

# APPLICANT PACK

## TEACHING ASSISTANT

Harris Academy Sutton

START DATE: March 2026

WORKING TIMES: 37.5 Hours/week, term time

Grade 2: **FTE £28,617.00 - £29,025.00**  
(Actual Take Home Pay £24,060.29 - £24,403.33)

Loyalty Bonus + Harris Wellbeing Cash Plan + Additional Harris Benefits

### Join our success:

- Judged 'Outstanding' in all categories by Ofsted (Feb 2023), more information here: <https://www.harrissutton.org.uk/469/ofsted>
- Progress 8 scores of +1.10 & +0.91 in our first two sets of GCSE results (2023 and 2024)
- Hugely oversubscribed in both Year 7 and Year 12, the 'Comprehensive of Choice' in a borough with several grammar schools

**APPLICATION DEADLINE:** Monday 23<sup>rd</sup> February 2026



## ROLE OVERVIEW

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The Academy is looking to develop its team of Teaching Assistants who support the smooth and efficient operation of the Special Educational Needs provision for our students. Candidates should be ambitious, committed to working with young people and be willing to learn about a range of support and intervention strategies aimed at ensuring all students can access the broad and diverse curriculum on offer at the Academy.

You will be working closely with the Academy SENDCo and liaising with other members of the SEND team including Teaching Assistants, our ELSA specialist and other members of teaching and associate staff.

This role is student-centred, and the successful candidate will need to show evidence of the ability to empathise with students and their needs, as well as a desire to develop their understanding of how support in schools can make a difference to children with SEN and disabilities.

There is a great deal of collaborative working and sharing of good ideas and what works within secondary at Harris. The successful candidate will be joining a friendly and outward looking group where professional development and progression opportunities are second to none.

The successful post holder will have ample opportunity to progress in this role within the academy and with Harris as our group grows.

Staff wellbeing and workload is high on the priority list at Harris Sutton, we have a number of initiatives to aid with this including a full 2-week October half term, half days at the end of each term and our recently launched flexible PPA periods (which teachers can choose to use at home or offsite).

**Reporting to:** SENDCo

**Liaising with:** SEND Staff, Teaching and Associate Staff, Families and other supporting



# INTRODUCTION TO HARRIS ACADEMY SUTTON

## Our staff

We believe that a happy and settled staff body helps drive the very best performance from our students. We are committed to a high-quality professional development programme and can draw on expertise from across the Harris Federation. As a HASU member of staff at any level you will receive the training and support that you need to carry out your role effectively and develop at a pace that suits you.

We are committed to ensuring that our staff have the right level of balance between work and home life. Our policies and procedures are aimed at allowing our teaching staff to spend as much time as possible planning and delivering lessons. We work in an award-winning building with excellent facilities.



- "Teachers work together to plan for **excellence**."
- "Teachers are **highly skilled** in selecting strategies and adaptations to ensure that **all pupils**, including those with SEND, fully access and excel in learning the curriculum."
- "Teachers **know about pupils' needs** and how best to help them learn."
- Staff at the school "...receive **excellent professional development**."
- "**Leaders value their staff.**"
- "Staff are **thoroughly trained in safeguarding**... When leaders are concerned that pupils may be at risk of harm, they react with **rigorous and relentless tenacity** to ensure that pupils are protected"

## Our students

We run a broad and diverse curriculum to a fully comprehensive intake of students.

Our focus on the core value of Integrity means that our behaviour is excellent, with staff supported by a strong and highly visible Academy Leadership Group. Detentions are run centrally, allowing teaching staff to do what they do best: plan and teach amazing lessons.

Attendance and engagement with learning is high, and centrally planned tutor time resources ensure that our tutors can engage with students whilst delivering high-quality experiences.



- "[Pupils] are **respectful** to one another."
- "Pupils throughout the school are **highly motivated**, polite and courteous."
- "Pupils **understand and respect the rules**. This means that little reinforcement of these is necessary."
- "Pupils readily **hold leaders to account**. Leaders respect and act on pupils' ideas."

## Our location

We are located in Sutton, with good public transport and road links. Central London (Clapham, Victoria) is 25 minutes away. Belmont station is just an 8-minute walk and Sutton station a 12-minute walk. We are on the Surrey border so journeys do not take long in fact journeys from Kent only take just over 30 minutes by car. We have safe and secure onsite parking with electric charging points.

## Other benefits of working for us

- Regular dialogue about workload and how to manage it effectively
- Protected time for examiners
- Internal promotion and progression opportunities
- Staff CPD breakfasts
- Harris subject networks
- Clear communication and manageable deadlines
- High-quality staff induction programme
- Regular recognition and celebration of staff excellence
- Free on-site parking
- Exemplary student behaviour
- All SLT teach
- Fully centralised behaviour system including rapid and effective support with any student behavioural issues





# JOB DESCRIPTION

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

## **Job Purpose**

- To provide academic and pastoral support to students with SEND, in particular those accessing their GCSEs and higher level courses, contributing to ensuring access to learning and enabling all learners to succeed.
- To monitor and support the overall progress of learners with SEND.
- To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.
- To contribute to raising standards of student attainment.
- To share and support the Academy's responsibility to provide and monitor opportunities for personal and academic growth.
- To develop the character and ability of the HASU students so they are ready for the next stages in learning and in life
- To lead and support with the wider work of SEND department.

## **Key responsibilities:**

- To supervise and provide particular support for identified students, in 1:1, group or whole class situations, ensuring their safety and access to learning.
- To assist in the development of appropriate resources, schemes of work and teaching strategies, working with the teacher to ensure the provision supports each identified student's learning needs.
- To assist in evaluating identified students' progress through agreed assessment activities.
- To provide detailed and regular feedback to teachers on students' achievement, progress and needs.
- To lead small group sessions and interventions as appropriate.
- To attend to the students' personal needs where required, and implement related personal programmes, including social, health, physical, hygiene, first aid and welfare matters.
- To support with behaviour management, using appropriate strategies in line with academy policy.
- To contribute to creating a purposeful and supportive learning environment.
- Undertake structured and agreed learning activities/teaching programmes as appropriate, adjusting activities to ensure achievement of learning goals.

## **Additional responsibilities:**

- To assist with the supervision of students out of lesson times, including lunchtimes.
- To establish good relationships with students, acting as a role model and being aware of and responding appropriately to individual needs.
- To promote the inclusion and acceptance of all students.

- To be aware of and support difference and ensure all students have equal access to opportunities to learn and develop.
- To support students with their learning and development in respect of local and national learning strategies e.g. literacy, numeracy, Key Stage and/or subject specific, as directed by the teacher.
- To encourage students to interact with others and engage in activities led by the teacher.
- To set challenging and demanding expectations, promoting self-esteem and independence.
- To prepare the classroom as directed for lessons and clear afterwards and assist with the display of students' work.
- To prepare and maintain equipment/resources as directed by the teacher and assist students in their use.
- To undertake student record keeping as requested.
- To establish and maintain positive relationships with parents/carers, gathering and reporting information as directed.
- To provide clerical/admin support as required e.g. photocopying, typing, filing.
- To ensure the effective/efficient deployment of resources as appropriate.
- To attend relevant meetings as required.
- To accompany teaching staff and students on visits, trips and off site activities as required.
- To contribute to the academy's Improvement Plan and its implementation.

### **Staff Development: Recruitment/Deployment of Staff**

- To take part in the Academy's staff development programme by participating in arrangements for further training and professional development.
- To continue professional development in relevant areas including knowledge of SEND and teaching assistant specific development.
- To work as a member of a designated team and to contribute positively to effective working relations within the Academy.

### **Management of Information**

- To maintain appropriate records and to provide relevant accurate and up-to-date information for Management Information Systems (MIS), registers etc.
- To complete the relevant documentation to assist in the tracking of students.
- To track student progress and use information to inform provision.

### **Communications**

- To communicate effectively with the parents of students as appropriate.
- Where appropriate, to communicate and co-operate with persons or bodies outside the Academy such as assigned therapists or specialists.
- To follow agreed policies for communications in the Academy.

### **Pastoral System**

- To liaise with the Subject Leader, Heads of Year, Head of House and Leadership Group to ensure the implementation of the Academy's Pastoral System.

- To apply the Academy Behaviour Management systems so that effective learning can take place.
- To demonstrate a commitment to equality and diversity in all aspects of work

## Other Specific Duties

- To continue professional development as agreed at appraisal.
- To engage actively in the performance review process.
- To address the appraisal targets set by the line manager each Autumn Term.
- To undertake any other reasonable duty required by the Academy in line with the relevant contract and job description not mentioned here.
- To play a full part in the life of the Academy community, to support its distinctive aim and ethos and to encourage staff and students to follow this example.
- To promote actively the Academy's policies.
- To undertake duties as required
- To comply with the Academy's Health and Safety policy and undertake risk assessments as appropriate.
- To adhere to the Academy's dress code.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The academy will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

Following consultation with you this Job description may be changed by Management to reflect or anticipate changes in the job which are commensurate with the salary and job title.

# PERSON SPECIFICATION

Attributes	Description	How will these be assessed
<b>Knowledge and Experience</b>	Basic knowledge of SEND and learning barriers.	Application, Interview
	Some knowledge of strategies in working with young people with challenging behaviours	Application, Interview
	Knowledge of some of the social issues facing students from disadvantaged backgrounds	Application, Interview
	Awareness of Health and Safety issues in the workplace.	Application
	Experience of working directly with young people in an education or training environment, supporting the learning of students is desirable.	Application
	Experience of establishing and maintaining positive working relationships with a range of stakeholders, at all levels.	Application, Interview
<b>Skills and Abilities</b>	Experience of managing and being responsible for own workload.	Application, Interview
	Excellent literacy and numeracy skills,	Application, Interview
	Good interpersonal and communication skills, with an excellent standard of written and spoken English.	Interview
	Good administrative and organisational skills.	Interview
	Ability to interest, encourage, motivate and engage children	Interview
	Ability to work as part of a team; working effectively with people across a wide range of levels and responsibilities.	Interview, Application
<b>Personal Qualities</b>	Computer literate – must have good ICT skills including a working knowledge of MS packages e.g. Word, PowerPoint, Outlook, Excel etc, as well as using and updating records and databases.	Application, Interview
	Ability to work using own initiative, exercising good judgement where unsupervised.	Interview
	Flexibility of approach to work.	Interview
	Ability to maintain confidentiality; having tact and diplomacy where necessary.	Interview
	Enthusiasm for and commitment to the achievement of the Academy/ Federation's overall vision for success at all levels.	Application
	Motivation to work with children and young people.	Application, Interview
<b>Personal Qualities</b>	Ability to build and sustain professional standards, relationships and personal boundaries with children and young people.	Application, Interview
	Emotional maturity and resilience	Interview
	Ability to contribute towards creating a safe and protective environment.	Application, Interview
	Empathy with the aims and objectives of Harris Federation	Interview
	Willingness to continue professional development.	Interview
	Commitment to maintaining high standards and expectations.	Interview
<b>Personal Qualities</b>	Commitment to contributing to academy life as a whole.	Interview
	Commitment to equality of opportunity, valuing diversity and the safeguarding and welfare of all students.	Interview

We will consider any reasonable adjustments under the terms of the Equality Act (2010) to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post. The job-holder will ensure that Academy policies are reflected in all aspect of his/her work, in particular those relating to:

- 1) Safeguarding children
- 2) Equal Opportunities
- 3) Health and Safety
- 4) General Data Protection Regulations (2018) and Data Protection Act (2018)



## HOW TO APPLY

Apply online through the Harris Academy Sutton website ([www.harrissutton.org.uk](http://www.harrissutton.org.uk)) or the Harris Federation careers website ([www.harriscareers.org.uk](http://www.harriscareers.org.uk)).

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For a confidential discussion about this post with the Head of Academy, more information or to arrange a visit, please contact the careers team on 0203 962 4500 or [info@harrissutton.org.uk](mailto:info@harrissutton.org.uk). Thank you for your interest in our school. We look forward to receiving your application.

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## Before You Start Your Application

Please remember to check your junk mail folders for our email communications and add us to your safe senders list to ensure all future email communication is received. This is important to ensure you are kept up to date on the status of your application and to avoid delays in the recruitment process.

To submit an application, you'll need to have ready:

- Personal information about you
- Details of your education and employment history
- Details of any qualifications and training gained
- A CV and/or supporting statement to upload

## Help and Support

For our Help and Support completing your application, visit [www.harriscareers.org.uk](http://www.harriscareers.org.uk)

## Safeguarding Notice

The Harris Federation and all our academies are committed to ensuring the highest levels of safeguarding and promoting the welfare of children and young people, and we expect all our staff and volunteers to share this commitment. All offers of employment are subject to an enhanced Disclosure and Barring Service (DBS) check, references, an online search, and where applicable, a prohibition from teaching check will be completed. Before applying, please review our Policy Statement on the Recruitment of Ex-Offenders.

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