Alcester Academy

TO BE THE BEST THAT WE CAN BE

Teaching Assistant 3 Full Time

Working 37 hours per week
5 days term time only
(39 weeks including 5 Teacher Training days)

Scale H
Actual pro rata £26,683

Closing date: midday on 27th November 2026
If applying during the school holidays, responses will be made when the school re-opens
Start: ASAP
Interviews: TBC

We may interview and appoint suitable candidates prior to the advertised closing date, therefore, we reserve the right to close this advert early

The School

Join one of Warwickshire's highest-performing schools and make a genuine difference to young people's lives.

Alcester Academy is a highly successful 11-16 secondary school with approximately 647 pupils on roll, located between Studley and Stratford-upon-Avon. We are proud of our strong reputation for academic excellence, innovation and our supportive school community.

At our most recent Ofsted inspection in 2026, the school was judged to be Strong in all areas and Exceptional for Personal Development. Our Progress 8 outcomes have consistently placed us amongst the highest-performing non-selective schools in Warwickshire and within the top 5% of schools nationally. However, while we are proud of our results, we are equally proud of the inclusive culture we have created, where every pupil is known, valued and supported to succeed.

We have a higher-than-average number of pupils with Special Educational Needs and Disabilities (SEND), with needs spanning all four broad areas of need. The largest proportion of these pupils are neurodivergent learners. Inclusion sits at the heart of our school, and we are committed to ensuring that all pupils receive the support they need to flourish academically, socially and emotionally.

Our Learning Assistant team is a particular strength of the school and was recognised positively by Ofsted. The team works collaboratively with teachers, pastoral staff, families and external professionals to help remove barriers to learning and promote independence. Learning Assistants play a vital role in our success and are highly respected and valued by colleagues across the school.

As a member of our Learning Support team, you will join a welcoming, experienced and supportive group of professionals who genuinely care about one another and the young people they work with. We are looking for individuals who:

Are committed to helping young people achieve their potential
Thrive as part of a team whilst also working independently
Are proactive, resilient and solution-focused
Build positive relationships with pupils and colleagues
Can adapt to meet a range of individual needs
Share our commitment to developing pupils' independence and preparing them for life beyond school

This is a fantastic opportunity for someone who wants to make a tangible difference every day while developing valuable experience within a successful and inclusive school.

Further information about Alcester Academy can be found on our website, Alcester Academy, including details of our curriculum and wider school life. You can also follow us on Twitter/X @AlcesterAcademy to gain a flavour of our vibrant school community and see our pupils and staff in action.

If you are passionate about supporting young people, enjoy working in a collaborative environment and want to be part of a school where Learning Assistants truly make an impact, we would be delighted to hear from you.

The Post

This is a term time only post working 39 weeks per year (incl. 5teacher training days) as a 1:1 / Intervention Teaching Assistant. We are particularly interested in hearing from applicants with experience of planning and running intervention sessions with children at a Primary school level within phonics, spelling, reading and Maths and monitoring progress within these. Alongside supporting a range of special educational needs specifically neurodivergence, including autism, ADHD and dyslexia. Working with delegated authority and under the overall direction of the SENCO, hold a senior role within the teaching assistant field of work, contribute to whole of school policy development. Contribute to the school's statutory duty to safeguard and promote the welfare of children.

Learning Support

- Delivering interventions at a Primary school level within phonics, spelling, reading and Maths.
- Planning interventions recommended from in-house assessment, professional reports, EHCPs – relevant to the focus children.
- Delivering interventions – identifying objectives for the sessions and monitoring progress towards these.
- Reflecting upon progress with the children and staff, preparing feedback for parents.

This is a temporary post for 12 months in the first instance with a view to becoming permanent after this period.

The Application Process

Please complete an Alcester Academy application form which can be found on our website https://www.alcesteracademy.org.uk/academy-information/vacancies. A written statement in support of your application will be accepted but we do not consider CVs. Please send your completed application to admin@alcesteracademy.org.uk.

We will be reviewing applications and inviting to interview at regular intervals. Interviews TBC. Alcester Academy reserve the right to appoint before the deadline for a suitable candidate.

If you have any questions with regard to this vacancy or wish to visit the school, please contact: admin@alcesteracademy.org.uk.

We reserve the right to follow up references provided in person.

Alcester Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Enhanced DBS disclosure is required for appointment to this post. In line with safeguarding procedures, all shortlisted candidates will be subject to an online search prior to interview. This forms part of our safer recruitment checks.

We look forward to receiving your application.

KEY TASKS AND RESPONSIBILITIES

Curriculum Support

- Contribute to curriculum planning and evaluation and assist in implementation.
- Assist in the delivery of lessons; interact with the teacher and pupils as required.
- Undertake agreed learning activities, adjusting activities according to pupil responses.
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
- Apply considerable depth of knowledge and understanding of a relevant area of the curriculum or age range or SEN, in supporting teaching, learning and development of pupils.
- Be involved in and contribute to whole school policy development.
- Share expertise with colleagues.

Learning Support

- Planning interventions recommended from in-house assessment, professional reports, EHCPs – relevant to the focus children.
- Delivering interventions – identifying objectives for the sessions and monitoring progress towards these.
- Reflecting upon progress with the children and staff, preparing feedback for parents.

Pupil Support

- To establish a supportive relationship with pupils.
- Supporting a range of special educational needs specifically neurodivergence, including autism, ADHD and dyslexia
- Support individuals or groups with independent/group work, e.g. explain tasks, reinforce key objectives/concepts or vocabulary, use practical apparatus, support less able pupils, extend/challenge more able, keep pupils on task, interested, motivated and engaged.
- Occasional support to whole classes as needed.
- Help pupils to develop communication skills and role play activity.
- Promote inclusion and acceptance of all pupils, encourage them to interact and work co-operatively and engage in activities.
- Assist with the development of Pupil Profiles.
- Promote independence and development of self-esteem.
- Assist in the personal, social, emotional development of pupils and development of self-esteem, using emotion coaching and PACE techniques
- Assist with the development and implementation of IEPs/behaviour plans.
- Use specialist skills/knowledge/training to provide support in specialist areas.
- Encourage and reinforce positive interactions between pupils working within any behaviour targets set.
- Identify, report and intervene positively in uncharacteristic behaviour patterns.
- Assist with pupil supervision on trips off the premises, under overall guidance of the teacher.
- Monitor and provide for general care, safety and welfare of pupils, including tasks connected with their social inclusion and personal/physical care.
- Use specialist knowledge, expertise, training to provide appropriate and differentiated support to pupils.
- Support families to respond to children's needs.

Teacher Support

- To assist the Teacher in devising and producing adapted materials and teaching.
- Assist with the lesson/activity planning, delivery and evaluation.
- Monitor individual/group achievements of key objectives and provide feedback to the teacher.
- Contribute to pupil assessment through observation and reporting.
- Record IEP and statement review meetings if appropriate
- Support implementation of strategies to manage pupil behaviour and help manage pupil behaviour
- Active involvement in day-to-day management of the learning environment including responsibility for the care and preparation of teaching aids/ equipment, materials and differentiated resources.
- Undertake routine and non-routine administrative tasks, eg produce worksheets, administer coursework.
- Liaise with parents/carers, specialist teachers and other professional staff, share and provide information.
- Active involvement in day-to-day management of the learning environment.
- Support SENCO/SLT in guiding work of support staff (e.g. TA2, volunteers)
- Observe and promote pupil performance and development
- Co-ordinate and organise pupils attending extra-curricular activities.

School Support

- Have an up to date understanding of the role and responsibilities of a Teaching Assistant.
- To work as part of a team.
- To liaise with parents and professionals as required.
- Model good practice and contribute to planning and delivery of INSET to others who support pupils.
- Support children and families through home visiting if appropriate.
- Be able to work in a variety of school settings.

Health and Safety

- To ensure the school meets its Health and Safety responsibilities with regard to Data Protection guidance and legal requirements.

- Ensuring all visitors comply with safeguarding requirements.

Please note our clear expectations regarding **personal and professional conduct of staff and the safeguarding of pupils:**

Our staff are expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct:

Staff uphold public trust in the teaching profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to the professional position held.
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions.

- showing tolerance of and respect for the rights of others.
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Staff must have proper and professional regard for the ethos, policies and practices of the academy, and maintain high standards in their own attendance and punctuality.

Staff must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

In addition to the roles covered within this document, all members of staff are expected to undertake any other task reasonably requested by the Headteacher.

Elements of this job description may be negotiated at the request of either party and with the agreement of both.

The position is to primarily support an individual student with special education needs both within the classroom and on a one to one basis.

Funding follows this student and therefore this is a temporary contract for 1 year in the first instance.

Teaching Assistant Person Specification

Qualifications	Essential	Desirable	EVIDENCED (Application Form Interview References)
Hold a recognised and relevant qualification at NVQ Level 3 (or equivalent)	•		A
Minimum GCSE English and Maths at grades A-C (or equivalent)	•		A
A higher qualification in any discipline e.g. A Level or beyond		•	A
Experience			
Have a detailed understanding of at least one area of the curriculum/age range	•		A,I
Have considerable experience of working to support children/ pupils learning including delivering interventions	•		A,I
Have detailed understanding of school's policies and how they relate to local and national framework/policies for learning	•		A,I
Have understanding of and experience of ICT as a learning tool and be able to use this in the classroom	•		A,I
Work with young people. This may be work of a voluntary or paid nature		•	A,I
Working with children with a range of special educational needs specifically neurodivergence, including autism, ADHD and dyslexia.		•	A,I
Skills			
Management and promotion of good behaviour in others	•		A,I
Able to take responsibility for an area of learning/development	•		A,I
Able to organise and lead activities for parents and/or children	•		A,I
Able to supervise and train NVQ or work experience students	•		A,I
Have good communication and listening skills and be able to present information verbally and in writing to others.	•		A,I
Professional Development			
Willingness and a positive approach to undertake appropriate professional development	•		A,I
Enthusiasm, self-motivation	•		I
Use of initiative	•		I
An interest in working with young people	•		I

Able to solve problems	•		I
Can exercise initiative and independent action	•		I
Understands school's policies		•	I
Personal Attributes			
Have high expectations of all children	•		I
Be flexible and adaptable to working across different year groups	•		I
Able to communicate effectively, orally and in writing, with colleagues, parents, governors, external agencies and the wider community	•		I
Develop and maintaining good relationships with colleagues	•		I
Have a positive attitude, energy and commitment	•		I
Willing to become involved in extra-curricular activities		•	I
Ability to work as part of a team	•		I

Privacy Notice for Applicants: How we use your information

What is a Privacy Notice?

A Privacy Notice sets out to individuals how we use any personal information that we hold about them. We are required to publish this information by data protection legislation. This Privacy Notice explains how we process (collect, store, use and share) personal information about job applicants.

What is Personal Information?

Personal information relates to a living individual who can be identified from that information. Identification can be by the information alone or in conjunction with any other information in the data controller's possession or likely to come into such possession.

'Special category' personal information reveals racial or ethnic origin, political opinions, religious or philosophical beliefs, or trade union membership, and the processing of genetic data, biometric data for the purpose of uniquely identifying a natural person, data concerning health or data concerning a natural person's sex life or sexual orientation.

What personal information do we process about applicants?

The categories of applicant information that we collect, hold and share include:

- The information you have provided on your application form, including name, title, address, telephone number, personal email address, date of birth, gender, teacher number, employment history, qualifications, subjects taught and other training and development activities.
- Any test results which arise as part of this application process.
- Information about your current level of remuneration, including benefit entitlements.
- Information provided to us by your referees unless you have indicated otherwise on the application form.
- Any academic qualifications.
- Information on documents provided for the purposes of proving identity e.g passports, driving licences, birth certificates, and bank statements and utility or other invoices used for proof of address.

Where you have named referees on your application form, we shall assume that they have consented to being approached by us.

We may also collect, hold and share the following "special categories" of more sensitive personal information:

- Information such as gender, age, ethnic group, religious belief, sexual orientation.
- Information about your health, including any medical condition, health and sickness records.
- Information about criminal records.
- Information about being barred from working with children or vulnerable people.
- Any information you provide to us during an interview.

How is your personal information collected?

We collect personal information about candidates from the following sources:

- You, the job applicant.
- Disclosure and Barring Service in respect of criminal convictions and information about being barred from working with children or vulnerable people (once a job offer has been made).
- From former employers (once a job offer has been made).

For what purposes do we use applicants' personal information?
We will use your personal information to:

- assess your skills, qualifications and suitability for the role
- carry out background checks
- communicate with you about the process
- keep records
- comply with legal or regulatory requirements
- make salary payments and pay PAYE and NI on your behalf

We need to process your personal data in order to decide whether to enter into a contract of employment with you. It is ultimately in our legitimate interests to process personal data during the recruitment process and for keeping records of this process. Actively managing this data allows the recruitment process to be efficient and adequately confirm your suitability for the job.

If you fail to provide information when requested, which is necessary for us to consider your application (such as evidence of qualifications or work history), we will not be able to process your application successfully.

Information about your disability status may be used in order to consider where reasonable adjustments need to be made during the recruitment process.

Information about your age, gender, race or national or ethnic origin, religious beliefs and sexual orientation will be used to ensure meaningful equal opportunity monitoring and reporting.

Collecting applicant information
Whilst the majority of information you provide to us is mandatory, some of it is provided to us on a voluntary basis. In order to comply with the General Data Protection Regulation, we will inform you whether you are required to provide certain information to us or if you have a choice in this.

Who might we share your information with?
We may share applicant information with members of our staff and Governors who are involved in the recruitment process, consultants/experts assisting with the interview process, HR providers, payroll providers (Strictly Education) and managers who hold vacancies.

Appropriate security measures have been put in place to prevent personal information being accidentally lost, used or accessed in an unauthorised way.

We will not share your data with third parties, unless your application for employment is successful and an offer has been made. They will only process personal information on our instructions and are subject to a duty of confidentiality.

Procedures are also in place deal with suspect data security breaches and you will be notified of a suspected breach where we have a legal obligation to do so.

What do we do with your information?
All personal information is held in a manner which is compliant with Data Protection legislation. Personal information is only processed for the purpose it was collected. Alcester Academy monitors the personal information it processes and will only share personal information with a third party if it has a legal basis to do so.

How long do we keep your information for?
In retaining personal information, Alcester Academy complies with the Retention Schedules provided by the Information Record Management Society. The schedules set out the Statutory Provisions under which Alcester Academy are required to retain the information.

Transferring data internationally
Where we transfer personal data to a country or territory outside the European Economic Area, we will do so in accordance with data protection law.

What are your rights with respect of your personal information?
Under data protection law, applicants have the right to request access to information about them that we hold. To make a request for your personal information contact the School Data Protection Officer at Warwickshire Legal Services via email at schooldpo@warwickshire.gov.uk or alternatively;

School Data Protection Officer
Warwickshire Legal Services
Warwickshire County Council
Shire Hall
Market Square
Warwick
CV34 4RL
***Please ensure you specify which School your request relates to.*

You also have the right to:

- object to processing of personal data that is likely to cause, or is causing, damage or distress
- prevent processing for the purpose of direct marketing
- object to decisions being taken by automated means
- in certain circumstances, have inaccurate personal data rectified, blocked, erased or destroyed; and
- claim compensation for damages caused by a breach of the Data Protection regulations

If you have a concern about the way we are collecting or using your personal data, you should raise your concern with us in the first instance or directly to the Information Commissioner's Office at https://ico.org.uk/concerns