

Teaching Assistant – Level 2 (Temporary)

Candidate Information Pack

Closing Date: 12.00pm, Monday 20th April 2026



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Welcome from the CEO

Dear Applicant,

I am immensely proud to be Chief Executive of Spark Education Trust. We are a recently merged Trust comprising 4 secondary and 11 primary schools located across the Tees Valley and we provide opportunities for children and young people to reach their full potential, whatever their starting point. We know that this is best achieved in encouraging environments where mutual and self-respect is promoted. We want to grow confident young people able to work independently and think creatively in a fast-changing world.

We have high expectations for everyone, aspiring to excellence in teaching and achieving impressive standards in all areas of school life. Success beyond the classroom in sport and the arts are features of life across our Trust.

For our staff we provide positive working environments, a commitment to the highest quality professional development, opportunities to collaborate to create excellence and encouragement to forge career success.

Trustees, governors and leaders collaborate closely to ensure excellence in all aspects of Spark Education Trust. Our core values are mutual respect, hearty collaboration and courageous ambition and these drive our work ensuring that Spark schools are wonderful places to work.



Louise Spellman



Welcome from the Head Teacher

Dear Applicant,

I would like to take this opportunity to thank you for your interest in the post of Teaching Assistant at Bader Primary School.

Bader Primary School is a two-form entry school situated in the heart of Thornaby-on-Tees, Stockton.

This is a fantastic opportunity to join a school within Spark Education Trust. We can offer you:

- Wonderful children with aspirations to achieve.
- Supportive parents who want to engage with school: who hold high aspirations for their children.
- An inclusive ethos where every member of the school community is valued.
- A school community in which relationships are positive, expectations are high, every single person is constantly learning.
- An environment in which you will see people smiling, staff working together, people who care for one another, and people who respect and trust one another.
- A school dedicated to the personal and professional development of all staff.

Our school encourages all pupils to be the best they can be and strive for success in all they do in their lives. Our values of 'Being Happy, Aiming High, Determination, Excellence and Respect' are promoted in everything we do where we aim to make learning exciting and enjoyable through an engaging, fun and relevant curriculum.

At Bader Primary School, we take our role to prepare our children for life in modern Britain very seriously and ensure that the fundamental British Values are introduced, discussed and lived, through the ethos and work of our school. This, along with being Gold accredited Rights Respecting School supports and prepares every child to make a positive contribution to our rapidly changing society.

If you possess the skills and dedication to contribute to our dynamic team, we look forward to hearing from you.

Best wishes

David Hodgson
Head Teacher

Teaching Assistant – Level 2 (Temporary)

Job Title: Teaching Assistant – Level 2 (Temporary)

Location: Bader Primary School (Thornaby)

Start Date: As Soon As Possible

Actual Salary: £8,014 to £10,408 (Grade F, SCP 7 to 8)

Hours of Work: 13 to 16.25 hours per week, term time plus 5 days (2 to 2.5 days per week)

Contract Type: Temporary (to 31st August 2026)

Closing Date: 12.00pm, Monday 20th April 2026

Interviews: TBC

About the Role

We are seeking to appoint a Teaching Assistant to work under the instruction/guidance of teaching/senior staff, to undertake work/care/support programmes, to enable access to learning for pupils, including those with SEN and to assist the teacher in the management of pupils and the classroom.

About Us

We are a recently merged Trust, Spark Education Trust which currently consists of 11 Primary Schools and 4 Secondary Schools. The Spark Education Trust can offer you a professional challenge and a rewarding opportunity, working with collaborative schools that are passionate about the progress and development of every student.

What we have:

- A positive and caring ethos and working atmosphere
- Friendly children, eager to learn and achieve
- An aspirational curriculum for all students
- A committed, enthusiastic and supportive staff team
- Excellent support from the Governing Body, the staff and parents/carers
- Opportunities for career development

For further details on us as an organisation, please click [here](#).

For further information on the school, please click [here](#).

How to Apply

Please make sure that the application form is completed and returned via email to vacancies@sparkeducation.org.uk, addressed to Mr D Hodgson, Head Teacher.

Please note that feedback will only be given to shortlisted candidates, if you do not receive an invite to interview within 30 days of the advert's closing date assume that you have been unsuccessful in your application for this post.

Safeguarding Notice

The Spark Education Trust is committed to safer recruitment practice and pre-employment checks will be undertaken before any appointment is confirmed. This post is subject to an enhanced DBS check. The post you are applying for is exempt from the rehabilitation of offender's act 1974. We will also carry out an online search on shortlisted candidates to help identify any incidents or issues that are publicly available online.

Bader Primary School is committed to safeguarding, for further information on the school's Safeguarding and Child Protection Policy please click [here](#).

Job Description

POST TITLE: Teaching Assistant – Level 2 (Temporary)

GRADE: F (SCP 7 – 8)

REPORTS TO: Headteacher

MAIN PURPOSE: To work under the instruction/guidance of teaching/senior staff, to undertake work/care/support programmes, to enable access to learning for pupils, including those with SEN 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.

TASKS:

SUPPORT FOR THE PUPIL:

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

SUPPORT FOR THE TEACHER:

- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of pupils' work.
- Use strategies, in liaison with the teacher, to support pupils to achieve learning goals.
- Monitor pupils' responses to learning activities and accurately record achievement/progress as directed.
- Provide detailed and regular feedback to teachers on pupil's achievement, progress, problems etc.
- 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.
- Establish constructive relationships with parents/carers under teacher guidance.
- Provide clerical/administrative support e.g. photocopying, typing, filing, money, administer coursework etc.

SUPPORT FOR THE CURRICULUM:

- Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
- 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:

- Be aware of and comply with policies and procedures relating to Safeguarding, Child Protection, Health, Safety and Security, Confidentiality and Data Protection reporting all concerns to an appropriate person.
- 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.
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required.
- Assist with the supervision of pupils out of lesson times.
- 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.

- Participate in training and other learning activities and performance development as required.
- Show a duty of care and take appropriate action to comply with Health & Safety requirements at all times.
- Demonstrate and promote commitment to Equal Opportunities and to the elimination of behaviour and practices that could be discriminatory.

SAFEGUARDING - Promoting the Welfare of Children and Young People

- To demonstrate a commitment to safeguarding and promoting the welfare of children and young people, staff and volunteers.
- To demonstrate a thorough understanding of safeguarding and safer recruitment policies and procedures, and their application within an educational setting/environment.

The post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated from time to time.

Person Specification

	Essential	Desirable
QUALIFICATIONS/ TRAINING:	<ul style="list-style-type: none"> Requirement to complete Teaching Assistant Induction Programme, including safeguarding. Willingness to participate in relevant training and development opportunities. NVQ Level 2 or equivalent qualification in relevant discipline OR appropriate experience. 	<ul style="list-style-type: none"> First Aid training or willingness to undertake. Safeguarding training. Training in Special Educational Needs strategies. An Early Years teaching assistant qualification.
EXPERIENCE:	<ul style="list-style-type: none"> Recent and relevant experience of working with primary aged children, including those with Special Educational Needs. 	<ul style="list-style-type: none"> Experience of working in a school environment.
SKILLS/ KNOWLEDGE:	<ul style="list-style-type: none"> Ability to relate well to children and adults and build effective working relationships. Ability to work effectively within a team environment, understanding classroom roles and responsibilities. Knowledge of Safeguarding children and the importance of confidentiality, health and safety and GDPR. Ability to promote a positive ethos and role model positive attributes. Ability to work with children at all levels regardless of specific individual needs. General understanding of national curriculum and other basic learning programmes/techniques. Experience of resources preparation to support learning programmes. Effective use of ICT to support learning. Good communication and listening skills. Good numeracy and literacy skills. The ability to manage behaviour of children in a positive and supportive manner. Understanding of inclusion, especially within a school setting. 	<ul style="list-style-type: none"> Relevant knowledge of First Aid. Specific SEND training. Equal Opportunities and recognising the nature of the diverse school community. Understanding of basic technology – computer, video, photocopier etc.

PERSONAL AND PROFESSIONAL ATTRIBUTES:

- Friendly, approachable and professional manner.
- Calm approach.
- A commitment to working as part of the whole school team and supporting the vision and aims of the school.
- High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic backgrounds; and commitment to raising their educational achievements.
- Ability to build and maintain successful relationships with pupils; treat them consistently, with respect and consideration, and demonstrate concern for their development as learners.
- Demonstrate and promote the positive value, attitudes and behaviour they expect from the pupils with whom they work.
- Ability to liaise sensitively and effectively with parents and carers, recognising role in pupils' learning.
- Able to improve their own practice through observations, evaluation and discussion with colleagues.
- Good command of the English Language.
- Passion for supporting pupils with SEND, including with behaviour and/or personal care.

How to Apply

Application forms and further details are available on the Trust's website -

www.sparkeducationtrust.org.uk

Please make sure that the application form is completed and returned via email to vacancies@sparkeducation.org.uk, addressed to Mr D Hodgson, Head Teacher.

Applications submitted on anything other than the official application form and applications from agencies will not be accepted.

Confidential References

Two referees should be nominated, including one from your current/most recent employer - Those from an education setting must provide the Headteacher as one of their references or to be signed and checked by the Headteacher.

Job Description

Details the main responsibilities for this post and the personal and professional qualities required.

Person Specification

Sets out the criteria to be used for the shortlisting process.

Closing date: 12.00pm, Monday 20th April 2026

Interviews to be held: TBC

Employee Benefits

Wellbeing

Free and confidential support.

Up to six sessions of structured counselling, if recommended.

Pensions

All eligible staff automatically join either The Teachers Pension Scheme or the Local Government Pension Scheme upon the start of their employment.

As members of these schemes, employees have access to the full range of membership benefits including a Death in Service payment is included in the Teacher Pension Plan and Local Government Pension Scheme.

Cycle to work

We also provide a cycle to work scheme, which is a recognised Inland Revenue salary sacrifice scheme through www.greencommuteinitiative.uk which enables staff to access a new bike and bike equipment.

Work Life Balance

We provide a generous Annual Leave entitlement for Support Staff of 27 days leave, rising to 32 days leave following 5 years' service, in addition to statutory bank holidays.

As we are supportive of flexible working, we have many staff working on individual working arrangements and we offer many roles working term time only contracts, to assist with individuals work life balance.

Professional Development

As we believe in supporting and developing our staff, we offer extensive career development opportunities and actively seek to develop and promote staff where possible.