

Isca Academy Teaching Assistant



At Isca we place our students at the heart of everything that we do, and are relentless in the pursuit of excellence for every individual.



We **INSPIRE** our students, celebrate their **SUCCESS**, care about our **COMMUNITY** and have **AMBITION** for every single child.



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Key Details

Salary

£22,005.08 – £22,709.51

Location

Isca Academy,
Earl Richards Road
South, Exeter EX2 6AP

Hours

Mon-Fri, 8.00am – 4.00pm

Interviews

Thursday 8th January 2026

Closing date

Monday 5th January 2026

Required from

Negotiable

Isca Academy is an aged 11-16 secondary school based in the heart of Exeter. We firmly believe in the value of a rounded education which promotes creativity, resilience, self-belief and confidence; and we pride ourselves on our exceptional extra-curricular, creative and outdoor education programmes.

How to apply

For an informal conversation about the position please contact Harriet Smith at recruitment@iscaexeter.co.uk

An application pack can be found at <https://www.tedwraggtrust.co.uk/vacancy> or click on the apply now button



About Isca Academy



Vicki Joyce
Headteacher



Isca has an experienced and skilled staff who have a track record of going above and beyond to provide exceptional opportunities for our students. We recognise that delivering great qualifications is important however, in parallel, building students' character and self-esteem, nurturing their ambition and inspiring a new generation to achieve beyond their wildest imagination is the Isca difference.



- **Ambitious:** works hard, has the highest standards and is positive for the future
- **Selfless:** self-aware and emotionally intelligent to support self and others to thrive
- **Collaborative:** builds strong relationships and networks

A Warm Welcome from our CEO



An ambitious and inclusive Trust of schools strengthening our communities through excellent education.



Moira Marder, OBE

On behalf of the Ted Wragg Trust, I would like to thank you for your interest in working for our Trust. This is an excellent opportunity to join our Trust and work in one of our 17 schools.

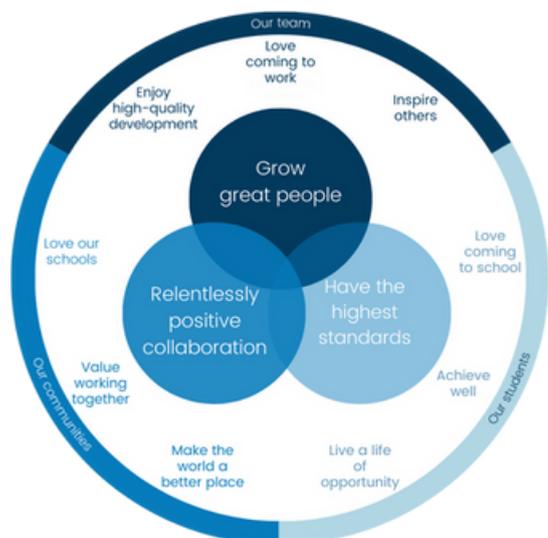
In our **ambitious** and **inclusive** Trust of schools we know that every individual is critical to help us to achieve our collective mission to **transform lives, strengthen communities** and **make the world a better place**.

Our values driven, growing 2-18 Trust, has the highest expectations for every child, every day, with social justice at our core. In this pack you will find out more about how we **support, develop** and **grow great people**. This is a hugely exciting time for our Trust as we continue to grow, embed, improve and innovate to **improve the life chances of all children** in the South West.



We demonstrate our love through our values

How we will succeed



Job Description

Key Purpose of the Role

- To work under the guidance of the SENDCo as part of the SEND Team
- To undertake work, care and support systems to enable access to learning for students
- To assist the teacher in the management of the students and the classroom

Key Duties & Accountabilities

- Attending to the welfare and personal care of students including those with special educational needs
- Delivering pre-determined learning, care and support programmes
- Implementing work programmes
- Assisting with the planning cycle
- Undertaking general clerical, administrative support for the teacher and or department
- To be individually responsible for promoting and safeguarding the welfare of the children and young people they are responsible for, or come into contact with

Support the teacher by:

- Creating and maintaining a purposeful, orderly and supportive environment, in accordance with lesson plans
- Assisting with the display of student's work
- Using strategies, in liaison with the teacher, to support students to achieve learning goals
- Assisting with the planning of learning activities on a regular basis
- Monitoring students' responses to learning activities and accurately recording achievement/progress as directed
- Providing detailed and regular feedback to teachers on students' achievement, progress problems etc
- Promoting good students' behavior, dealing promptly with conflict and incidents in line with established policy and encouraging students' to take responsibility for their own behaviour
- Establishing constructive relationships with parents/carers and where appropriate participating in feedback sessions with parents alongside the teacher
- Administering routine tests, invigilating exams and undertaking routine marking of students' work
- Providing clerical/administrative support e.g. photocopying, typing, filing, money, administration of course work etc

Supporting students by:

- Supervising and providing particular support for, including those with special needs, ensuring their safety and access to learning activities
- Assisting with the development and implementation of Learning/Behaviour Plans and Personal Care Programmes
- Establishing constructive relationships with students and interacting with them according to individual needs
- Promoting the inclusion and acceptance of all students

- Encouraging students to interact with others and to engage in activities led by the teacher
- Setting challenging and demanding expectations and promoting self-esteem and independence
- Providing feedback to students in relation to progress and achievement under the guidance of the teacher

Support the curriculum by:

- Undertaking structured and agreed learning activities/teaching programmes and adjusting activities according to scholars' responses
- Undertaking programmes linked to local and national learning strategies e.g. literacy, numeracy, KS3, early years, recording achievement and progress and feeding back to the teacher
- Supporting the use of ICT in learning activities and developing student's competence and independence in its use
- Preparing, maintaining and using equipment/resources required to meet the lesson plans/relevant learning activity and assisting students in their use

Support the school by:

- Being aware of and complying with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, and reporting all concerns to an appropriate person
- Being aware of and supporting difference and ensuring all students' have equal access to opportunities to learn and develop
- Contributing to the overall ethos/work/aims of the school
- Appreciating and supporting the role of other professionals
- Attending relevant meetings as required
- Participating in training and other learning activities and performance development as required
- Assisting with the supervision of students' out of lesson times, including before and after school and at lunchtimes as required
- Accompanying teaching staff and students on visits, trips and out of school activities as required and taking responsibility for a group under the supervision of the teacher



Working Environment & Conditions

- Normal school and classroom environment.
- In support of the Trust's vision and ethos of shared teaching and learning to improve educational outcomes for young people, the post may be required to travel and work within any school in the Ted Wragg Trust.

Other Duties

- Ensure that the aims, priorities and policies of the Academy and Trust are adhered to, including the staff Safeguarding Code of Conduct.
- Attend parents, staff and team meetings as required, making a valued and professional contribution.
- Undertake break, lunch and after school supervision as agreed, according to Academy policy.
- Encourage the good conduct of all students and at all times on the Academy site and within its vicinity.
- To make a full commitment to personal professional development, engage positively in organised professional development activity and staff appraisal procedures.
- Maintain respectful and effective communication with scholars and other staff, including attendance at briefings and through completing scholar report cards and logs as appropriate.
- Maintain respectful, positive and effective communication with parents, including phone calls and letters home, as appropriate.
- Maintain positive and effective communication and liaison with partner schools and the wider community, as appropriate.
- Act as an advocate of the Academy and its scholars' in all circumstances, ensuring every opportunity is taken to celebrate our success.
- To carry out other duties as reasonably requested by the Headteacher.

Other Information

- The Trust is committed to ensuring that our employees are able to achieve their full potential in an environment offering dignity, respect and equality of opportunity. As an employee, you are representing the Trust and must support and demonstrate your commitment to the Trust's ethos and anti-discriminatory practices.
- The Trust operates a Smoke-Free Policy and the post-holder is prohibited from smoking or vaping in any of the Trust buildings, enclosed spaces within the curtilage of buildings, and Trust vehicles.
- The post-holder will be expected to have an agreed working pattern to ensure that all relevant functions are fulfilled through direct dialogue with employees, members of other agencies and community members.
- The post-holder is expected to familiarise themselves with and adhere to all relevant Trust and School Policies and Procedures.
- The post-holder must comply with the Trust's Health and Safety requirements specifically for the school they are working at.
- The post holder may be required to move their base to any location within the Trust upon request.
- As this post meets the requirements in respect of exempted questions under the Rehabilitation of Offenders Act 1974, all applicants who are offered employment will be subject to an Enhanced Disclosure and Barring Service Check (DBS) before the appointment is confirmed. This will include details of ALL cautions, reprimands or final warnings as well as convictions, whether "spent" or "unspent". Criminal convictions will only be taken into account when they are relevant to the post.

Person Specification

Essential / Desirable

		Essential / Desirable
Experience	• Good numeracy/literacy skills	• Essential
	• Requirement to participate in training/development as/when identified by line manager as essential for the performance of the post	• Essential
	• Working with or caring for children of relevant age, or completion of the DCC TA Access Course	• Essential
Qualifications & Training	• NVQ 2 for Teaching Assistants or equivalent qualifications/experience	• Essential
	• Training in relevant learning strategies e.g. literacy	• Desirable
Skills	• Basic understanding of child development and learning	• Essential
	• Understanding of relevant policies/codes of practice and awareness of relevant legislation	• Desirable
	• General understanding of KS3 curriculum	• Desirable
	• Ability to effectively use ICT to support learning, or to undertake training to do so	• Essential
	• Ability to use other technology to support learning	• Essential
	• An interest/experience in speech and language intervention	• Essential
Qualities	• Able to self-evaluate learning needs and actively seek learning opportunities	• Essential
	• Ability to relate well to children and adults	• Essential
	• Ability to work constructively as part of a team, to understand classroom roles and responsibilities and own position within those	• Essential
Other	• Must pass all relevant safeguarding of children checks	• Essential



#lifeattedwragg

We know that our people are our **greatest asset** and research tells us that happiness at work is directly linked to student happiness and consequently **student outcomes**.

We are working hard to make sure that all our employees **love coming to work**.



Our Trust is dedicated to fostering an environment where employees can reach their full potential, with **dignity, respect, and equal opportunities for all**.

We value the unique contributions of each individual, recognising that **diversity strengthens our community and makes our Trust a positive place to work and grow**.

We are committed to excellent employment practices that attract and retain talent from a variety of backgrounds and communities.

The aim of our people strategy is to be the **greatest place to work in the South West**.

We know that to realise our ambitious aim we must **welcome, retain and develop our great people** who work day in day out to transform the lives of the children in our Trust.



#lifeattedwragg is focussed on ensuring all our employees:

- **Love coming to work** and have a strong sense of belonging
- **Experience high quality development** through our dedicated development curriculums delivered by the Ted Wragg Institute
- **Inspire others** with their open and collaborative approach

Love coming to work



Experience high quality development



Inspire others



The Ted Wragg Institute



We want to ensure that our people feel **invested** and **fulfilled in their role** by providing personalised, relevant and engaging professional development. Our brand-new **Ted Wragg Institute (TWI)** delivers our **high-quality development** offer for all, across our family of schools.

Our incredible offer includes Trust CDP, Leadership Development, Networks, Cohort-specific training and NPQs. Take a look at our offer this year here.

Early Career Teachers

If you are an Early Career Teacher you will benefit from our tailored Early Career Framework combining weekly instructional coaching, asynchronous independent learning, online 'clinics' and in-person conferences. With a dedicated mentor or coach and access to supportive networks the ECTs in our Trust are supported and developed to reach their full potential.

Our professional development delivery model

Our professional development delivery is underpinned by our Education key concept (see page 8). We believe that professional development should build knowledge, motivate, develop techniques and embed practice.

At the Ted Wragg Trust, we are research informed and believe that it is important that everyone involved in sharing ideas understands the underlying rationale and evidence base. We ensure that professional development is:



Sustained

Frequency is critical, not time span



Practice-Based Domain-Specific

Create new habits Create new habits



Professional Buy-In

Purpose & benefits eclipse volunteering

We believe this slightly adapted model from 'Teaching Walkthrus 2', Tom Sherrington and Oliver Caviglioli is applicable to all professional development and will underpin the delivery of all our professional development networks, seminars and webinars.



Our Ted Wragg Standard



Our Ted Wragg Standard provides a **minimum set of high standards** across all our schools to establish clear structures, implement effective processes and hold each other to account **to enable excellence**. It is based on our three key concepts: Leadership, Education and Every Child Succeeds.

Key Concept: Leadership



We believe that great leadership:



Fiercely educates



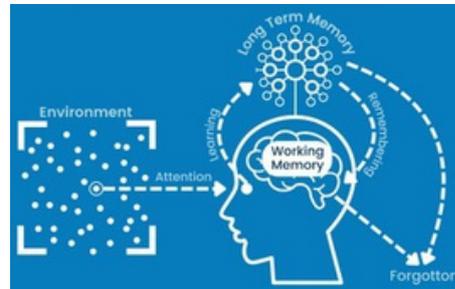
Thrives in a complex system



Is locally enabled

Key Concept: Education

We have a clearly defined and articulated learning model that is understood by all teaching staff. This model of the learning process uses the concepts of Working Memory and Long-Term Memory. It draws on ideas from Cognitive Load Theory and the work of Daniel Willingham.



Key Concept: Every Child Succeeds



We believe individual development is well explained using Maslow; that an individual grows in an ecosystem and can be interpreted using Bronfenbrenner's work, and that we are interdependent.

We believe that to enable our children to live a life of opportunity, we need to understand what true inclusion means. To us, our model is based on Maslow's hierarchy of needs and the Bronfenbrenner's ecology of inclusive education.

Microsystem

Child

- sleep well
- eat breakfast
- Follow school rules and routines
- attend school regularly

Family

- healthy sleep patterns
- nutritional diet including breakfast
- Online safety parental controls
- adequate housing
- clean clothing
- Support school policies
- Protect from dangers
- attend medical appointments
- Ensure attendance is good

School

- Behaviour, Health and Safety, Accessibility, Safeguarding, Supporting Pupils with Medical Conditions and Anti-Bullying Policy
- Online Safety lessons and workshops for parents/carers
- Early Help support
- First Aid trained staff
- Attendance Engagement Officer and Attendance Policy
- Nutritional lunches and free breakfast
- Foodbank support
- Wrap around care

Mesosystem

- We endeavour to provide a safe and welcoming environment for pupils and their families.
- We listen to our pupils and families and take seriously what they tell us.
- We work in partnership with other agencies such as CAMHS and Early Help

Macrosystem

- Keeping Children Safe in Education
- Teacher Standards
- Devon and Plymouth Children's Social Services
- 0-25 SEND Team
- Virtual School

Our Benefits

A critical part of our People Strategy is to ensure that we welcome and retain our great employees and ensure that they are supported both at home and at work. When you join our Ted Wragg family we are here for you every step of the way. Here are some of the benefits we offer:



Exceptional development and networking opportunities



Cost of blue light cards can be claimed through expenses



Free annual flu jab, eye test and allowance for glasses



Exclusive discounts, cashback and vouchers



Free, confidential employee helpline. Available 24-7 through Health Assured



Access to Wisdom app to support your mental health



Up to 10% off all Pure Gyms



up to the value of £2,000.



Up to 2 days paid emergency time off for dependants



Generous public sector pension schemes for all staff



Timetabled instructional coaching for all teachers



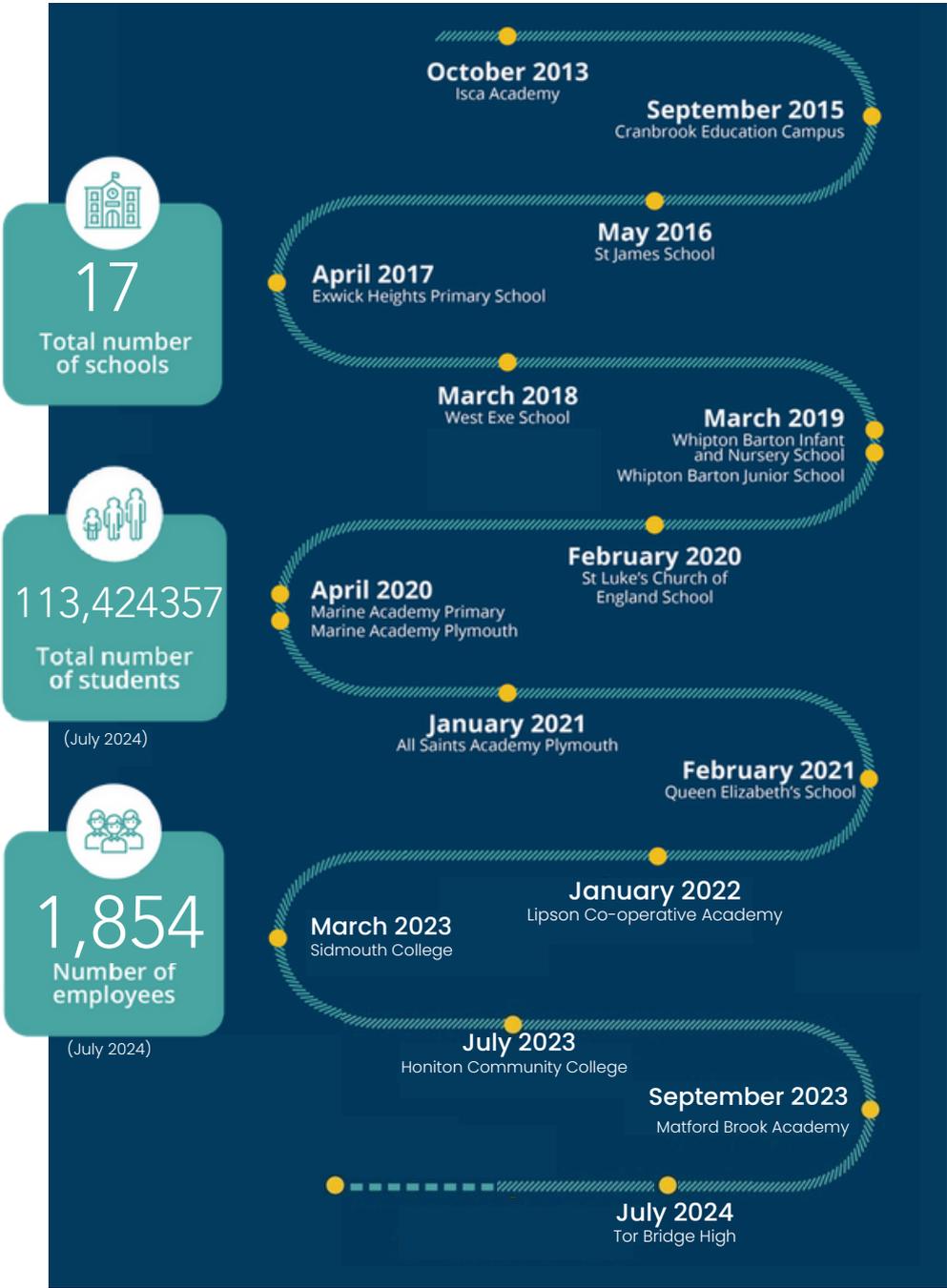
Family friendly policies and flexible working opportunities



Our Trust Journey



Professor Ted Wragg, in whose memory the Ted Wragg Trust is named, was passionate about how education can transform young people's futures.



Thank you for
your interest in
working with us!

