



**Sharrow School
Applicant Information Pack
Level 2/3 Teaching Assistant
Two Positions Available**



From the CEO



Dear Applicant

Thank you for your interest in Cascade Multi Academy Trust. Choosing the right School and Trust to work with is a very important decision. We would recommend that you visit the school and take a tour before submitting your application to understand the vision and values of our Trust.

Who we are?

Cascade is a Trust of collaboration, challenge and support to achieve the best possible outcomes for the children and communities we serve.

We are four primaries situated in the North of Sheffield. Our Schools include Beck, Hucklow, Limpsfield, Owler Brook, Sharrow and Whiteways Primaries.

Our Vision

- To transform the life-chances of our children.
- To ensure safe and secure learning environments.
- To create inspirational places for our staff to work.
- To be an influential part of our local communities.

We are committed to professional development for all our staff. We work with Sheffield College, Hallam University, SCITT, The Teaching School Alliance and The National College to offer a wide range of qualifications to enable staff to develop further in their professional career. We have a proven track record of training teaching assistants to become HLTAs and teachers as well supporting staff in to leadership positions.

We care about the wellbeing of all our staff and hope they feel happy to come to work each day because they feel valued and supported. We offer a wellbeing package for all staff, which includes wellbeing days, access to The Listening Service and private counselling.

If you would like to more about us please visit our website

<https://www.cascademat.co.uk> and come have a look round to meet the team.

Thank you for showing an interest in working with us.

Sue Bridges

Our Vision

To transform the life-chances of our children by ensuring an increasing number of pupils are secondary ready.

To ensure safe and secure learning environments by constantly improving our facilities on an annual cycle

To create inspirational places for our staff to work in and to effectively recruit and retain high quality staff

To be an influential part of our local communities finding ways to contribute to their health and wellbeing

As our Multi Academy grows our Trust will enjoy the benefits of: -

- A shared focus on education, which raises achievement across all schools to the highest levels.
- A shared business platform which makes best use of resources and benefits from economies of scale.
- A shared ethos within which the unique identity and character of each school can flourish.

Our Principles

In our schools we will ensure: -

An Enriched and Exciting Curriculum

- Children enjoy their learning and want to come to school to learn. Enjoyment of learning is crucial to success.
- Learning is real, purposeful, exciting and relates to the world the children live in and will contribute to as they grow up.
- Educational visits and visitors, enrich children's education experience on a regular basis.
- Our learning environments will enhance the learning and curriculum opportunities we provide.
- Specialist teaching ensures all children have opportunity to learn a musical instrument, take part in sporting competitions and learn to swim.

- Community involvement is part of the life of our schools and the children impact on the life of the community.
- Equal opportunities through the curriculum, inspire all children to succeed.

High Quality Provision

- High quality teaching and learning in the all subjects leads to the acquisition of the best set of life and learning skills for every child.
- Early identification of need leads to intervention which supports and challenges children to access all of the curriculum.
- Rigorous assessment, tracking and expert teaching promotes accelerated progress.
- Continual process of School Self Review/Peer Review and evaluation as we strive to provide outstanding provision.
- Behaviour and reward systems which promote exemplary behaviour.

A shared ethos of Care and Respect

- Understanding and celebrating diversity.
- Include and nurture everybody.
- Celebrate and encourage everybody.
- Provide opportunities and success for everybody.
- An understanding of how we can contribute to and shape the world around us on a local and global scale.
- A curriculum which enhances the health, safety and wellbeing of all our school communities.
- Our children are well prepared for learning in the next stage of their educational journey.

We believe that everyone is a Leader

- Pupils are leaders of their own learning and have opportunity to develop their interests and become experts.
- We offer our communities opportunities to take on leading roles within our schools.
- We will support and champion family learning and learning together.
- We value every member of staff and will develop them through high quality training and an investment in their professional development.

- Our leadership teams keep learning at the heart of their work, recognising the uniqueness of each and every learner.
- We become an organisation of evidence-driven experts.



Who We Are

Cascade Multi Academy Trust is a Trust of collaboration, challenge and support to achieve the best possible outcomes for the children and communities we serve. We believe that by working together, we can provide shared expertise, resources, and opportunities for everyone within the MAT. We are a Trust where commitment, participation, involvement and achievement are expected of all.

Cascade is currently a Trust of six primaries situated in Sheffield. Our focus is one of partnership working to continually improve the educational offer for our children and their families. We aim to create opportunities for all our children regardless of their needs, and strive help them fulfil their potential.

Our Schools

Beck Primary School

We offer provision for pupils from 2+ in Early Years up to age 11 in Year 6. Our aim is to provide a high-quality education for all with a broad and balanced curriculum. We want children to be excited about their learning and to enjoy coming to school.

Hucklow Primary School

Our aim is to provide a high-quality education for all with a broad and balanced curriculum. We want children to be excited about their learning and to enjoy coming to school. We recognise that we cannot achieve our aims in isolation and therefore we value the involvement of parents as partners in the education of their child.

Owler Brook Primary School

We pride ourselves on providing an environment where children feel safe and happy. We celebrate diversity and creativity, recognising the skills that every child has. We

warmly welcome parents into the life of the school and work with the whole school community to instil a sense of belonging and ownership and guide our children to be responsible citizens of the future.

Sharrow Primary School

Our commitment to children's good academic progress helps to ensure their future economic and social well-being. As part of this process, we encourage parents/carers to get involved with their child's learning and work closely with parents/carers to help develop their own skills.

We have a purpose-built school building, with a children's centre incorporated. We cater for children from 3 months to 11 years. This building has been designed and built to ensure that we are better able to meet the needs of the children and their families and enable us to develop our school philosophy - delivering a creative and exciting curriculum. Teaching takes place in year group bases.

Whiteways Primary School

We are committed to building strong links with the local community and services to ensure we work holistically for our children. We provide unique learning opportunities through a bespoke curriculum that fosters children's interests, and challenges them to become the best that they can be.

As a Trust, we are a developing vibrant community in which all children and staff are able to thrive. Our strategic vision is to move this Trust forward by retaining a complete commitment to our ethos, our community and the principles of a comprehensive education.



Dear Applicant

TEACHING ASSISTANT LEVEL 2/3 – TWO POSITIONS In the Foundation Stage with a focus on children with special educational needs

As the Headteacher, I would like to thank you for your interest in the post of **Teaching Assistant Level 2/3** and to provide further background regarding the post and the application process.

The school is located just off London Road and serves the Sharrow area. A walk along the London Road will give you a flavour of the cultural and racial diversity of the community. The school serves an economically diverse area with housing ranging from large stone fronted Victorian properties in Nether Edge to privately-rented accommodation and Council flats. The school has a commitment to equality of opportunity for all learners and operates a vigorous inclusion policy.

All of the above contribute to creating a dynamic and diverse school community. We attach significant importance to developing children's literacy and numeracy skills as well as their creative and expressive skills. We encourage children to develop their sporting abilities, we take part in many inter-school events and become involved in various sporting initiatives.

Our commitment to children's good academic progress helps to ensure their future economic and social well-being. As part of this process, we encourage parents/carers to get involved with their child's learning and work closely with parents/carers to help develop their own skills.

We have a purpose-built school building, with a children's centre incorporated. We cater for children from 3 months to 11 years. This building has been designed and built to ensure that we are better able to meet the needs of the children and their families and enable us to develop our school philosophy - delivering a creative and exciting curriculum. Teaching takes place in year group bases.

We are looking for enthusiastic and energetic staff who want to explore the ways in which they can contribute to the future development of this innovative school and Children's Centre

I hope that the information provided will give you a flavour of what we are aiming to achieve and enable you to determine whether we are the school for you at this stage of your professional development, if you decide this is the school for you, I will be delighted to receive an application from you, if not, then may I thank you for your interest in our school and wish you well in the future.

As a school we are committed to excellence in all aspects of our work; and we are committed to building strong links with the local community and services to ensure we do not work alone. Our families play an unprecedented role in ensuring children are happy and safe at school, so we create strong links between home and school learning, no matter when children start their journey at Sharrow Primary

I hope that you submit an application and would be happy to provide any further information you may require.

Evelyn Abram

HEADTEACHER

Position: TEACHING ASSISTANT – LEVEL 2 or 3 – TWO POSITIONS In the Foundation Stage with a focus on children with special educational needs

Scale: Grade 3

Spine Point: Spine point 5 (£25,583*) to Spine Point 6 (£25,989*) pro-rata for part-time (35 hours) and term-time only (39 weeks worked / 44.85 weeks paid)
**pay award pending*

Hours: Monday to Friday - 8.15am to 3.45pm with 30 minutes lunch break

Actual Salary: £20,814.33 to £21,144.65

Start Date: September 2026

Contract: Fixed term contract until July 2027

We have an exciting opportunity for an enthusiastic and dedicated Level 2 or 3 Teaching Assistant to join our team which will involve supporting children with special needs on a one to one or group basis. This role will be in Foundation Stage. Previous experience of working in a multi-cultural primary school will be an advantage. Candidates need to demonstrate a commitment to the school's inclusive ethos. This is a fixed term contract initially until July 2027.

Main Duties:

- Establish a nurturing relationship with pupils and, under the direction of teaching staff, implement strategies to support children's learning and behaviour
- Contributing to the learning environment by setting up appropriate activities and preparing suitable resources.
- Supporting the inclusion of children with physical and communication difficulties, either individually or in a group situation.
- Using effective strategies to support children with special education needs and children with language needs
- Promoting the inclusion and acceptance of all pupils.
- Creating a happy and welcoming atmosphere
- Communicating with parents and developing strong, positive relationships with them
- Providing first aid and toileting support when required



CACHE, NVQ or other recognised qualifications are desirable but not essential as relevant experience and personal qualities will also be taken into consideration. The successful candidate will need to have:-

- Experience working with children
- Have a good educational background with excellent written and oral communication skills, including GCSE English & Mathematics or equivalent at grade A-C
- Be able to make positive relationships with children, working closely with pupils who are finding learning difficult
- Energy, enthusiasm and a passion for supporting pupils and their families
- Have a positive and enthusiastic approach with the ability to work within a team as well as on own initiative
- Have a clear understanding of the need for confidentiality and awareness of child protection issues
- Excellent interpersonal skills

We offer:

- A vibrant, richly diverse school community
- A supportive and caring ethos where everyone is valued
- A school at the heart of its community
- An experienced team
- A fabulous building with great facilities

Tours: Monday 22 June @ 4pm or Thursday 25 June @ 4pm
Closing date for applications: Wednesday 1 July @ midnight
Interviews held: Monday 6 July
Internal applications welcomed

Please return your completed application form to the school. Completed applications must be returned to:

Evelyn Abram, Headteacher
Sharrow School
Sitwell oad
Sheffield, S7 1BE

Applications may also be submitted by email via jobs@sharrow.sheffield.sch.uk.

We are committed to safeguarding and promoting the welfare and safety of children and vulnerable adults and expect all staff to share this commitment. All successful candidates will be required to complete an Enhanced Disclosure and Barring Service Check.

We value our diverse workforce and aim to work together to make the most of our differences. We welcome applications from everyone. Under the Disability Confident Scheme, disabled applicants, who meet the essential criteria of this job, are guaranteed an interview



CASCADE MULTI ACADEMY TRUST JOB DESCRIPTION

CHILDREN YOUNG PEOPLE AND FAMILIES PORTFOLIO	Cascade Academy Trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff and volunteers to share this commitment
SCHOOL	Sharrow School
POST TITLE	TEACHING ASSISTANT - LEVEL 2 or 3
ROLE PROFILE	LD2.5
TOOLKIT JOB REF NUMBER	ToolkitJD-13c
GRADE	3 (inclusive of JWCs) Mainstream School
RESPONSIBLE TO	Line Manager as defined in staffing structure
RESPONSIBLE FOR	As defined in staffing structure
HOLIDAY AND SICKNESS COVER	TERM-TIME ONLY, BUT WITH OPPORTUNITY FOR ADDITIONAL HOURS TO COVER SICKNESS / HOLIDAYS
PURPOSE OF JOB	TO WORK UNDER THE INSTRUCTION/GUIDANCE OF TEACHING/SENIOR STAFF TO UNDERTAKE WORK/CARE/SUPPORT PROGRAMMES, TO ENABLE ACCESS TO LEARNING FOR PUPILS AND TO ASSIST THE TEACHER IN THE MANAGEMENT OF PUPILS AND THE CLASSROOM. WORK MAY BE CARRIED OUT IN THE CLASSROOM OR OUTSIDE THE MAIN TEACHING AREA

RELEVANT QUALIFICATIONS AND EXPERIENCE	<ul style="list-style-type: none"> • GOOD LITERACY/NUMERACY SKILLS • RELEVANT TEACHING ASSISTANT QUALIFICATION – LEVEL 2 OR LEVEL 3 • FIRST AID TRAINING/TRAINING AS APPROPRIATE
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JOB DESCRIPTION FOR POST OF:- TEACHING ASSISTANT – LEVEL 2/3

SPECIFIC DUTIES AND RESPONSIBILITIES

The post holder must at all times carry out his/her duties and responsibilities within the spirit of Cascade Multi Academy Trust Policies and within the framework of the Education Act 2002, and School Standards and Framework Act 1998 with particular regard to the statutory responsibilities of the Governing Bodies of Schools.

Main Duties and Responsibilities

SUPPORT FOR PUPILS

1. Supervise and provide particular support for pupils, including those with special needs, ensuring their safety and access to learning activities
2. Assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes
3. Establish constructive relationships with pupils and interact with them according to individual needs
4. Promote the inclusion and acceptance of all pupils
5. Encourage pupils to interact with others and engage in activities led by the teacher
6. Set challenging and demanding expectations and promote self-esteem and independence
7. Provide feedback to pupils in relation to progress and achievement under guidance of the teacher

SUPPORT FOR THE TEACHER

8. Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of pupils' work
9. Use strategies, in liaison with the teacher, to support pupils to achieve learning goals
10. Assist with the planning of learning activities
11. Monitor pupils' responses to learning activities and accurately record achievement/progress as directed
12. Provide detailed and regular feedback to teachers on pupils' achievement, progress, problems etc.

13. Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
14. Establish constructive relationships with parents/carers
15. Administer routine tests and invigilate exams and undertake routine marking of pupils' work
16. Provide clerical/admin. support e.g. photocopying, typing, filing, money, administer coursework etc.

SUPPORT FOR THE CURRICULUM

17. Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses
18. Undertake programmes linked to local and national learning strategies e.g. literacy, numeracy, early years recording achievement and progress and feeding back to the teacher
19. Support the use of ICT in learning activities and develop pupils' competence and independence in its use
20. Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use

SUPPORT FOR THE SCHOOL

21. Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
22. Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
23. Contribute to the overall ethos/work/aims of the school
24. Appreciate and support the role of other professionals
25. Attend and participate in relevant meetings as required
26. Participate in training and other learning activities and performance development as required
27. Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtime
28. Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher
29. Any other related duties as may arise.

Any other duties and responsibilities appropriate to the grade and role

All the above duties and responsibilities to be carried out in accordance with Cascade Multi Academy Trust's Policies, Standing Orders and current legislation with an emphasis on Customer Care, Equal Opportunities, Data Protection and Health and Safety.

ISSUE DATE: Jan 23



Person Specification - Teaching Assistant (Level 2/3)

	Essential / Desirable	Method of Assessment
Skills / Knowledge		
Understanding of relevant policies/codes of practice and awareness of relevant legislation	Desirable	Application Form, Interview
General understanding of national / foundation stage curriculum and other relevant learning programmes/strategies	Desirable	Interview
Basic understanding of child development and learning	Essential	Interview
Ability to self-evaluate learning needs and actively seek learning opportunities	Essential	Interview
Ability to relate well to children and adults	Essential	Interview
Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these	Essential	Interview
Effective use of ICT to support learning	Desirable	Interview
Has speaking and listening skills to extend language in discussion	Essential	Interview
Can manage the behaviour of pupils in a reasonable manner	Essential	Application Form, Interview
Has a caring positive attitude towards pupils' welfare	Essential	Interview
Has an awareness of pupils with special educational needs	Essential	interview
Can maintain trust and confidentiality where appropriate	Essential	Interview

Can assist the school in forming a partnership with parents	Essential	Application Form, Interview
Has sufficient practical and organisational skills to contribute to the preparation and management of educational resources	Essential	Application Form, Interview
Can complete and maintain pupils' records	Desirable	Interview
Experience, qualifications, and training (if any)		
Teaching Assistant Qualifications – Level 2/3	Desirable	Application Form
Training in the relevant learning strategies e.g. literacy	Desirable	Application Form
First aid training	Desirable	Application Form
Experience working with or caring for children of relevant age	Essential	Application Form, Interview
Completion of DfES Teacher Assistant Induction Programme	Desirable	Application Form
Good numeracy/literacy skills	Essential	Application Form, Interview
Work related circumstances		
Can allocate some contractual time to after school staff meetings when appropriate	Essential	Application Form, Interview
Can allocate some contractual time to the whole of, or part of, staff training days when appropriate	Essential	Application Form, Interview
Can maintain personal presentation that sets high standards for the pupils	Essential	Application Form, Interview
Prepared to provide intimate care & support with feeding where required	Essential	Application Form, Interview

The Appointment Process

These notes are intended to guide you when making an application

Application Form

Complete the application form neatly, fully and accurately, including exact dates. The form may be typed or handwritten but if you do write it by hand make sure that it is legible and that you use black ink. Indicate clearly on the front page, the post you are applying for and submit a concise application.

Education and Training

State your qualifications and any training you have undertaken relevant to the post.

Present Appointment

Make it clear what your present post is, which establishment you work in and who your employer is

Previous Appointments

When completing this section, it is important that you offer a continuous record, or an explanation of any gaps to allow full account to be taken of your experience, for example, child raising, voluntary work. This is a requirement under our recruitment and safeguarding policies.

Referees

Suitable referees are people who have direct, recent experience of your work and who are in responsible positions. We may need to contact them at short notice so please be specific with regard to contact addresses, including emails and telephone numbers.

The Supporting Statement within your Application Form

The supporting statement is regarded as a very important part of your application. You should make statements that demonstrate how your qualification and experience match the requirements of the post. You should take particular care to demonstrate how you meet the person specification included in this pack. Please limit your supporting statement to two sides of A4 in size 11 font

Arrangements for Assessment

Shortlisted candidates will be contacted as soon as possible after the closing date.

Referees are contacted prior to the interview stage, unless you have specified in your application a reason not to do so.

A variety of assessment methods are used for different posts and candidates will be invited for an Interview and Task(s) associated with the role.

Feedback

Verbal feedback is offered to shortlisted candidates who were unsuccessful in securing the post following the assessment process.

Selection for Appointment

A conditional offer is made subject to 2 satisfactory references and satisfactory completion of pre-recruitment checks.

Completed Applications

When you have completed your application form and equal opportunities monitoring form, these should be returned via email by the closing date specified in the advert.

jobs@sharrow.sheffield.sch.uk

Privacy Notices

Our privacy notices for recruitment can be found on the Trust website

<https://cascademat.co.uk>

Safeguarding

The Safeguarding policy can be found on the Trust website

<https://cascademat.co.uk>