



# Candidate Pack

## Teaching Assistant

**Grade 4**

**19.5 hours, Permanent Contract (Term Time Only)**

£12965 - £14182 Grade 4 points 8-14



## Welcome

Dear Candidate,

Welcome to Crossdale Primary School. We are delighted that you have chosen to learn more about the opportunity to join our team.

At Crossdale, we take great pride in the work we do: shaping lives and supporting every child to fulfil their potential and discover new talents. We are a caring and inclusive school where everyone is valued for their individuality, culture and heritage.

Our school community places great importance on the idea of the Crossdale Family. We want all our children to feel happy, safe and secure, and we work hard to create an environment that meets the needs of every child while celebrating success in all its forms.

We deliver an engaging and well-designed curriculum that makes meaningful links between subjects, motivates children and develops a genuine passion for learning. Through rich experiences and high expectations, we aim for children to leave Crossdale with the skills, confidence and self-belief they need to thrive.

We know that the very best outcomes for children come through strong partnerships with families, and we work closely with parents and carers to support each child's development.

We warmly encourage prospective candidates to visit the school. A visit offers the opportunity to experience the positive atmosphere at Crossdale, meet our wonderful children and see our learning in action.

Kind regards,



Peter Cresswell  
(Executive Headteacher)



Sam Seedhouse  
(Head of school)



## The Position

The Governors of Crossdale Primary School are seeking to appoint a highly committed and skilled colleague to join our team. This is a **Monday to Wednesday** role, working flexibly across the school as required, and the successful candidate will value teamwork, build positive relationships and play a full part in the wider life of the school.

This is a **Grade 4 Teaching Assistant** position. We are particularly looking for someone with strong SEND experience who is able to work across the primary age range and, where required, support classes during PPA cover with appropriate guidance and support. The role may also include supporting structured lunchtime activities for pupils with social, emotional and mental health (SEMH) needs.

An interest in, or experience of, **ELSA provision** would be highly beneficial.

At Crossdale Primary School, we pride ourselves on our positive ethos and enjoy fantastic backing from our school community. We can offer high levels of support and the opportunity to work within a skilled, motivated and friendly staff team. Further professional development opportunities and support are available through our close collaboration with [Keyworth Primary School](#) and the wider [Equals Trust](#).

Staff wellbeing is of paramount importance to us, and we recognise that all team members are people first, with lives and responsibilities beyond school. We work hard to support staff in maintaining a healthy balance, while holding high expectations for the quality of education we provide.

If you are looking to join a supportive and forward-thinking team that values both professional excellence and wellbeing, we would love to hear from you.

We strongly encourage prospective applicants to visit the school. Visits can be arranged by emailing [office@crossdale.notts.sch.uk](mailto:office@crossdale.notts.sch.uk) or by calling **0115 974 8088**.



## Values

At a whole school INSET day, staff worked together to agree a set of values. Staff were asked to consider what happens when the team is working together brilliantly and in the 'flow'. This is what they came up with:

- We listen to each other, valuing and respecting the contributions of every team member
- We collaborate and share our knowledge, recognising everyone's strengths and using them, appreciating each other's responsibilities
- We communicate openly with each other and feel comfortable to ask questions
- We all have clarity around expectations and work together to achieve common goals
- We reflect, taking time to think and plan, solving problems together and are flexible and willing to make changes and adapt if needed
- We share the load to ensure our school runs smoothly and we think about how the whole school will be affected when making decisions – we look to see the big picture!
- We are consistent with our rules and expectations and all stick to them
- We show forgiveness, patience, honesty and trust - understanding that we all make mistakes
- We are sensitive to our own, and each other's wellbeing and work-life balance and support each other through the ups and downs of everyday life - we give time to each other and have fun together!
- We celebrate one another's successes!



We are delighted to share that our latest OFSTED inspection, published in January 2025, confirmed that Crossdale Primary continues to provide an excellent education for our pupils. The report highlights our high expectations, strong teaching, and outstanding pastoral care, reinforcing the dedication and hard work of our staff, pupils, and wider school community.

### Here's what Inspectors had to say:

- ✔ **A Happy, Caring School** – Pupils love coming to Crossdale! They described lessons as fun and engaging, and inspectors praised the warm, inclusive environment where children feel safe, valued, and respected. Older pupils take pride in supporting younger children, reinforcing our strong sense of community.
- ✔ **Excellent Behaviour & Attitudes** – Inspectors recognised that behaviour is a real strength at Crossdale. Pupils are focused, engaged, and demonstrate positive attitudes to learning every day. Our approach to behaviour management is consistent, fair, and highly effective, ensuring children feel supported while upholding high standards.
- ✔ **Outstanding Personal Development** – Inspectors highly praised Crossdale's approach to personal development, recognising how we prepare pupils not just academically but socially and emotionally for life beyond school. From a wide range of clubs and enrichment activities to leadership opportunities like school councillors and well-being officers, our pupils develop confidence, responsibility, and resilience.
- ✔ **Pupil Pride, Responsibility & Enrichment** – Leadership roles, such as school councillors and well-being officers, empower our children to contribute positively to school life. The extensive range of clubs, trips, and experiences – from historical re-enactments to musical performances – helps pupils develop confidence, talents, and a love for learning beyond the classroom.
- ✔ **Dedicated, Skilled Teachers & Excellent Training** – Inspectors praised our expert teaching team, highlighting their strong subject knowledge and ability to deliver lessons clearly and effectively. Ongoing training and development ensure our staff are highly skilled and equipped with the best teaching strategies to support every child.
- ✔ **A Strong Reading Culture** – Inspectors recognised our highly effective phonics programme and the way staff consistently foster a love for reading. From early readers to older pupils mastering fluency and expression, reading is at the heart of learning at Crossdale.
- ✔ **Excellence in Mathematics** – Recent enhancements to the maths curriculum have strengthened pupils' fluency and arithmetic skills, enabling them to apply their knowledge confidently to problem-solving.
- ✔ **A Well-Planned, Ambitious Curriculum** – Crossdale's curriculum is structured for success, ensuring that pupils build knowledge step by step. Inspectors highlighted how recent refinements in subjects like history and science are already helping children make deeper connections between key ideas.
- ✔ **A Flying Start in Early Years** – Our youngest learners thrive in a joyful, engaging environment. The Early Years curriculum is meticulously planned, with a strong focus on early language, mathematics, and creative play, preparing children brilliantly for the future.
- ✔ **Exceptional Support for SEND Pupils** – Inspectors praised our highly effective SEND provision, recognising how quickly needs are identified and supported, ensuring that all pupils flourish and achieve well.
- ✔ **Strong, Ambitious Leadership Driving Improvement** – Inspectors recognised the clear vision and ambition of our leadership team, governors, and Equals Trust. Our leaders are committed to continually refining the curriculum and ensuring every child gets the best possible education. Strong relationships between staff, governors, and the trust mean that Crossdale is always moving forward.

## About Equals Trust

[Equals Trust](#) brings schools together so that staff are better supported and schools are stronger as a result. Formed by local headteachers, the Trust allows each school to keep its own character, leadership and way of working, while benefiting from shared expertise, practical support and additional capacity when it is needed.

For teaching assistants, being part of the Trust means you are supported to develop in your role over time. Working with children is complex and skilled work. Across Equals Trust, professional development is seen as a core entitlement for all staff, not just teachers. You will have access to training, guidance and coaching that helps you build confidence, deepen your understanding of pupils' needs and strengthen your day-to-day practice in the classroom.

Development opportunities are designed to be practical and manageable. You will have opportunities to learn alongside colleagues, reflect on your work and draw on expertise from across the Trust. This might include working with staff in other schools, accessing shared training, or being part of wider professional networks. This approach helps reduce isolation, builds confidence and supports consistent, thoughtful practice for all pupils.

Collaboration between schools also supports strong leadership and clear decision-making. Leaders and governors work together to ensure that school improvement is realistic, sustainable and focused on what matters most: supporting pupils effectively and creating positive, well-run classrooms where staff can do their best work.

Equals Trust schools are rooted in their communities, with the strength and expertise of the wider network behind them.

### Supporting our staff

Equals Trust recognises that working in schools is demanding. Support is therefore both professional and practical, helping staff manage workload and maintain wellbeing.

Staff may benefit from:

- access to confidential health and wellbeing support, alongside a Trust-wide platform offering guidance and resources
- discounted gym and leisure centre memberships
- Cycle to Work and other salary-sacrifice schemes
- lifestyle and retail benefits
- central support for HR, payroll and pensions

Alongside these Trust-wide offers, support within each school is built on strong professional relationships and a culture of care. Together, this helps staff feel valued, supported and able to sustain a fulfilling career in education.



## How to Apply

Should you wish to apply for the post, please visit our trust's vacancies page:

<https://equalstrust.face-ed.co.uk/vacancies>

## Covering Letter

Your covering letter should be no more than 600 words and should clearly state why you are the right person to join our team – this candidate pack will give you a strong idea of the type of colleague our children need. A visit to the school would give you further information to support your application.

## Closing Date/Interviews

**The closing date for applications is Thursday 2 July 2026, 10am.**

Interviews will take place during the week commencing Monday 6 July 2026. Shortlisted candidates will be contacted to arrange an interview date. This position is available from 1 September 2026.

Referees will not be contacted without candidates' express permission and only where candidates are shortlisted for interview. At least one referee should be your current or most recent employer.

Please be aware that by contacting Equals Trust about this role, or applying, your data will be held in accordance with our Privacy Policy, which can be viewed on the Equals Trust website.

## Safeguarding Commitment

Crossdale Primary School is committed to Safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. This post is subject to satisfactory relevant safer recruitment and DBS checks and suitable references in line with our Safeguarding policy. All applicants must have the right to work in the UK. Please be aware that online searches will be conducted on all shortlisted candidates.

Equals Trust welcomes applications from all, irrespective of gender, marital status, disability, race, age or sexual orientation for posts across the multi academy trust.



## Person Specification

	Essential	Desirable	Evidenced by
Qualifications / Training	<ul style="list-style-type: none"> <li>• Appropriate Teaching Assistant qualification and/or relevant experience working within a school setting.</li> <li>• Strong academic record including GCSE English and Maths at Grade C/4 or above (or equivalent). Please include details within the application form.</li> </ul>	<ul style="list-style-type: none"> <li>• Training linked to literacy, phonics, maths or ICT.</li> <li>• Training related to SEND, for example autism, ADHD, SEMH or dyslexia.</li> <li>• Further education qualifications.</li> <li>• First Aid qualification.</li> <li>• Makaton or BSL qualification.</li> <li>• Recent safeguarding CPD.</li> </ul>	Application and CPD record
Knowledge and experience	<ul style="list-style-type: none"> <li>• Experience of working with children across the primary age range.</li> <li>• Understanding of child development and learning.</li> <li>• Understanding of safeguarding and child protection procedures.</li> <li>• Experience of supporting early reading, phonics and language development.</li> <li>• Experience of supporting pupils with a range of SEND needs.</li> <li>• Experience of preparing and delivering learning for individuals, groups or whole classes.</li> <li>• Confidence in supporting whole-class cover, where required, with appropriate guidance and support.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of Read Write Inc. phonics.</li> <li>• Knowledge and understanding of EYFS.</li> <li>• Experience of working within EYFS provision.</li> <li>• Experience of ELSA provision, emotional literacy support or relational approaches to supporting pupils' wellbeing.</li> <li>• Experience of supporting pupils with social, emotional and mental health (SEMH) needs, including delivering structured activities or provision.</li> </ul>	Application form, references & interview
Personal	<ul style="list-style-type: none"> <li>• Works positively and collaboratively with colleagues, parents and carers.</li> <li>• Professional, flexible and reliable.</li> <li>• Committed to inclusion and nurturing positive relationships with children.</li> <li>• Strong organisational and communication skills.</li> <li>• Able to work independently and use initiative appropriately.</li> <li>• Secure literacy, numeracy and IT skills.</li> <li>• Reflective and committed to ongoing professional development.</li> <li>• Able to self-evaluate professional learning needs and actively seek opportunities to develop practice.</li> <li>• Able to adapt calmly to different situations and respond professionally to changing needs.</li> <li>• Committed to safeguarding and promoting the welfare of children.</li> </ul>	<ul style="list-style-type: none"> <li>• Willingness to contribute to the wider life of the school, for example clubs, visits, residential or PTA events.</li> <li>• Experience of building positive relationships with families through effective communication.</li> </ul>	Interview, references and application

## Job Description

### TEACHING ASSISTANT - PRIMARY (Grade 4 scp 8 – 14) *(Final Version to be confirmed following interview)*

**Job Purpose:** To work under the guidance of teaching/senior staff and within an agreed system of supervision, to implement agreed work programmes with individuals/groups, in or out of the classroom. This could include those requiring detailed and specialist knowledge in particular areas and will involve assisting the teacher in the whole planning cycle and the management/preparation of resources. The primary focus will be to maintain good order and to keep pupils on task whilst supporting pupils to meet the learning intention.

#### Key Responsibilities

- Using specialist (curricular/learning) skills/training/experience to support pupils
- Assisting with the development and implementation of Individual Education/Behaviour Plans
- Establishing productive working relationships with pupils
- Promoting the inclusion and acceptance of all pupils
- Supporting pupils consistently whilst recognising and responding to their individual needs
- Encouraging pupils to interact and work cooperatively with others and engage all pupils in activities
- Promoting independence and employ strategies to recognise and reward achievement of self-reliance
- Providing feedback to pupils in relation to progress and achievement
- Setting challenging and demanding expectations and promote self-esteem and independence
- Attending to pupils' personal needs and provide advice to assist in their social, health and hygiene development
- Supporting provision for pupils with special needs including specialist support
- Working with the teacher to establish an appropriate learning environment
- Working with the teacher in lesson planning, evaluating and adjusting lessons/work plans as appropriate
- Monitoring and evaluating pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives
- Providing objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Being responsible for keeping and updating records as agreed with the teacher, contributing to the review of systems/records as requested
- Undertaking marking of pupils' work and accurately record achievement/progress
- Promoting 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
- Liaising sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/meetings
- Administering and assessing routine tests and invigilate exams/tests
- Undertaking home visits as required
- Establishing constructive relationships and communicating with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
- Assisting in the development and implementation of appropriate behaviour management strategies
- Facilitating smooth transition between educational phases
- Providing general clerical/admin support e.g. administer coursework, produce worksheets for agreed activities and lesson plans for individual children and small groups etc
- Supporting pupils in their learning in all areas of the curriculum
- Implementing agreed learning activities/teaching programmes, adjusting activities according to pupil responses
- Implementing local and national learning strategies e.g. literacy, numeracy, early years and making effective use of opportunities provided by other learning activities to support the development of relevant skills
- Supporting the use of ICT in learning activities and develop pupils' competence and independence in its use
- Helping pupils to access learning activities through specialist support
- Determining the need for, preparing and maintaining general and specialist equipment and resources
- Providing appropriate guidance and support in the training and development of staff as appropriate
- Delivering and/or contributing to out of school learning activities within guidelines established by the school and within established working hours

- Providing cover for the provision of PPA time for teaching staff, plus short-term cover for absence for other staff
- Supervising pupils on visits, trips and out of school activities as required
- Supporting Teaching Assistant students in school settings
- Supporting behaviour and routines at lunchtimes as directed (if directed within normal working hours)

### **General Responsibilities**

- Be aware of and comply with school policy and procedures particularly in respect of Child Protection and Health and Safety
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school
- Ensuring the safe organisation of learning activities and the physical teaching space and resources for which they have responsibility
- Attend and participate in regular meetings
- Participate in training and other learning activities as required
- Be aware of confidential issues linked to home/pupil/teacher/school work and to keep confidences as appropriate
- Any other curriculum duties which may reasonably be regarded as within the nature of the duties and responsibilities/grade of the post as defined, subject to the proviso that normally any changes of a permanent nature shall be incorporated into the job description in specific terms, following consultation with the Recognised Trade Unions
- To promote and safeguard the welfare of children and young persons for whom you are responsible and with whom you come into contact with during the course of your duties and responsibilities. Your conduct must at all times be in accordance with the school's policies and procedures
- To report any causes for concern relating to the welfare and safety of children to the designated person, and the head teacher, or if unavailable the designated safeguarding governor or a member of the senior leadership team
- To attend safeguarding training as required by the school and maintain your knowledge and understanding of your responsibility for safeguarding children in this school

