



Ernest Bevin Academy
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Part of United Learning

Candidate Application Pack

Learning Teaching Assistant

START DATE: September 2026



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Dear Candidate

Thank you for your interest in Ernest Bevin Academy, as we enter our Centenary year, it's a really exciting time to join us. My vision is ambitious: for Ernest Bevin Academy to be recognised as one of the top boys' schools in the country. We will achieve this through a combination of academic excellence with a culture built on high expectations, strong relationships and a relentless belief in every student's potential.

As an inner-London community school, our pupils reflect the diversity of the local area with nearly twice the national average proportion of those who qualify for Pupil Premium. Therefore, all staff at the academy are driven by a strong mission to provide educational excellence to every single student.

Our values of Ambition, Perseverance, and Unity sit at the heart of everything we do. Ambition for our students to achieve their full potential. Perseverance to support students to overcome challenges and keep moving forward. Unity to support and inspire one another. We want every young person who joins us to flourish – academically, personally, and socially – leaving Ernest Bevin confident, resilient and ready to make a positive difference in the world.

We pride ourselves on ensuring that every member of staff is supported to also be the very best that they can be in whichever role they have in our academy. We have a number of core benefits which include competitive rates of pay when compared to the maintained sector; access to a contributory pension scheme relevant to your role; access to a Health Cash Plan; Westfields Rewards scheme; enhanced parental leave policies; and tailored Continuous Professional Development (CPD) for every role.

I look forward to meeting you in person.

Damola Ademolake,

Principal



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Working at Ernest Bevin Academy

We are proud to be part of United Learning Trust, our schools work as a team and achieve more by sharing than any single school could. Our subject specialists, group-wide intranet, own curriculum, and online learning portal all help us share knowledge and resource, helping to simplify work processes and manage workloads for an improved work-life balance.

As a Group our staff are better rewarded: with good career opportunities, benefits, and ultimately, the satisfaction of helping children to succeed. We invest in our staff wellbeing, it's our core ethos we call 'the best in everyone'.

Central Office staff work closely with schools, offering a wealth of expertise to underpin our knowledge. The specialist departments, including HR, finance, technology, strategy and performance, estates, and marketing, work alongside dedicated school improvement teams.

Committed to having a diverse and representative team

We welcome applications from everyone committed to our ethos and would particularly welcome applications from black and minority ethnic candidates, who are currently under-represented in the Group as a whole. We always appoint on merit.

Flexible Working

At United Learning, we value the dedication, professionalism and hard work of our teachers, support staff and school leaders, and strongly believe that everyone should



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be able to do their job without sacrificing a family life or compromising their well-being. We are committed to encouraging and enabling flexible working opportunities

throughout our schools wherever possible and will support employees seeking to work more flexibly.

Find out more about working with us at <https://www.ernestbevinacademy.org.uk/work-with-us>.

Job Summary



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Job title: Learning Teaching Assistant – Literacy

Location: Ernest Bevin Academy, Tooting, London.

Salary: United Learning Support Staff Pay Scale

Work Pattern: 39 weeks, term time only, 37.5 hours a week

Reports to: SENDco

Role Summary

The Learning Teaching Assistant – Literacy will play a key role in supporting students with literacy-related barriers to learning, helping them to develop the skills, confidence and independence needed to achieve success across the curriculum. Working closely with the SENDCo, teaching staff, families and external professionals, the post holder will deliver targeted literacy interventions, monitor student progress and provide tailored support to ensure students can fully engage in academy life. The role combines direct student support, progress tracking and collaborative working to promote inclusion, raise achievement and help every learner reach their full potential within a safe and supportive environment.

In particular, the post holder will:

- Deliver targeted literacy support that enables students to access learning and make sustained academic progress.
- Promote inclusion by helping students overcome barriers to learning and participate fully in academy life.
- Work collaboratively with teaching staff, families and external professionals to support individual student needs.
- Monitor, evaluate and record student progress to inform effective intervention and support planning.
- Foster students' confidence, independence and resilience through positive relationships and tailored support.
- Contribute to the academy's SEND provision by implementing agreed strategies and interventions.
- Champion reading, literacy and language development across the academy.
- Support the creation of a safe, inclusive and engaging learning environment where all students can succeed.
- Maintain accurate records and contribute to reviews, meetings and wider support planning for students.



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- Uphold the academy's commitment to safeguarding, student wellbeing and high expectations for all learners.



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JOB DESCRIPTION | Learning Teaching Assistant – Literacy

Key Responsibilities of the Post (not exhaustive):

Purpose:

- Work within the Academy as part of a team, under the general direction of the Principal who will be responsible for the overall policy of the educational programme and for matters of control and discipline within the Academy.
- Undertake activities with either individuals or groups of children to ensure their safety and facilitate their physical, emotional and educational development.
- Carry out pre-planned activities to support the development of students with literacy difficulties both socially and academically, following the graduated response.
- Monitor the progress of SEND students and carry out pre-planned intervention in order for them to access their learning.
- Work to establish a supportive relationship with the children and parents concerned.
- Encourage acceptance and inclusion of children with special educational needs.
- Promote and help build students' self-esteem.
- Supporting the main tutor, ability to take the register and follow-up with pastoral concerns where required.

Responsibilities:

- Assist in the educational and social development of the student/s you are assigned under the direction and guidance of the Principal, SENDCo, Director of Sixth Form and other professionals.
- Assist in administrative duties to support the inclusion department, such as contacting home, collecting teacher feedback and filling in referrals.
- Provide support for individual students for them to fully participate in activities across the school.
- Work with the English department, Literacy Coordinator and Heads of Year to monitor student interventions and progress.
- Complete tracking data and records of involvement with each student, evidencing the graduated approach.
- Keep a diary of work including a log of the dialogue between teachers and the LTAs, parent communication, and input from external professionals.
- Conduct lesson observations on students who potentially could be showing literacy difficulties and feedback to the SENDCo on the possibility of EP involvement.



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- Work with other professionals, such as Speech and Language Therapists and Occupational Therapists, as necessary, offering feedback and implementing recommendations.
- Support students with emotional or behavioural difficulties and help develop their attention and social skills.
- Deliver small-group or 1:1 literacy interventions (reading, spelling, comprehension).
- Track progress using assessments and report outcomes to the SENDCo.
- Plan, carry out and review interventions with small groups and/or individuals to provide high quality tutoring on targeted areas of need – literacy, reading and language skills.
- Support pupils in lessons where literacy needs are a barrier to learning.
- Promote reading strategies and provide classroom resources to aid literacy development.
- Liaise with English staff to support targeted pupils and align interventions with curriculum needs.
- Promote resilience and harness students' independence in order to prepare them for adulthood.
- Attend whole Academy, department briefings and INSET training sessions, with the desire to continuously improve your practice and share best practice.
- Utilise the Academies' Arbor management system, Provision Mapper and 4 matrix to analyse student achievement, attendance, behavioural logs and rewards to plan suitable interventions and mentor students.
- Keep up to date with relevant research and findings on SEN and educational research.
- Undertake regular CPD for supporting students with literacy difficulties.
- Liaise and work in partnership with other learning coaches to provide a well-rounded range of support for students to reach their true potential.
- To collect feedback, contribute, review EHCP outcomes and attend the EHCP annual reviews for students you support in the school.
- Provide relevant updates and continuous CPD to stakeholders on effective classroom support for students with literacy difficulties.
- Set a good example in terms of professional dress, punctuality and attendance.
- Undertake first aid training and administer first aid as required, alongside supervising pupils during break-time duties.

Safeguarding

- Undertake regular safeguarding as required.
- Ensure that statutory and Ofsted requirements for Safeguarding are met
- To promote the safeguarding of young people.



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General responsibilities

- Contribute to the overall ethos / work aims of the Academy.
- Provide a courteous reception to staff, young people and visitors.
- Help to foster and enhance strong links with local, national and global business and education providers to support and develop opportunities for the Academy.
- Participate in training and other learning activities as required.
- Undertake relevant training as required to support the functions of the post and to enhance personal development.
- Attend meetings as and when required.
- Undertake any other duties as specified by the Executive Principal, Principal or SENDCo.

This job description is not intended to be all-inclusive, and the successful candidate is expected to be flexible and proactive in meeting the needs of the school and willingly undertake any further duties required that are commensurate with the role.

This post is subject to an enhanced DBS disclosure and the post holder must be committed to safeguarding the welfare of children, and positively support equality of opportunity and equity of treatment to colleagues and students in accordance with the United Learning Equal Opportunities Policy and Code of Conduct.

Notes:

The job description may be amended at any time through discussion between the post-holder and the Principal and will in any case be reviewed annually as part of the Performance Management Process. In reviewing the job description account will be taken of:

The successful candidate should carry out professional duties in accordance with and subject to conditions of employment as set out in their contract.



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Person Specification

The selection panel will base its selection process on these criteria. At each stage of the process, the panel will assess the merits of each application to determine how far the criteria have been met.

CRITERIA	Essential	Desirable
QUALIFICATIONS AND EXPERIENCE	<ul style="list-style-type: none">• Grade C GCSE or equivalent qualifications in English, Maths and Science• Previous experience in working with children in a variety of forms	<ul style="list-style-type: none">• A degree or equivalent• Previous work in a school / educational setting• Experience of working with children who have a wide variety of educational needs
KNOWLEDGE AND UNDERSTANDING	<ul style="list-style-type: none">• Some understanding of how people learn	<ul style="list-style-type: none">• Barriers to students' learning• Supporting children with Special Educational Needs• How children learn and how to motivate them• An understanding of the curriculum and assessment methods in a secondary school





SKILLS	<p>A Learning Coach will be able to:</p> <ul style="list-style-type: none">• work with an individual student or a group• reinforce teaching points during teacher input, when appropriate• address misunderstandings and misconceptions in the student's learning• communicate effectively with all stakeholders within the Academies'• teach or reteach new concepts• consistently model appropriate and acceptable behaviour and good social skills• provide strategies for teaching staff in your area of specialism in the Learning Coach role• promote independence and resilience of students• discuss progress and targets with children• liaise with the SENDCo, Deputy	<ul style="list-style-type: none">• Experience in liaising with professionals (including external agencies)
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	<p>SENDCo and outside agencies</p> <ul style="list-style-type: none">• Be IT literate and competent in using Microsoft office.	
<p>PERSONAL CHARACTERISTICS</p>	<ul style="list-style-type: none">• Calm• Respectful of confidentiality• Empathetic• Enthusiastic• Flexible• Optimistic and positive• Resilient• Takes initiative	



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