



Thackley Primary School

Recruitment Information Pack

KS2 Teaching Assistant Post



Timeline

Closing date for applications: Wednesday 24th June at midday

Interviews: Interviews will be held in school WC 29th June & 6th July 2026

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TA



Dear Candidate,

Thank you for your interest in the position of KS2 Teaching Assistant (TA) at our school. We are looking to an outstanding TA with relevant experience. The position is a full time, permanent post, to start in September 2026.

We are looking for an excellent, experienced TA with previous experience of supporting children in school in Key Stage Two.

Thackley Primary is a two form entry, successful school, with a large nursery, situated on the Leeds/Bradford border. We are a happy, friendly, lively school and have a wonderful staff team who are committed to providing the best education for our children.

In our latest Ofsted inspection (2024) we were awarded 'Good' for overall effectiveness. We achieved a Good grade for The Quality of Education, Leadership & Management and Behaviour & Attitudes. We achieved an Outstanding grade in Personal Development and Early Years.

Ofsted observed that our school is 'warm and welcoming' and that our 'pupils benefit from positive relationships with the adults in the school'. Everybody at Thackley makes a difference! We are fully committed to providing support, training and opportunities for career progression to all our staff and value the contribution that each and every one makes to the improvement and development of our school.

We are looking for a Teaching Assistant who can be creative in their work and contribute to the continuing development of Thackley School. Passion, drive and commitment are key factors in the staff team at our school.

We welcome you to visit us to gain a fuller insight into our school. Please ring to arrange an appointment or to request further information.

We look forward to hearing from you.

A handwritten signature in black ink that reads 'Annette Patterson'.

Mrs Annette Patterson
Headteacher

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Our Vision

A school is an exciting place to be and every school provides a unique experience. At Thackley Primary School, we want to provide the best possible experience for our children and for everybody who walks through our door. We have many aims within school but at the heart of everything, we hold close three key aims as our vision for our pupils.

These are:

High Standards in everything we do

Skills for Life

Happy Memories

We believe in **high standards** for all members of our school community. Our expectations apply to academic and sporting achievements, manners, behaviour, attitudes and in everything we do.

Skills for life are developed through communication and even at an early age children will be taught simple business and enterprise skills to support them in later life. Many of the jobs our children will do when they leave school have not even been invented yet, so it is our role to support them in acquiring a variety of life skills including the ability to make friends with others and to work alongside a variety of people in school and in the work place.

Above all we want our children to leave Thackley with **happy memories**. If children are happy and enjoy school, they learn at a far faster pace and enjoy contributing to their own development and success. We strive to make every child's years at primary school happy. We enhance our curriculum with exciting trips, residentials and experiences which our children will remember forever.



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Thackley Primary School

KS2 Teaching Assistant

Vacancy Details: Teaching Assistant - Permanent

Hours: 31.25 hours per week. Term time only

Salary: Band 5 (SCP 6)

Start date: September 2026

Closing date for applications: Wednesday 24th June at midday

Interviews: Interviews will be held in school WC 29th June & 6th July 2026

We are looking for a candidate who will:

- Be willing to work across the primary age range
- Have experience of working in Key Stage 2
- Have high expectations and be committed to raising standards
- Be creative, innovative and be able to inspire others
- Have excellent literacy and numeracy skills to at least GCSE level Grade C or above
- Have experience of contributing to record keeping
- Have the commitment to help each child fulfil their full potential
- have experience in effectively supporting children with Special Educational Needs and Disabilities (SEND)
- Have the ability to work as part of a team and use their own initiative

In return we can offer the successful candidate:

- A wonderful learning environment
- Committed, fun and inspirational staff
- Enthusiastic, happy friendly pupils who are keen to learn
- Families who are keen to give their children support and encouragement
- A commitment to your professional development

If you have any questions, please e-mail our School Office admin@thackleyschool.com or telephone 01274 414437.

Application Packs can be obtained by sending a request to vacancies@thackleyschool.com

Please ensure you read the application details and check you meet the criteria before submitting an application form.

Application Forms can be emailed to vacancies@thackleyschool.com or posted directly to school for the attention of Mrs Annette Patterson, Headteacher.

We are committed to safeguarding and promoting the welfare of children.

All posts are subject to an enhanced DBS check.

Applicants will be subject to an online search if shortlisted.

Proof of eligibility to work in the UK will be required.

Please note: CVs are not accepted for this post.

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Job Description

Post Title	Teaching Assistant
School	Thackley Primary School
Pay grade	Band 5 (SCP 6)

GENERIC INTRODUCTION:

The following information is furnished to assist staff joining the School to understand and appreciate the work content of their post and the role they are to play in the organisation. The following points should be noted:

1. Whilst every endeavour has been made to outline the main duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings, therefore, may have been used below, in which case all the usual associated routines are naturally included in the job profile.
2. Employees should not refuse to undertake work, which is not specified on this form, but they should record any additional duties they are required to perform and these will be taken into account when the post is reviewed.
3. Bradford Council/Thackley Primary School is an Equal Opportunities Employer and requires its employees to comply with all current equality policies in terms of equal opportunity for employment and access to the Council Services.
4. The Council/Thackley Primary School is committed, where possible, to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

PRIME OBJECTIVES OF THE POST:

- To complement, appreciate and support the role of teachers and other professionals by undertaking work/care/support programmes which enables access to learning in the community as part of a teacher planned approach.
- To support the class teacher in the management of pupils in the classroom, and other senior staff on a range of teaching and learning experiences which deliver an appropriately differentiated and suitably challenging creative curriculum for all pupils whilst meeting statutory requirements.
- Work within school policies and procedures under the direction and guidance of senior staff and within an agreed system of supervision.
- May from time to time be required to undertake other duties commensurate with the grade and level of responsibility defined in this job description

EFFORT DEMANDS:

- Will assist in maintaining the good discipline of pupils throughout school and be expected to use good common sense, as well as use initiative in all matters relating to the conduct and behaviour of individual pupils, groups of pupils and whole classes, the safety, mobility (if required), hygiene and well-being of the pupils; making decisions within established working practices and procedures.
- Will recognise and challenge any incidents of racism, bullying, harassment, victimisation and any form of abuse of equal opportunities, ensuring compliance with the relevant school policy and procedures.
- Will deal with any issues, immediate problems or emergencies that arise in line with school policies and procedures liaising with colleagues where necessary e.g. dealing with a sick, injured or distressed child.
- Acting as a role model, will establish productive and constructive working relationships with pupils, setting high expectations, motivating and interacting with them, being aware of their individual needs, supporting

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difference and ensuring all pupils have equal access to opportunities to learn and develop whilst responding appropriately.

- Will have the ability to cope with the requirements of the post, which may include working with pupils who have emotional/behavioural/physical difficulties.
- Will contribute to the overall ethos/work/aims of the school
- Will appreciate and support the role of other professionals.
- Be vigilant and sensitive to any child protection/safeguarding concerns that arise, reporting any concerns to the designated officer in line with school policy and procedure.

RESPONSIBILITIES:

- Assist in the management of pupils in the learning environment.
- Assist in the planning of learning activities.
- Will administer routine tests, invigilate exams and undertake routine marking of pupils' work.
- Undertake structured and agreed learning activities/teaching programmes appropriate to the pupil's needs to ensure physical, social, emotional and intellectual development, taking into account diversity e.g. language, culture, ability, race and religion.
- Will supervise and support pupils consistently at all times including those with special needs; recognising and responding to their individual needs whilst ensuring their safety and education in the learning environment.
- Assist with the development and implementation of Individual Education Plans and Personal Care Programmes; attending to the pupils' personal needs and maintaining related personal programmes with the correct use of care materials including the safety and wellbeing of the pupils, therapy and medical intervention needs of the pupil and first aid, paying attention to social, health, physical and welfare matters as well as high standards of cleanliness and hygiene e.g. washing, dressing, toileting, and, if applicable, mobility.
- For posts working with pupils who are physically less able, it may be necessary to be able to physically assist the pupil in line with school policies and good practice.
- Will occasionally be required to supervise the class for brief periods during a morning or afternoon session where the classroom teacher is not available.
- Promote and reinforce the inclusion, acceptance and integration of all pupils, including those with specific and special needs and those from different cultures and/or with a different first language as appropriate.
- Set challenging and demanding expectations whilst promoting self-esteem and encouraging pupils to act independently as appropriate as well as interact and work co-operatively with others and engage in activities led by the teacher.
- Will prepare, create and maintain a purposeful, orderly and supportive learning environment to meet the lesson plans. Take responsibility for the care, preparation, maintenance and use of relevant equipment, assisting pupils in its use and clearing/storage afterwards.
- Will be aware of pupil progress, monitor/record pupil responses against pre-determined learning objectives as well as provide accurate, constructive and detailed feedback/reports to the teacher and pupils.
- Promote positive values, attitudes and good pupil behaviour and encourage pupils to take responsibility for their own actions whilst supporting the teacher in managing this. Deal promptly with conflict and incidents (including those involving restraint) and reporting challenging behaviour where appropriate in line with established policy.
- Will gather/report information from/to parents/carers as directed, taking into account parental/carer concerns, dealing with them sensitively under the direction of the teacher.
- Will provide clerical/administrative support as directed by the teacher.
- In respect of local and national learning strategies, will support pupils to achieve learning goals e.g. literacy, numeracy, KS3, early years as directed by the teacher.
- Will support pupils in the use of ICT in learning activities as directed by the teacher, and develop pupils' competence and independence in its use.

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- Will participate in own performance development, identify and address any training needs/other learning activities.
- Will assist with the supervision of pupils out of lesson times, including before and after school and at lunchtimes, accompanying teaching staff and pupils on visits, trips and out of school activities; taking responsibility for a group under the supervision of the teacher.
- Will assist in the supervision of students on work experience, trainees and voluntary helpers.
- Will be a first aider in school, attending the relevant training as required by the school.

ENVIRONMENTAL DEMANDS/WORKING CONDITIONS:

- Will have long periods of sitting or standing.
- Available to work during school hours during term time and a willingness to be flexible as may be required to attend staff meetings/training sessions outside of usual hours.
- Will have contact with members of the public/other professionals e.g. teaching staff, governors, parents/carers, community groups, local education authority, external providers etc.
- The post holder may occasionally be subjected to antisocial behaviour from members of the public/parents/site users.
- This post may include a degree of manual lifting and handling. You are expected to be aware of health and safety policies and procedures and frequently assess your ability to carry out the lifting tasks required of you.
- Report all concerns to an appropriate person.

FLUENCY DUTY

In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard.

For this role the post holder is required to meet the Intermediate Threshold Level

Intermediate Threshold Level

The post holder should demonstrate:

- They can express themselves fluently and spontaneously with minimal effort and,
- Only the requirement to explain difficult concepts may hinder a natural smooth flow of language.

SPECIAL CONDITIONS OF SERVICE:

- No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (An enhanced DBS check is required).

OTHER CONSIDERATIONS

- To be aware of and comply with policies and procedures relating to child protection; being vigilant for signs that children may be being abused and to report any such suspicions to the school's Designated Safeguarding Leader or the Headteacher.
- To act in accordance with the Data Protection Act and maintain confidentiality at all times e.g. access to staff/student/parent and carers files.
- Accept and commit to the principles underlying the Schools Equal Rights policies and practices.
- Be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act.
- Must be legally entitled to work in the UK.

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Personnel Specification

	ESSENTIAL	DESIRABLE
QUALIFICATIONS/ TRAINING:	<ul style="list-style-type: none"> GCSE English and Maths at Grade C or above or equivalent Will be a first aider in school (training provided by school) Evidence of further training/development and/or willingness to participate in further training and development opportunities e.g. Team Teach, Moving & Handling, Special Educational Needs. 	<ul style="list-style-type: none"> Other relevant qualifications relating to the post e.g. Level 2 NVQ in Health/Childcare, first aid qualification. Attendance at relevant CPD Relevant safeguarding training
EXPERIENCE:	<ul style="list-style-type: none"> Experience of working in a team situation. Experience of working with or caring for children of relevant age e.g. voluntary organisation or parental/caring responsibilities. 	<ul style="list-style-type: none"> Experience of working with pupils with additional educational needs and more able special educational needs. Other relevant training or experience
KNOWLEDGE/ SKILLS:	<ul style="list-style-type: none"> Problem solving skills. Will have knowledge of some of the policies covering their service area Good communication skills. Exercising advisory, guiding, negotiating and persuasive skills at a developed level. Good numeracy/literacy skills. Basic ICT skills. An understanding of the needs of a multicultural society. An understanding of the issues relating to pupils who have additional learning needs, more able and special educational needs. Awareness of child development. Ability to relate well to pupils and adults. Ability to work constructively as part of a team. Ability to remain calm under pressure. Demonstrate a commitment to working with children of the relevant age. Demonstrate good co-operative, interpersonal and effective listening skills. Maintain confidentiality in matters relating to the school, its pupils, parents or carers. Ability to perform all duties and tasks with reasonable adjustments where necessary. Ability to cope with the requirements of the post, which will include working with pupils who have emotional/ behavioural/physical difficulties. In line with the Immigration Act 2016; you should be able to demonstrate fluency of the English Language at an Intermediate Threshold Level. 	<ul style="list-style-type: none"> Will possess knowledge of the School's relevant procedures or practices Will have an outline understanding of relevant legislation. Knowledge and commitment to schools Equality policy. Experience of using ICT effectively Ability to use relevant equipment/resources. Ability to self-evaluate learning needs and actively seek new learning opportunities.

Safeguarding Statement

The school pays full regard to current DfE guidance Keeping Children Safe in Education. We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult including volunteers and contractors' staff.

In line with statutory duties, the following will apply:

- We will maintain an up to date single central record detailing the range of checks carried out on our staff and volunteers
- We obtain a DBS Enhanced Disclosure for all new appointments to the school workforce
- We seek confirmation from applicable staff that they are not disqualified from childcare under the Childcare (Disqualification) Regulations 2009. This includes:
 - Staff employed in our EYFS
 - Staff running our breakfast club & after school provision
 - Members of the SLT
- We obtain confirmation of appropriate checks and on-going training for supply staff from their agencies
- Where possible, contractors whose staff have DBS checks are used. Where this is not possible, appropriate measures are taken to supervise these workers. Similarly, occasional visitors to the school who do not have DBS certificates are supervised appropriately.

All staff are provided with a copy of Keeping Children Safe in Education and relevant updates; they are asked to sign that they have read and will follow the guidance given.



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Selection Process Guidance

Safeguarding

We are committed to safeguarding our pupils and will assess the candidate's suitability for working with children as part of the selection process. We will check the accuracy of all information and investigate any perceived anomalies. Firm offers of employment are never made without satisfactory references. All potential employees are subject to an enhanced disclosure from the Disclosure and Barring Service (DBS).

Inclusion

We welcome applications from candidates of all backgrounds, faith, ethnicities or with any protected characteristics. We are simply looking for the very best candidate for the job and will assess your application only on the information in your written application or your performance at interview should you be successfully shortlisted. We will ensure that the selection process is fair and without discrimination for or against any candidate based on age, ethnicity, gender, religious beliefs, marital status, or sexual orientation. The person specification sets out the criteria used to assess candidates through the selection process.

Visits to the school

Visits to the school are warmly welcomed by prior arrangement but you will not be disadvantaged if you are unable to visit.

Please contact Kim Taylor (School Business Manager), via email: vacancies@thackleyschool.com to arrange a mutually convenient appointment.

Applications

Please ensure that all parts of the application are completed. We do not accept CVs as part of the selection process. Please ensure that you demonstrate how your experience and skills make you suitable for the position. Applications should be submitted via vacancies@thackleyschool.com or posted directly to school for the attention of Mrs Annette Patterson, Headteacher.

Shortlisting

We assess all applications against the specification criteria using the evidence you provide in your application. This is done by a panel of senior staff and governors. We carefully check all applications for anomalies. Candidates who best meet the person specification will be invited to an interview. We will notify you by telephone with e-mail confirmation to follow. If you have not heard from us within 3 days of the closing date, you have not been successful at this stage.

References

We request references for all candidates who are invited to interview. Requests will be made at the same time that candidates are invited to interview. Your first referee should be your current or latest employer.

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Interview Process

The interview day will consist of an activity with children and a formal interview. This is designed to allow you to demonstrate your skills and abilities and share your experiences. You will be asked to bring proof of qualifications and identity on the day.

Final Selection

Following the task and formal interview, we will consider your responses to select the most suitable candidate for our school. We will then telephone each candidate to inform them of the outcome. We will offer brief feedback during this telephone conversation.

Offer of Employment

We will make a verbal offer of employment by telephone on the day of the interview and this will be confirmed in writing.

Any offer is made subject to:

- Receipt of references satisfactory to us
- Satisfactory DBS checks
- Provision of proof of identity and qualifications



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