-style-type: none"> • Creativity (AF, T, I)
Other Requirements <ul style="list-style-type: none"> • To be committed to the school's policies and ethos (AF, I, T) • To be committed to Continuing Professional Development (AF, I, R) • Motivation to work with children and young people (AF, R, I) • Ability to form and maintain appropriate relationships and personal boundaries with children and young people (AF, R, I) • Emotional resilience in working with challenging behaviours and attitudes (AF, R, I) • Ability to use authority and maintaining discipline (AF, R, I) • Enhanced DBS (D) • The ability to converse at ease with customers and provide advice in accurate spoken English is essential for the post (I) 	

Key – Stage identified	
AF	Application Form
C	Certificates
I	Interview
T	Task
R	References
D	DBS Disclosure

Issues arising from references will be taken up at interview, all appointments are subject to satisfactory reference

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Qualifications <ul style="list-style-type: none"> • Grade C English and maths at GCSE or equivalent (AF,C) • Level 2 TA qualification 	<ul style="list-style-type: none"> • Appropriate paediatric first aid training (C)
Personal Qualities	

Essential upon appointment	Desirable on appointment (if not attained, development may be provided for successful candidate)
<ul style="list-style-type: none"> • Demonstrable interpersonal skills (I, R) • Ability to work successfully in a team (AF, I, R) • Able to exercise discretion and judgement (AF, I, R) • Confidentiality (AF, I, R) • Flexibility (AF, I, R) • Ability to work effectively on a 1 to 1 basis with children who have SEN needs 	<ul style="list-style-type: none"> • Creativity (AF, T, I)
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