Graduate Teaching Assistant

Dependant on experience, FTE Grade 3, Point 5 (£30,408.00) to Point 6 (30,843.00), actual salary £25,566.11 to £25,931.85 (Outer London)
Working pattern: 37.5 hours per week, Monday 8:00am-4:30pm, Tuesday 8:00am-4:00pm, Wednesday 8:00am-4:30pm, Thursday 8:00am-4:00pm, and Friday 8:00am-3:00pm, term time only
Permanent, required from January 2027.

Harris City Academy Crystal Palace is seeking to appoint a Graduate Teaching Assistant to work collaboratively with teaching staff in class to improve the outcomes of students with a variety of SEN needs, including those with Educational Health and Care Plans. This is an excellent opportunity for graduates with a passion for working with SEN students to gain experience of working within a secondary school. This could be used as a first step into a career into teaching and/or the field of SEN. You will be supported by experienced colleagues and full training will be provided for the successful applicant.

Harris City Academy Crystal Palace is a mixed Academy for 1,300 students aged 11-18, with a large sixth form of nearly 400 students. The Academy has four consecutive Outstanding judgments by Ofsted, with the most recent inspection in 2025 finding the Academy to be Outstanding in every category. We are a consistently high performing school. Our motto, 'All Can Achieve' encapsulates our vision that all members of the Academy community are supported and encouraged to achieve their absolute potential. We believe that a well-supported and valued staff body is the key to our success.

Harris City Academy Crystal Palace is part of the Harris Federation and this enables us to offer you a comprehensive induction programme and training and development opportunities to support your career development including Masters and other qualifications.

We welcome applicants at any point in their career and are open to full consideration of part time and job share requests.

Harris City Academy Crystal Palace is committed to safeguarding and promoting the welfare of children. Successful applicants will be required to undertake an Enhanced Disclosure by the DBS (Disclosure & Barring Services).

To arrange a confidential discussion with the Principal or a visit to the Academy please contact Tracey Harrison, PA to the Principal HarrisonT@harriscrystalpalace.org.uk

For details on the closing date, please consult the advert on our website. Interviews will be held on receipt of successful applications, therefore you are encouraged to apply early.

References will be taken up for all candidates shortlisted for interview. Only shortlisted candidates will be contacted. The successful candidate will be subject to an enhanced DBS check.

Post Title	Graduate Teaching Assistant
Purpose	• To work collaboratively with teaching staff in class to improve the outcomes of students with a variety of SEN needs, including those with EHCPs.
Reporting To	SENCO
Liaising With	All relevant Faculty staff.
Disclosure Level	Enhanced DBS

Main/Core Duties

Area of Accountability

- To work collaboratively with the class teacher and the SEN Department to enable students with a variety of SEN needs to positively engage in a classroom environment and with learning, making expected progress
- To demonstrate a proactive approach to supporting SEN students in the classroom
- To demonstrate an understanding of the needs of SEN students.
- To implement Quality First Teaching strategies and strategies on Student SEN Profiles within the Assess, Plan, Do, Review framework of the SEND Code of Practice (2014), ensuring that Student SEN Profiles are live and working documents.
- To implement an appropriate level of adaptation to meet individual needs, whilst ensuring that students retain ownership over their learning
- To engage positively and proactively in all CPD opportunities offered within the SEN Department and the wider Academy.
- To support other students in the class group, as appropriate
- To demonstrate a level of subject knowledge and apply this effectively in supporting teachers and students
- To use behaviour management strategies consistently in line with strategies on class profiles of need and Student SEN Profiles and Academy policy and procedures to promote positive behaviour.
- To be committed to improving your own practice through self-evaluation and reflection, contributing positively and proactively in all CPD opportunities offered within the SEN Department and the wider Academy
- To liaise with relevant staff within the Academy making them aware of problems experienced by students
- To adhere to the DFE Professional Standards for Teaching Assistants (2016)
- To promote the ethos of the school e.g. with regard to standards of behaviour, dress code, punctuality and attendance.
- Other duties as may reasonably be requested by the Principal.
- Be involved in trips and educational visits.

Staff Development: Recruitment / Deployment of Staff

- To take part in the Academy's staff development programme by participating in arrangements for further training and professional development.
- To continue personal development in the relevant areas including subject knowledge, which includes SEN subject knowledge, and teaching methods.
- To engage actively in the performance appraisal target setting and review process.
- To work as a member of a designated team and to contribute positively to effective working relations within the Academy.

Quality Assurance

- To help to implement Academy quality procedures and to adhere to those.
- To contribute to the process of monitoring and evaluation in line with agreed Academy procedures, including evaluation against quality standards and performance criteria.
- To seek/implement modification and improvement where required.

To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the Academy.

Management Information

- To maintain appropriate records and to provide relevant accurate and up-to-date information for Management Information Systems (MIS), registers etc. and input this in accordance with required schedules.

Communications

- To communicate effectively with the staff, parents and students as appropriate.
- Where appropriate, to communicate and co-operate with persons or bodies outside the Academy.

To follow agreed policies for communications in the Academy.

Marketing and Liaison

- To take part in marketing and liaison activities such as Open Evenings, Parents' Evenings and liaison events with partner schools as required by your line manager.

To contribute to the development of effective links with external agencies.

Management of Resources

- To contribute to the process of the ordering and allocation of equipment and materials.
- To assist in identifying resource needs and to contribute to the efficient/effective use of resources.

To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the Academy, subject area and the students.

Pastoral System	• Attend to the students' personal needs, and implement related personal programmes, including social, health, physical, hygiene, first aid and welfare matters. • Supervise and support students ensuring their safety and access to learning. • Establish good relationships with students, acting as a role model and being aware of and responding appropriately to individual needs. • Promote the inclusion and acceptance of all students. • Encourage students to interact with others and engage in activities led by the teacher. • Encourage students to act independently as appropriate. • Be aware of student problems/progress/achievements and report to the teacher as agreed. • Undertake student record keeping as requested. • Support the teacher in managing student behaviour, reporting difficulties as appropriate. • Gather/report information from/to parents/carers as directed • Support students to understand instructions. • Support students in respect of local and national learning strategies e.g. literacy, numeracy, KS3, early years, as directed by the teacher. • Support students in using basic ICT as directed. • Prepare and maintain equipment/resources as directed by the teacher and assist students in their use. • Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person. • Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop. • Contribute to the overall ethos/work/aims of the Academy. • Appreciate and support the role of other professionals. • Attend relevant meetings as required. • Participate in training and other learning activities and performance development as required. • Assist with the supervision of students out of lesson times. Accompany teaching staff and students on visits, trips and off site activities as required.
Other Specific Duties	
	• To continue personal development as agreed at appraisal. • To engage actively in the performance review process. • To address the appraisal targets set by the line manager each Autumn Term. • To play a full part in the life of the Academy's community, to support its distinctive aim and ethos and to encourage staff and students to follow this example. • To support the Academy in meeting its legal requirements for worship. • To promote actively the Academy's corporate policies. • To comply with the Academy's Health and Safety policy and undertake risk assessments as appropriate. • To show a record of excellent attendance and punctuality. • To adhere to the Academy's Dress Code.

Signature:_____ Date: _____

PERSONAL SPECIFICATION

	Essential	Desirable
Qualifications	• Educated to degree standard or equivalent • Excellent standard of written and spoken English	• Evidence of continuing professional development and education • English/Maths or Science degree
Experience	• Previous experience of supporting learning of students • Basic knowledge of SEND and learning barriers • Some knowledge of working with young people with challenging behaviour • Knowledge of some of the social issues facing students from disadvantaged backgrounds • Computer literate - must have good computer skills including a working knowledge of MS packages • with young people in an educational or training environment • Experience of establishing and maintaining working relationships with a range of people • Awareness of Health & Safety issues in the workplace • A working understanding and commitment to equality of opportunity for all • Commitment to the highest standards of child protection • Experience of managing and being responsible for own workload	• Similar experience working within a school • Knowledge of the national curriculum • Knowledge of teaching and learning
Personal Qualities	• Enthusiasm for and commitment to the achievement of the Academy's overall vision for success at all. • Willingness to work hard. • Creative approaches to enhancing the learning environment. • Record of excellent attendance and punctuality. • Enthusiastic and Exceptional teacher, with a proven track record of excellent results in public examinations. Flexible, adaptable, results orientated and able to prioritise, resilient under pressure.	

SAFER RECRUITMENT IN EDUCATION

The Harris Federation and all our academies are committed to ensuring the highest levels of safeguarding and promoting the welfare of children and young people, and we expect all our staff and volunteers to share this commitment. All offers of employment are subject to an enhanced Disclosure and Barring Service (DBS) check, references, an online search, and where applicable, a prohibition from teaching check will be completed. Before applying, please review our Policy Statement on the Recruitment of Ex-Offenders.

Information for Applicants

All applicants for all vacant posts will be provided with:

- A job description outlining the duties of the post, including safeguarding responsibilities.
- A person specification may also be provided and will include a specific reference to suitability to work with children.
- A Harris Federation Application form, and all applicants for employment will be required to complete this application form, containing questions about their academic and full employment history and their suitability for the role (in addition all applicants are required to account for any gaps or discrepancies in employment history).

CVs will not be accepted

Shortlisting and Reference Requests

References will be requested at the selection stage directly from the referee. They will be asked:

- the referee's relationship with the candidate;
- details of the applicant's current post and salary;
- performance history and conduct;
- any disciplinary action involving the safety and welfare of children, including any in which the sanction has expired;
- details of any substantiated allegations or concerns relating to the safety and welfare of children;
- whether the referee has any reservations as to the candidate's suitability to work with children. If so, the Academy will ask for specific details of the concerns and the reasons why the referee believes the candidate may be unsuitable to work with children.

Interviews

At least one member of each interview panel will have completed Safer Recruitment Training. The selection process for every post will include exploration of the candidate's understanding of child safeguarding issues.

Pre-Employment Checks

All staff will require an enhanced DBS. Prohibition and Overseas checks will also be completed if necessary.