

Briefing Pack for Applicants Level 3 Teaching Assistant



Dunston Primary & Nursery Academy

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

The school will undertake stringent and rigorous checks of identity and qualifications to ensure that we maintain the very highest standards of child protection for our students.

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May we take this opportunity to thank you in anticipation of your application. If, however, you have not heard from us by the proposed date for the interview you should assume that on this occasion your application has not been successful. In that event we wish you every success in any future applications you make.

Section 1: Post Advertisement

Post:	Level 3 Teaching Assistant
Location:	Dunston Primary & Nursery Academy
Salary:	NJC Grade 4, point 7: £26,403 to 12: £28,598 gross per annum
Actual	
Annual Salary:	£19,948.09 to £21,606.47 (under 5 years of service)
Contract:	Permanent, 32.5 hours per week x 39 weeks per year
Start date:	As soon as possible

Minerva Learning Trust is a growing multi-academy trust committed to providing an outstanding education for students from a wide variety of backgrounds across Sheffield and Derbyshire. Founded in 2014, Minerva Learning Trust has expanded to a thriving family of schools, including primary, secondary, sixth form, and a unique post-16 provision. We have a strong track record of school improvement, successfully transforming schools from Ofsted ratings of RI and Inadequate to GOOD.

We are seeking to appoint a hard-working and highly organised individual to undertake the important role of Teaching Assistant (Level 3).

Candidates are encouraged to visit the school or have an informal discussion about the role with Mrs Louise Parker, Headteacher. Arrangements for this can be made by contacting Miss Eloise Foxley-Johnson, via e-mail efoxleyjohnson@dunston-mlt.co.uk.

The closing date is Friday 7th November 2025 and interviews will take place on the week commencing Monday 10th November.

The Trust is committed to safeguarding and promoting the welfare and safety of children and young people and expects all staff to share this commitment, further information can be found in our child protection and safeguarding policy on our statutory information page on our website [Statutory Information - Minerva Learning Trust](#). The successful candidate will be required to complete an Enhanced Disclosure and Barring Service (DBS) check. In line with KCSIE, the trust/school will be carrying out online searches on shortlisted candidates as part of their due diligence.

Further information is available by contacting Ms Foxley-Johnson via e-mail: efoxleyjohnson@dunston-mlt.co.uk

Please ensure that you do not fill in a Local Authority application form in respect of this vacancy, *ONLY MINERVA LEARNING TRUST APPLICATION FORMS WILL BE ACCEPTED.* Please provide telephone numbers and email addresses for yourself and referees.

Section 2: Letter from the Chief Executive – Bev Matthews

Dear Candidate,

Thank you for your interest in this role within Minerva Learning Trust. Minerva Learning Trust was established in October 2014 with the vision of providing outstanding education for pupils who are from a wide variety of backgrounds. As a Trust our mission, vision and values are central to our work and are the driving force behind all that we do. Our vision of Outstanding Together, Working Together and Learning Together is underpinned by our core values of Inclusion, Independence, Respect and Success.

Through our values we foster an ethos of collegiality, we ensure inclusion is at the heart of all we do and we work hard to ensure that every child succeeds, no matter what their background or circumstance. We resolutely believe that we are stronger together and that each school within the MAT has individual strengths and we celebrate the diverse and unique qualities of each particular school.

We recognise that the commitment and care shown by all our staff is fundamental to the success of our young people. As such, we work hard to ensure that staff are supported, encouraged, developed, respected and listened to within an enjoyable and rewarding working environment. Our culture is one of professional trust, respect, honesty and integrity and we want our staff and students to work and learn within an environment that enables them to flourish and to work at their best.

The professional development of staff, including opportunities for research, is a key priority of Minerva Learning Trust. As such, we seek to enrich employee capability and maximise the strength and contribution of each individual who works with us. The Trust believes in investing in the learning and development of its employees through a range of opportunities which are aligned to the needs of the organisation and its young people.

This is an exciting opportunity and time to join our Trust. If you choose to apply you will be choosing to work alongside a team of dedicated professionals who passionately believe in the power of education to change the life chances of young people.



Bev Matthews
Chief Executive Officer

Section 3: Letter from the Headteacher – Louise Parker

Dear Applicant,

Thank you for taking an interest in applying for the post at Dunston Primary & Nursery Academy. I am privileged to be the Headteacher at Dunston Primary & Nursery Academy and extremely honoured to have been entrusted with the job of leading such a great school since September 2023.

Since I was appointed in September 2023, I have worked hard to establish strong relationships with our staff, young people and their families, and understand what is needed to take the school forward.

Dunston Primary & Nursery Academy is an **inclusive school** that ensures all students are able to **Be the Best you can Be!** We aim to foster enjoyment in learning, so that each individual has the opportunity to **make good progress and achieve excellence**. We ensure we develop **confident individuals** who are able to live safe, healthy and fulfilling lives, whilst also being a responsible and active citizen who will make a **positive contribution** to society.

Our strategic priority is for all individual students to achieve and exceed their expected outcomes. In order to support the strategic aims of the school, we ensure the following;

- High quality teaching and learning experiences both within and outside the classroom by employing an ambitious and forward-looking curriculum and assessment system across all key stages.
- A family support structure that ensures every student and their family has the guidance and support tailored to their individual needs.
- A focus on Inclusion, mental health and wellbeing for all.
- A pro-active Pupil Parliament and student leadership structure to inform the decisions made by the School Leadership Team to help students in achieving their potential.
- The opportunities to develop students' moral and social understanding.
- Strong and effective working relationships between staff and our students.
- A warm and welcoming environment.

We have high expectations of everyone, staff, and students alike, and work hard to develop positive relationships to create a firm sense of togetherness. In doing so we promote the following values which are at the **HEART** of all we do: **Hard working, Empathy, Aspirational, Resilience and Together**

Here at Dunston, we are ambitious for both the school and its community and are committed to continued improvement. Our staff are our most valuable asset and we are committed to attracting the best staff to the school and ensuring their personalised professional development, with our core purpose being the improved quality of teaching and learning for all.



Our students are approachable and friendly. Please come and see for yourself; we welcome visitors to the school.

If you believe you have the necessary skills and experience to join our organisation and help us achieve our mission then we look forward to receiving your application.

We look forward to receiving applications from candidates who would love to join us on our journey to excellence.

L Parker

Section 4: Job Description

	<h1>Minerva Learning Trust Job Description</h1>	
<p><i>Minerva Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.</i></p>		
POST TITLE	Level 3 Teaching Assistant	
GRADE/SALARY	Grade 4, point 7 to 12 (FTE: £26,403 – £28,598 / Actual: £19948.09 - £21,606.47)	
HOURS/WEEKS	32.5 hours x 39 weeks (term time only)	
LOCATION	Dunston Primary and Nursery Academy	
RESPONSIBLE TO	Headteacher	
RESPONSIBLE FOR	<p>Specialist Teaching and Learning Assistants' work is primarily to:</p> <ul style="list-style-type: none"> • Foster the participation of pupils in the social and academic processes of the academy • Support pupils to become more independent learners • Raise standards of achievement for all pupils 	
PURPOSE OF THE JOB	<ul style="list-style-type: none"> • Qualified Teaching and Learning Assistants are appointed to work with pupils as part of a team under the direction of the Senior Leadership • To offer additional support to children as part of our keep up and catch up offer • To offer extra support for some children with complex learning needs such as Autism, ADHD, SEMH and Speech and Language Difficulties 	
RELEVANT QUALIFICATIONS	Very good literacy/numeracy skills. NVQ 3 for Teaching Assistants or equivalent qualifications or experience. Training in the delivery of	

	relevant interventions and/or specific training or experience in a particular area of special educational needs.
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SPECIFIC DUTIES AND RESPONSIBILITIES

The post-holder, must at all times, carry out his/her duties and responsibilities within the spirit of Minerva Learning Trust and School policies and within the legislative framework applicable to academies.

MAIN DUTIES

This is not a comprehensive list of all tasks which may be required of the post holder. It is illustrative of the general nature and level of responsibility of the work to be undertaken, commensurate with the grade.

SUPPORT FOR PUPILS

1. Use specialist (curricular/learning) skills/training/experience to support pupils struggling with learning or disengaged from learning.
2. Establish productive working relationships with pupils, acting as a role model and setting high expectations.
3. Promote the inclusion and acceptance of all pupils within the classroom.
4. Support pupils consistently whilst recognising and responding to their individual needs.
5. Encourage pupils to interact and work co-operatively with others and engage all pupils in activities.
6. Promote independence and employ strategies to recognise and reward achievement of self-reliance.
7. Provide feedback to pupils in relation to progress and achievement.

SUPPORT FOR THE TEACHER

8. Work with the teacher to establish an appropriate learning environment.
9. Work with the teacher in lesson planning, evaluating and adjusting lessons/work plans as appropriate.
10. Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives.
11. Provide objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
12. Be responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems/records as requested.
13. Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour.
14. Liaise sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/meetings with parents with, or as directed.
15. Provide general clerical/admin. support e.g. produce worksheets for agreed activities etc.

SUPPORT FOR THE CURRICULUM

16. Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs.
17. Implement local and national learning strategies e.g. literacy, numeracy, early years and make effective use of opportunities provided by other learning activities to support the development of relevant skills.
18. Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
19. Help pupils to access learning activities through specialist support.
20. Determine the need for, prepare and maintain general and specialist equipment and resources.

SAFEGUARDING

- To be aware of and work in accordance with the school's child protection policies and procedures in order to safeguard and promote the welfare of children and young people and to raise any concerns relating to such procedures which may be noted during the course of duty.


OTHER SPECIFIC DUTIES

- To play a full part in the life of the school community, to support it's mission and ethos and to encourage staff and students to follow this example.
- To actively promote the school and Trust's policies.
- To be courteous and provide a welcoming environment.

GENERAL

1. To be aware of, and comply with, Trust and school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
2. The above duties are not exhaustive and the post-holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Headteacher and Local Governing Body.
3. This job description will be kept under review and may be amended via consultation with the individual, Headteacher and Local Governing Body as required. Trade Union representatives will be welcome in any such discussions.

Section 5: Person Specification

Minerva Learning Trust Person Specification	
	
Post title: Level 3 Teaching Assistant	
Minimum Essential Requirements	Method of Assessment
QUALIFICATIONS AND TRAINING	
NVQ level 3 for Teaching Assistants or equivalent qualification or Experience.	AF
Good standard of education, including English and Maths to Grade C	AF
First Aid at Work qualification (or be prepared to train)	AF
KNOWLEDGE AND EXPERIENCE	
At least 3 years' experience in a school setting	AF
Experience of supporting students in a classroom environment, including those with special educational needs	AF
Experience of using information technology to support pupils in the classroom	AF
PROFESSIONAL DEVELOPMENT	
Develops own knowledge and skills to improve service area performance	AF/I
Evidence of a commitment to Professional Development	AF/I
Willingness to actively participate in professional development	AF/I
SKILLS	
Good standard of education, including English and Maths to Grade C	AF/I
Ability to work alone unsupervised	AF/I
Ability to establish positive relationships with students and understand their needs	AF/I
Good organisational skills	AF/I
Good interpersonal/communication skills	AF/I
QUALITIES AND ATTRIBUTES	
High Expectations of self and others	AF/I
Ability to relate positively to students and show a fundamental commitment to them and their development	AF/I
Ability to work cooperatively with a wide range of staff and as part of a team.	AF/I
EQUAL OPPORTUNITIES AND SAFEGUARDING	
An understanding of safeguarding issues and promoting the welfare of children and young people.	AF/I
A commitment to safeguarding students.	AF/I
Suitability to work with children.	AF/I
A commitment to equal opportunities.	AF/I
Ability to recognise discrimination and willingness to put Equality Policies into practice.	AF/I

Section 6: The Appointment Process

These notes are intended to guide you when making an application.

1. The Application Form

You must complete the standard Minerva Learning Trust job application form neatly, fully and accurately, including exact dates. The form may be typed or handwritten but if you do write it by hand please make sure that it is legible and that you use black ink. Indicate clearly on the front page the post you are applying for. You are requested to submit a concise application.

2. Education and Training

State your qualifications and any training you have undertaken relevant to the post.

3. Present Appointment

Make it clear what your present post is, which establishment you work in and who your employer is.

4. Previous Appointment

When completing this section, it is important that you offer a continuous record, or an explanation of any gaps to allow full account to be taken of your experience, for example, child raising, voluntary work.

5. Referees

If you are currently working, or have worked before, your first reference must be your present or most recent employer.

- Your second reference should, where possible, be from your second most recent employer or, if that employment was not working with children but you have worked with children in the past, your most recent child-centred employment.
- Employment references must be from a senior person who knew you in a management capacity. If your reference is from an education establishment, the referee must be the Headteacher or equivalent.
- If you are an ECT, your first reference should be the Headteacher of the school in which you completed your main placement; the second should be your ITT provider.
- If you have not previously been employed, then Headteachers, College Lecturers, or other persons who are able to comment authoritatively on your educational background and/or personal qualities, are acceptable as referees.
- Wherever possible, the email addresses given for your referees should be their work email (or equivalent), not their personal email address.

Suitable referees are people who have direct, recent experience of your work and who are in responsible positions. We may need to contact them at short notice so please be specific with regard to contact addresses including e-mail and telephone numbers.

6. The Supporting Statement/Letter of Application

The supporting statement or letter is regarded as a very important part of your application. You should make statements that demonstrate how your qualifications and experience match the post. You should take particular care to demonstrate how you meet the person specification included as part of these details. **Please limit your supporting statement to two sides of A4 in size 11 font.**

7. Arrangements for Interview

Shortlisted applicants will be contacted as soon as possible after the closing date. Referees are contacted prior to the interview stage for teaching and some support staff posts. We would ask that all shortlisted applicants read the safeguarding information on the school website prior to attending the interview. All shortlisted applicants will be asked to complete and return a criminal records self-disclosure form before interview. You must disclose all convictions, cautions, reprimands, final warnings, binding over or other orders, pending prosecution or criminal investigations that are not 'protected'. This should be returned prior to interview, via email to the Support Services Officer – Miss Eloise Foxley-Johnson efoxleyjohnson@dunston-mlt.co.uk.

8. The Interview

Candidates will be invited to spend a day visiting the school during which time they will have the opportunity to meet staff and students and see the school at work. Interviews are likely to take place in the afternoon.

9. Feedback

Feedback is offered to those candidates who are shortlisted and not recommended for appointment. It is hoped that this information will help you with future applications.

10. Selection for Appointment

Selection is made conditional upon the successful candidate meeting the Trust's requirements for health, physical capacity and conduct.

11. Arrangements for Applications

When you have completed your application, the completed form and covering letter should be e-mailed to efoxleyjohnson@dunston-mlt.co.uk by the closing date.

