Prince Henry's Grammar School
COLLABORATIVE LEARNING TRUST



TEACHING ASSISTANT

INFORMATION FOR APPLICANTS

NJC Grade B1-B3 Scale Point 4-11
Actual Salary £18,540.69 - £20,717.88 Per Annum

31 Hours Per Week

Permanent
Term Time Only, Plus 2 Additional Days

Required ASAP

TEACHING ASSISTANT

Location:	Prince Henry's Grammar School
Contract:	Permanent Term Time Only, Plus 2 Additional Days 31 Hours Per Week
Closing Date:	Wednesday 9th December 2026
Selection Day:	W/c Monday 14th December 2026

Ofsted Outstanding Provider

TEACHING ASSISTANT

Thank you for your enquiry regarding this post.

Please look on the school's website www.princehenrys.co.uk for more information about the school and for relevant policies e.g. Child Protection etc.

You will find in this booklet:

- Information about the post
- Information from the headteacher
- Job Description
- Person Specification
- Guidance for completing the application form

If you have a disability and require this information in a different format, for example, Braille, larger print or on CD, please contact the HR Administrator at the school:

hrs@princehenrys.co.uk

The closing date for applications is **Wednesday 9th December 2026**. Please note that it is our policy not to accept late applications. Shortlisting will commence immediately, and it is anticipated that interviews will be held **w/c Monday 14th December 2026**.

Following the closing date, a recruitment panel will review the information provided and consider how well it matches the person specification. Shortlisted candidates will then be invited in for interview and references taken. On the interview day a number of sessions may be organised which may include completing a tour of the school, a written or data task, meeting with students or, dependent on the role, a combination of the above. The results of these sessions will inform the panel in their decision to take candidates through to a formal interview.

The school is committed to safeguarding and promoting the welfare of our students and expect all staff and volunteers to share this commitment. All appointments will be subject to an Enhanced Disclosure and Barring Service check. Shortlisted candidates are also subject to a basic online search in line with KCSiE policy 2025.

We aim for diversity within our workforce. Applications are welcome from all, irrespective of sex, sexuality, race, religion, marital status, age, disability, pregnancy/maternity, gender identity or gender transition.

All Collaborative Learning Trust schools are non-smoking/vaping sites.

Please note it is the Trust's policy that reimbursement will not be made with regard to candidates' expenses.

INFORMATION ABOUT THE POST

At Prince Henry's Grammar School, we are committed to ensuring that all students flourish and achieve, regardless of barriers to learning. The role of the teaching assistant is vital in supporting our SEND students to achieve their full potential. If you are keen to make a difference working with young people, whilst also developing your own skill set and expertise, then this could be the role for you.

THE INCLUSION TEAM

The Inclusion Team is a highly successful team led by the Special Educational Needs co-ordinator (SENCo) and managed by the Deputy Headteacher: Quality of Education. The Team includes one Inclusion Officer: SEND, a SEND Intervention Manager, two Learning Mentors and a number of Teaching Assistants.

At present there are 32 students with Educational Health & Care Plans and there are approximately 240 students on the Special Educational Needs Register.

Since being revalidated with the Inclusion Chartermark, which gave us an opportunity to share and celebrate our inclusive practice, the team has continued to maintain and build highly successful relationships with faculties and staff in school. The input and achievement of our Teaching Assistants is greatly valued by staff, students and parents/carers.

TA's will work with a range of faculty areas to support groups and/or individuals, developing resources and supporting Faculty Leaders and teachers to best meet the needs of all students.

INFORMATION ABOUT COLLABORATIVE LEARNING TRUST

Currently, the Trust comprises of:

1. Prince Henry's Grammar School, Otley, Leeds
2. Bramhope Primary School, Bramhope, Leeds
3. St Mary's Church of England Primary Academy, Hunslet, Leeds
4. Micklefield Church of England Primary Academy, Micklefield, Leeds
5. All Saints Church of England Primary School, Little Horton Green, Bradford
6. Trinity All Saints Church of England Primary School, Bingley
7. Ashfield Primary School, Otley, Leeds
8. St Oswald's Church of England Primary School, Guiseley, Leeds
9. The Whartons Primary School, Otley, Leeds

VISION

The Collaborative Learning Trust will be recognised as a highly successful learning community that provides outstanding, sustainable, and inclusive 'nursery to 19' education for young people of all abilities. Students will leave Collaborative Learning Trust schools having enjoyed their education and developed into lifelong independent learners with the creativity, adaptability, resilience and leadership skills to contribute to, and succeed in, our 21st century society.

Our vision is underpinned by the following values:

- **Education for the common good of the whole community** – supporting the development of lifelong independent learners with the creativity, adaptability, resilience and leadership skills to contribute to society
- **Education for dignity and respect** – a focus on equality for all, trust, integrity, respect and an appreciation of diversity
- **Education for wisdom, knowledge and skills** – high quality teaching and learning designed to secure the 'all round' education of young people and engender a passion and enthusiasm for learning
- **Education for hope and aspiration** – a culture of aspiration and success (in students, staff and governance)

This will be achieved through:

- A commitment to a genuinely collaborative approach to ensure sustained school improvement towards the vision
- Strong ethical leadership and behaviour at all levels
- Autonomous ethos and identity for each school, whilst sharing core values and vision across both church and non-church schools
- Effective staff professional development and opportunities for excellent practitioners to develop their career

We as a Trust have signed up to the Yorkshire and Humber climate action pledge, making a commitment to protecting the climate and nature

COLLABORATIVE LEARNING TRUST EMPLOYEE BENEFITS

The Collaborative Learning Trust promotes employee wellbeing across all of our schools. Our well-being charter defines well-being as "The State of being comfortable, healthy and happy". We understand that the responsibility for well-being is shared across all members of our community and it aligns perfectly with the values of our Trust.

One of the many ways we implement this is through our fantastic employee benefits, which include:

Employee Assistance Programme:

A 24/7 confidential advice and counselling helpline available at no cost to all employees.

Pension Scheme:

We offer a fantastic teaching and support staff pension scheme.

Cycle to work scheme:

Spread the cost of a new bike over 12 or 24 months through salary sacrifice (terms and conditions apply).

Home and Tech scheme:

Spread the cost of a Curry's or Ikea gift card over 12 months through salary sacrifice (terms and conditions apply).

bYond:

A pre-paid card that lets you earn cashback when shopping at your favourite stores.

Extras discounts:

Save up to 10% on the upfront cost of a wide range of big-brand gift cards.

Tastecard Promotions:

Discount on an annual subscription which allows you to Save up to 50% off at hundreds of participating restaurants.

RAC Membership Cover:

A 12-month salary sacrifice offering different levels of cover options for up to 4 vehicles (terms and conditions apply).

INFORMATION ABOUT PRINCE HENRY'S GRAMMAR SCHOOL

Prince Henry's is an over-subscribed comprehensive school with over 1640 students, including around 350 in the Sixth Form. We are proud of our school, students, staff and community and were delighted to have our recent Ofsted report from November 2024 endorse our strengths in judging us 'Outstanding' in all areas. Regardless of our current success, we strive for the continuous improvement of our educational provision so that our students are fully prepared for 21st century society. We serve the market town of Otley (in the Wharfe Valley) and the surrounding villages including Pool, Bramhope and Adel. The Wharfe Valley is a wonderful region in which to live and work. It is close to areas of outstanding natural beauty, yet also benefits from good transport links to key towns and cities across the country.

Prince Henry's Grammar School has a rich history dating back to its Royal Charter of 1607 and to this day the school remains at the heart of the local community. We work hard to maintain strong links, for example through community use of our sporting facilities and our provision of an extensive Community Education Programme.

High standards, in both the academic and broadest sense of the word, continue as the underlying principles of all that we do. Our behaviour and achievement policy, known as Positive Discipline, is central to this. The system rewards students for what they do well, whilst also providing a framework within which misdemeanors are challenged and sanctioned in a consistent manner. This results in the extremely positive attitudes to learning that exists amongst our students. Prince Henry's is an enjoyable place to work and learn and we aim to appoint colleagues who shares our commitment to high professional standards.

Our focus on equality and diversity has a significant impact on the philosophy and operation of the whole school. An international perspective is evident in all areas of school life and all colleagues are expected to deal with issues of global citizenship and equality through their role in school. Typically, over 500 students take part in one of a dozen or more foreign trips and exchanges each year.

Our commitment to promoting equality and celebrating diversity lies at the heart of our vision, and we have received national acclaim for our work in this respect. The school holds the highest level of the Stephen Lawrence Education Standard and has supported several other schools to develop their own inclusive practices through the RED award developed internally.

Extra-curricular and enrichment provision is rich and varied. There are strong sporting traditions (including rugby, netball, hockey, athletics and swimming) and considerable interest in outdoor pursuits through a successful Duke of Edinburgh Award programme. Music, drama and a variety of other activities also flourish. Governors and trustees are keen to appoint staff who will support the vibrancy of our school.

For further information about Prince Henry's, including details of the current curriculum offer, please see the school website www.princehenrys.co.uk and the school's prospectus documents here.

INFORMATION FROM THE HEADTEACHER

Dear Prospective Applicant,

We would like to thank you for your interest in applying for this post at Prince Henry's Grammar School.

Of particular interest to new members of staff is the emphasis placed on high quality professional development. Prince Henry's is a strategic partner in the Red Kite Teaching School Alliance and as such we work with our partners to develop and deliver high quality CPL to staff in our own school and across the region. This ensures good access to development opportunities for our teaching and associate staff.

A number of services and benefits have been developed including such things as free coffee/tea at break time, parking, annual flu vaccinations, access to Cycle to Work and Technology schemes, staff takeaway meal service through Henry's Diner, long service awards and social events organised by the Staff Committee. There is also an opportunity for the children of staff to access the excellent education available at Prince Henry's in line with the Admissions Policy.

Over recent years the already strong educational provision at Prince Henry's has improved even further, and consequently the reputation of the school. As a result, Prince Henry's has grown in size, including significant growth in the sixth form. Despite the school's achievements, governors and school leaders are not complacent, and seek to employ staff with the ambition, knowledge and skills to contribute to further improvement in this larger than average comprehensive school.

This is an exciting time to join a forward-thinking and ambitious school. I have been in post as Headteacher since April 2022 and have since made three appointments to the Senior Leadership Team. As such, we are looking to keeping the aspects which work constant and maintain excellence, whilst pushing ourselves even further to ambitious levels. That said, staffing is stable at Prince Henry's; it is hard to leave such a wonderful school and we all benefit from a huge range of experience and stability.

We hope that after reading the information about this vacancy you will want to apply. Please clearly describe your relevant skills and abilities, knowledge and experience (see Person Specification) in the appropriate sections of the application form and explain why these make you an ideal candidate for your chosen post. We look forward to receiving your application.

Yours faithfully

Sally Bishop
Headteacher



JOB DESCRIPTION: TEACHING ASSISTANT

Name:	
Subject:	**Teaching Assistant**
Salary Grade:	**NJC Grade B1-B3 Scale Point 4-11** **Actual Salary £18,540.069 - £20,717.88 Per Annum**
Contract Type:	**Permanent – Term Time Only, Plus 2 Additional Days** **31 Hours Per Week**
Responsible to:	**SENCO or Faculty Leader**

The Inclusion Team comprises a SENCO, Inclusion Officer: SEND, a SEND Intervention Manager, two Learning Mentors and Teaching Assistants.

At Prince Henry's Grammar School responsibility for ensuring appropriate provision for students with Special Educational Needs lies with every faculty and teacher. Advice and support are provided by the Inclusion Team. Faculties are responsible for ensuring that the curriculum is accessible to all students and they are supported in this by the Teaching Assistants.

PURPOSE OF ROLE

Teaching Assistants work under the direction of the SENCO, Faculty Leaders, Inclusion Officer: SEND and the Class Teacher. Support is for **all** students with whom the TA comes into contact.

TA's will work with a range of faculty areas to support groups and/or individuals, developing resources and supporting Faculty Leaders and teachers to best meet the needs of all students.

Main Duties:

1. Work in partnership with class teachers to enable students to access the curriculum

2. Promote a positive and inclusive learning environment in the classroom and encourage students to achieve their personal best

3. Promote and support the inclusion of all students, including those with specific needs across all learning experiences

4. Assess students' responses to learning tasks and where appropriate, modify methods to meet individual and/or group needs

5. Use positive behaviour management strategies, in line with the school's policy and procedures, to contribute to a purposeful learning environment and encourage positive behaviour and interactions from all students

6. Work with individuals or small groups in the classroom, Learning Support Unit or elsewhere as directed

7. Assist the SENCO in collecting information for reviews

8. Maintain records as appropriate to better inform SENCO and Faculty Leaders regarding support for all students

9. Assist Personal Tutors/Key Stage Directors/Year Managers with pastoral issues

10. Liaise with parents/carers when necessary

11. Identify any concerns regarding students learning and communicate this with appropriate staff

12. Assist with the supervision of students out of lesson times e.g. visits/trips, clubs, extra-curricular activities, break and lunchtimes

13. Attend Faculty Meetings (usually Monday), SENCO briefing and other relevant meetings and training as required

14. Liaise with Faculty link to support development of the curriculum and achievement for all students, including alternative qualifications.

15. Keep up to date regarding students' needs, effective support strategies

16. Provide access arrangements for designated students for internal examinations

17. Support vulnerable students with personal health and hygiene

Generic Duties:

18. Be a positive role model to all students in their presentation and their personal/professional conduct

19. Be aware of and comply with policies and procedures relating to the school and child protection, health, safety and security and confidentiality, reporting all concerns to an appropriate person

20. Be aware of and comply with the code of conduct, regulations and policies of the school

21. Be aware of equal opportunities legislation and, along with colleagues, work towards ensuring that the school complies with its requirements

22. Be aware of and support differences, ensuring all students have equal access to opportunities to learn and develop

23. Contribute to the overall ethos, aims and objectives of the school including the school's commitment to safeguarding and promoting the welfare of children and young people

24. Appreciate and support the role of other professionals

25. Be aware of the school's duty of care in relation to staff, students and visitors and to comply with the health and safety policy at all times

26. Establish and maintain positive, constructive and professional working relationships with staff, visitors, students, parents and other professionals of the school

27. Recognise own strengths and areas of expertise and use these to advise and support others

28. Participate in the School's Performance Appraisal process and seek to develop knowledge and skills through professional development opportunities

Carry out any other duties commensurate with the grade of the post, as directed by the Headteacher

Many of the above depend on the style of teaching used in the mainstream classroom and the skills of the individual support staff. However, the development of a good working relationship between the subject specialist and the support staff will enable them to work together for the benefit of all students.

Supporting the Teacher

A TA who is well informed and confident will enhance the work of the students, help them to stay on task, help the teacher to set more ambitious learning tasks, provide more speaking, reading and writing opportunities for students, and make useful contributions to lesson plans, Pupil Centred Passports and students' targets. The teacher has the responsibility for what is being taught and for the conduct of the students. However, all the evidence shows that the team of teacher and TA works well when the TA is informed by the teacher of the plans and intentions for the lesson.

The TA provides support to the teacher and through this to students and to the teaching of the curriculum. The TA works under the direction of the teacher, whether in the whole class or on their own with a small group of students or an individual.

TAs should contribute fully to the information held on students, including the nature of the difficulties that hamper students' progress. Teachers should be able to recognise and take full advantage of the detailed knowledge the TAs gain on individual students. Feedback to the teacher by the TA after small group or individual work contributes to the teacher's assessment of the students and provides information that is valuable in planning future work. TAs will use and create differentiation strategies and resources to support learning to be shared/created/collaboratively with teaching staff.

In accordance with guidance provided within the School's Positive Discipline Policy a TA can provide valuable reinforcement in dealing with behaviour problems and potential disruptive behaviour from students. Teaching Assistants should always work under the direction of the classroom teacher when they are involved in supporting the Positive Discipline policy.

Supporting the School

The TAs at Prince Henry's Grammar School are not only part of the staff but are part of a very successful team, and as such will translate school policies into practice and further the ethos of the school.

Job descriptions may change and/or be amended, the postholder may be required to fulfil other duties commensurate with the role.

HEALTH & SAFETY

All staff will make themselves familiar with the requirements of the Health and Safety Policy which are relevant to their work**.**

SAFEGUARDING

Collaborative Learning Trust is committed to promoting and safeguarding the welfare of all children and expect all staff and volunteers to share this commitment. This post is subject to an enhanced Disclosure and Barring Service (DBS) checks.

In line with KCSiE 2026, we will carry out an online search as part of our due diligence on shortlisted candidates. This may help identify any matters that are publicly available online, which we might want to explore with you at interview.

Signed ……..

Date……

PERSON SPECIFICATION- TEACHING ASSISTANT

Title of Post	TEACHING ASSISTANT
Specification Prepared By	HR
Date	November 2026

	Qualifications	**Essential/ Desirable (E/D)**	**How identified**
1.	English & Mathematics GCSE Grade A*-C or equivalent	E	Application and Selection process
2.	Recognised relevant qualification or equivalent experience at NVQ Level III, GNVQ, A Level	D	
3.	Social work, youth work, counselling, or mentoring qualification	D	

	Experience and Professional Development	**Essential/ Desirable (E/D)**	**How identified**
1.	Recent relevant experience working with young people whose learning may have been impeded due to a range of circumstances	D	Application and Selection process
2.	Recent work in a school or other organisation dealing with young people	D	

	Knowledge	**Essential/ Desirable (E/D)**	**How identified**
1.	Willingness to develop knowledge of school/education and SEND provision	E	Application and Selection process
2.	Willingness to develop knowledge of how to identify existing potential barriers to learning and jointly engage in strategies to overcome these barriers	E	
3.	Understanding of principles of child development and learning processes	D	

Skills and Abilities		Essential/ Desirable (E/D)	How identified
1.	To work effectively with, and command the confidence of, the Deputy Headteacher: Quality of Education, SENCO, teaching staff and senior leadership within the school	E	Application and Selection process
2.	To engage constructively with, and relate to, a wide range of young people and families/carers with different social backgrounds	E	
3.	To identify potential barriers to learning and jointly engage in strategies to overcome these barriers	E	
4.	To see the TA role as a post designed to achieve the targets in the Pupil Centred Passport	E	
5.	To work effectively in a student-centred way to fulfil the duties on the job description	E	
6.	To inspire, motivate and engage students encouraging them to learn	E	
7.	To work in a positive and flexible way	E	
8.	Good ICT skills and the ability to use ICT effectively to support learning	E	
9.	First Aid	D	
Personal Attributes		**Essential/ Desirable (E/D)**	**How identified**
1.	A commitment to positive teamwork and collaboration to achieve results	E	Application and Selection process
2.	A commitment to continuing professional development	E	
3.	A high standard of professional appearance	E	
4.	Adaptability to changing circumstances and new ideas	E	
5.	A sense of humour and perspective	E	
6.	An appetite and stamina for challenging work	E	
7.	A solution-focused mindset and determined "no excuses" approach to raising standards	E	

8.	Commitment to upholding the schools' and the Trust's ethos, values, policies and procedures	E	
9.	Flexible attitude towards working hours e.g. start and finish times, to fit in with the needs of the school	D	
Equal Opportunities		**Essential/ Desirable (E/D)**	**How identified**
1.	Acceptance of, and a commitment to, the principles of the schools' and the Trust's equal opportunities policies and practices as they relate to employment issues and to the delivery of services to the students and community	E	Application and Selection process
2.	Commitment to equal opportunities policies relating to all protected characteristic in an educational context	E	
Safeguarding		**Essential/ Desirable (E/D)**	**How identified**
1.	Ability to form and maintain appropriate relationships and personal boundaries with children and young people	E	Selection process and completion of an Enhanced DBS check
2.	Has appropriate motivation to work with children and young people and can relate to them	E	
3.	Displays commitment to the protection and safeguarding of children and young people	E	
4.	Good knowledge and understanding of the importance of safeguarding students and the welfare of staff and the action to take to support this	E	
Personal Circumstances		**Essential/ Desirable (E/D)**	**How identified**
1.	Legally entitled to work in the UK	E	ID
2.	No contra-indicators in personal background or criminal record in showing unsuitability to work with children/young people/ vulnerable clients/ finance	E	Completion of Criminal Background declaration and Enhanced DBS check

3.	Willingness to complete a Pre-Employment Health Declaration if appointed	E	Pre-Employment Health Declaration

Collaborative Learning Trust is committed to promoting and safeguarding the welfare of all children and expect all staff and volunteers to share this commitment. This post is subject to an enhanced Disclosure and Barring Service (DBS) checks.

GUIDANCE FOR COMPLETION OF THE ON-LINE APPLICATION FORM

Please complete the application form in full, giving as much information as possible and answering **all** questions before submitting the application.

REFERENCES

Please supply details of two referees, one of which must be your current or most recent employer. If you are currently working in a school setting then one of the referees must be the current Headteacher. Friends and family cannot be used as referees.

If you are not currently working with children, but have done so in the past, then an additional reference from that employer will be required.

Safer Recruitment procedures require that we contact at least one referee before interview.

EMPLOYMENT HISTORY

Please list previous appointments in sequence, current or most recent first. Please include your salary grade in the Position Title e.g Reception Teacher M4 + TLR2A. Please also include at the end of the Responsibilities section the reason why you left the post e.g. promotion, relocation etc. Please also list other work experience and the details and nature of the work/activity. If you were not in work at any time please give details of what you were doing e.g. Gap Year Jan 2011-Jan 2012, Unemployed July 2010–December 2010 etc.

EDUCATION HISTORY

Please ensure that you advise all your qualifications, in date order current or most recent first, including those obtained at school. Please advise the grade achieved with regard to degree qualification i.e. BA in History 2:i. Please list all A levels together in one box and in another box list all GCSEs together, along with the grades obtained.

OTHER COURSES OR PROFESSIONAL DEVELOPMENT

Please include any professional development that may be relevant including dates and grades obtained.

INFORMATION TO ADDRESS THE PERSON SPECIFICATION

Please use the sections provided to detail your Skills and Abilities, Knowledge and Experience as described in the Person Specification and relevant to the Job Description. You can use the Additional Information section to detail anything else that you feel is relevant to the role and why you feel you would be an ideal candidate for this post.

STATEMENT ON THE RECRUITMENT OF EX-OFFENDERS

- As an organisation which is exempt from the Rehabilitation of Offenders Act and using the Disclosure and Barring Service (DBS) to assess applicants' suitability for positions of trust, we comply fully with the DBS Code of Practice and undertake to treat all applicants for positions fairly. We do not discriminate unfairly against any subject of a Disclosure on the basis of conviction or other information revealed.

- We are committed to the fair treatment of our staff, potential staff or users of our services, regardless of race, gender, religion, sexual orientation, responsibilities for dependants, age, physical/mental disability or offending background

- We actively promote equality of opportunity for all with the right mix of talent, skills, and potential and welcome applications from a wide range of candidates, including those with criminal records. We select all candidates for interview based on their skills, qualifications, and experience.

- All applicants who are offered employment in a school will be subject to an Enhanced Disclosure and Barring Service check. This will include details of cautions, reprimands and warnings as well as spent and unspent convictions. An enhanced disclosure may also contain non-conviction information from local police records which a chief police officer thinks may be relevant. A statement advising that a Disclosure will be requested in the event of the individual being offered the position will be shown in all job adverts and recruitment packs.

- We can only ask an individual to provide details of convictions and cautions that we are legally entitled to know about. Applicants must therefore disclose all spent and unspent convictions, cautions, reprimands and final warnings that are not 'protected' (i.e. filtered out) as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) order 1975 (as amended in 2013).

- We ensure that staff involved in recruitment have received appropriate guidance on the relevant legislation relating to the employment of ex-offenders (e.g. the Rehabilitation of Offenders Act 1974 and its amendments in 2013) and know how to access advice and support.

- You will have the opportunity for an open and measured discussion on the subject of any offences or other matter that might be relevant to the position. Failure to reveal information that is directly relevant to the position sought could lead to withdrawal of an offer of employment or disciplinary action which could result in dismissal.

- We make every subject of a DBS check aware of the existence of the DBS Code of Practice and make a copy available on request.

- We undertake to ensure that any matter revealed in a Disclosure is discussed with the person seeking the position before withdrawing a conditional offer of employment.

- Having a criminal record will not necessarily bar you from working with us. This will depend on the nature of the position and the circumstances and background of your offences.

Prince Henry's Grammar School

COLLABORATIVE LEARNING TRUST

01943 463524

info@princehenrys.co.uk

www.princehenrys.co.uk

Farnley Lane, Otley, LS21 2BB

A PROUD PART OF THE

COLLABORATIVE LEARNING TRUST

Working Together to Secure Success