



Teaching Assistant (TA3)

Application Pack

Welcome to INOVA Multi-Academy Trust and thank you for your interest in joining our organisation. I am the Chief Executive Officer, and I feel incredibly proud to lead such a wonderfully diverse group of schools, that have people at their heart.

At INOVA Multi-Academy Trust, our vision is clear and unapologetically ambitious: Transforming lives through the power of learning. We are a values-led Trust, committed to Innovation, Collaboration, and Excellence. These principles guide everything we do – from the way we educate and support our learners, to how we develop our staff and engage with our communities.

Each of our schools is unique, shaped by its local context, and we are proud to celebrate that diversity. But what unites us is a shared commitment to equity, high standards, and the belief that every child – regardless of background, need, or starting point – deserves a brilliant education and the opportunity to succeed.

At the heart of INOVA Multi-Academy Trust is a people-centred culture. We believe that when we invest in people, we invest in futures. That's why we have created a Trust model that is agile, responsive, and grounded in trust – one that removes unnecessary noise from schools and enables Headteachers and staff to focus on what really matters: the young people we serve.

Our central teams provide high-quality support and challenge, reducing workload and unlocking capacity at school level. From curriculum development and inclusion, to safeguarding, wellbeing, and digital transformation, we direct more resources where they matter most – into classrooms, into staff development, and into building futures full of possibility.

We also believe in doing things differently – whether that's through our Institute of Talent, our evidence-led school improvement strategy, or our collaborative leadership networks. We don't just strive for compliance – we strive for brilliance.

As CEO, I have the privilege of working alongside a deeply committed team of leaders, educators, governors, and support staff – all of whom share a common purpose: to unlock potential and create opportunity.

As a prospective staff member, or simply interested in our work, I invite you to explore our Trust and connect with our journey. Together, we are building futures worth believing in.

Thank you again for your interest in joining us and the best of luck with your application.

Lee Barber
CEO



About INOVA Multi-Academy Trust

Since forming in 2011 we have grown to 9 schools - 5 primary and 4 secondary - providing learning to over 7,500 learners from ages 2 - 18.

Collaboration is systematic to our Trust. We give our leaders license to operate and empower them to do the right thing for our organisation.

Our Vision:

Transforming lives through the power of learning.

Our Mission:

To equip young people with the knowledge, skills and character to thrive in a rapidly changing world. From nursery to destination, our pathways will embed a culture of innovation, collaboration and excellence delivered through high quality, inclusive and enjoyable educational experiences.

Our Values:

Innovation : Collaboration : Excellence



Our Values

Innovation

- We embrace forward thinking solutions
- We experiment, learning from our success and failures
- We champion the use of cutting-edge resources
- We are agile in our approach.



Collaboration

- We ensure a safe and transparent culture
- We are proactively involved in our communities
- We apply resilience and adaptability
- We promote teamwork and inclusivity.



Excellence

- We have high standards and expectations
- We continually evaluate, seeking improvement
- We insist on equity for all
- We foster a culture of ownership and responsibility.



Our Offer

Each of our schools has its own distinctive character, reflecting the local community it serves. Children joining us have a broad range of abilities and social backgrounds. We recognise and celebrate different aptitudes and interests and believe that everyone can develop through dedication and hard work, leaving our schools fully prepared for successful lives.

Primary Education

One of our primary schools is graded Ofsted 'Outstanding' and all others are graded 'Good' giving our children an excellent start to their education and preparing them fully for their secondary transition.

Secondary Education

Our secondary schools work in close collaboration to further develop our curriculum and outcomes. Our sixth form provision is Ofsted graded 'Good' or 'Outstanding.'

Central Services

Our support staff are highly valued, and we offer a range of central services to our schools to enable them to concentrate on outstanding teaching, high quality learning and effective support for individual needs. Services include:

- Catering
- Communications and Marketing
- Facilities and Estates
- Finance
- Governance
- HR
- IT
- School Improvement

The Role

A Teaching Assistant Level 3 supports pupils' learning, development and wellbeing through targeted support, interventions and learning activities. Working under the direction of the class teacher or SENCO, they help meet the needs of all pupils, including those with SEND and EHCPs, contribute to assessment and pupil progress, and provide emergency short-term classroom cover when required. They play an important role in creating a safe, inclusive and supportive learning environment.

Salary Range	(£30,024 – 33673 FTE) £22518 - £25254 Actual pay
Hours of Work	37 hours per week, term time only plus INSET days. (May be adjusted to suit the post, e.g. 27.5 hours, 30 hours, etc.)
Responsible To	SENCOs, Class Teachers & Head of School
Responsible For	Support the learning, progress and wellbeing of pupils. Support pupils with SEND and EHCPs to access learning and achieve targets. Deliver planned learning activities and interventions. Maintain accurate records of pupil progress and support. Contribute to high-quality teaching and learning. Promote positive behaviour, attendance and engagement. Work collaboratively with staff, parents/carers and external agencies. Deliver targeted phonics, reading and maths interventions. Support assessment and evidence-gathering activities. Lead nurture groups and pastoral support programmes. Support vulnerable pupils' inclusion and attendance. Contribute to SEND, disadvantaged and pupil review meetings. Support educational visits, enrichment activities and clubs. Monitor and evaluate the impact of interventions. Provide feedback on pupil progress and next steps. Support the implementation of EHCPs and SEND provision plans. Prepare learning resources and classroom environments.
Benefits	Access to a comprehensive professional development programme. Employee wellbeing support and assistance services. Term-time working pattern. Opportunities for career progression within the Trust. Access to staff benefits and discount schemes. A supportive and collaborative working environment.

Responsibilities

- ☐ Support pupils' learning through individual, group and whole-class activities.
- ☐ Provide targeted support for pupils with SEND, including those with EHCPs.
- ☐ Deliver interventions and implement provision plans and reasonable adjustments.
- ☐ Promote pupils' social, emotional and behavioural development.
- ☐ Encourage independence, confidence and engagement in learning.
- ☐ Prepare learning resources and support effective classroom environments.
- ☐ Monitor, record and provide feedback on pupil progress and attainment.
- ☐ Promote positive behaviour and uphold school expectations.
- ☐ Support pupils to access the curriculum and wider school opportunities.
- ☐ Provide personal care where required.
- ☐ Safeguard and promote the welfare and wellbeing of pupils.
- ☐ Support educational visits, enrichment activities and school events.
- ☐ Supervise pupils during lunchtime and encourage positive play and social interaction.
- ☐ Support safe and orderly lunchtime routines.
- ☐ Work collaboratively with school staff, parents/carers and external agencies.
- ☐ Contribute to a safe, inclusive and nurturing learning environment.
- ☐ Provide emergency classroom cover for short periods in the absence of the class teacher, in line with school policies and direction from senior leaders.
- ☐ Support the continuity of learning during staff absence by delivering pre-planned learning activities and maintaining classroom routines.

The Person

The successful candidate will demonstrate the following:

Skills and Knowledge	• Good understanding of child development and learning. Ability to support pupils with a range of learning needs, including SEND and EHCPs. • Knowledge of effective behaviour management strategies. • Good literacy, numeracy and communication skills. • Ability to build positive relationships with pupils, staff and parents/carers. • Understanding of safeguarding, confidentiality and promoting pupil wellbeing. • Ability to work effectively as part of a team and use initiative when required.
Qualifications and Experience	• GCSE Grade 4/C or above (or equivalent) in English and Mathematics. • Experience of working with children in an educational setting. Relevant Level 3 Teaching Assistant qualification (or equivalent). • Experience of supporting pupils with SEND and additional needs. • Experience of delivering and evaluating interventions. • Experience of contributing to pupil assessment, progress tracking and record keeping. • Paediatric First Aid qualification (or willingness to undertake training).
Personal Qualities	• Caring, patient and nurturing approach. • Positive and enthusiastic attitude. • Reliable, flexible and adaptable. • Able to remain calm under pressure. • Committed to inclusion and high expectations for all pupils. • Professional, trustworthy and able to maintain confidentiality. • Strong interpersonal and communication skills.
Work Related Circumstances (including working conditions)	• Ability to work during school hours and attend relevant training as required. • Willingness to support pupils both inside and outside the classroom, including educational visits. • Ability to supervise and support pupils during lunchtimes and playtimes. • May be required to support pupils with personal care and medical needs where appropriate. • Able to undertake duties that involve sitting, standing, bending and moving around the school environment. • Enhanced DBS check required.

Fluency Duty: The ability to converse at ease with members of the public and pupils, and provide advice in spoken English, is essential for this post.

How to Apply

Applications for this role are via sshaw@southeygreen.sheffield.sch.uk

The closing date for applications is 6th November 2026 and interviews to be confirmed.

Safeguarding

INOVA Multi-Academy Trust is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment. We will ensure that all of our recruitment and selection practices reflect this commitment. All candidates will be subject to the following employment checks:

Shortlisted Candidates:

- References will be requested before interview
- A Criminal Convictions Disclosure Form will be requested at interview
- Evidence of right to work in the UK will be requested at interview
- Qualification certificates will be requested at interview
- Disclosures concerning child protection investigations, relationships with pupils, employees, governors or trustees, prohibition orders and section 128 directions (where applicable) will be requested at interview
- We may conduct online searches for shortlisted candidates prior to making our final decision. If any information obtained from the online searches raises concerns around someone's suitability for the role, or to working with children, then this may be raised with the candidate at interview and/or we may take advice from the local authority children's service.

Successful Candidates:

- Successful candidates will be required to undertake a DBS Enhanced Disclosure (with barred list) check
- Successful candidates will be required to complete a Childcare Disqualification under the Childcare Act 2006 Declaration (for applicable posts)
- Pre-employment medical screening.

Please Note: Canvassing of any employee, Trustee or member of the Local Governing Board, directly or indirectly, and your application will be disqualified.

Policies: Our approach to safeguarding and school safeguarding policies can be found on the Trust website: [Safeguarding | INOVA Multi-Academy Trust](#)

Equality and Diversity

We are committed to providing equality of opportunity for all and ensuring that all stages of recruitment and selection are fair and that applicants are not discriminated against on the grounds of race, nationality, gender religion, age, disability, marital status or sexual orientation.

Data Protection

As part of the recruitment process, we need to collect your personal data. For more information about what we do with your personal data, please see our Recruitment Privacy Notice on the [policies](#) page of our website.



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