



Shirley Manor

Primary Academy

Working together to achieve excellence

Fixed Term Teaching Assistant Job Applicant Pack



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Headteacher's Letter to Candidates



Shirley Manor

Primary Academy

Working together to achieve excellence

Methuen Oval, Wyke, Bradford, West Yorkshire, BD12 8SA Tel. 01274 679320

Website: www.shirleymanor.co.uk. Email: office@shirleymanor.co.uk

Head of School: Miss L Bailey

Dear Potential Colleague

I am glad our advert caught your attention and I am pleased to provide you with further information about the exciting opportunity to work with our young learners in our inclusive school. Please find enclosed in the application pack the following to assist you with your application:

- Job Description
- Personnel Specification
- Application Guidance

When completing the application form you need use your personal statement to address the requirements of the person specification, you must meet the essential criteria to be shortlisted. Please note we do not accept CV's the enclosed application form (including a supporting statement) must be completed in full.

We are a school at the heart of the community and we serve many vulnerable families; families who deserve the very best and this is what we aim to give them. The best start in life, the best education, the best teachers and support staff.

We work very closely with our families and parental engagement is high on our agenda. We also work closely with organisations and charities within our community and teach our pupils to be responsible, tolerant citizens; preparing them for life in modern Britain.

To get a glimpse of what life is really like at Shirley Manor please visit our school website www.shirleymanor.co.uk for more information about both our school and the Family of Learning Trust.

If you feel excited about the opportunity to work with us and change children's lives, then we would welcome your application.

Please return your application to the school via email to office@shirleymanor.co.uk by **noon on Friday 27th February 2026**.

Applicants who have been shortlisted for interview will be contacted by email, therefore it is important that you check your emails.

Good luck and best wishes,

Lucy Bailey

Head of School

The Teaching Assistant Vacancy



Methuen Oval, Wyke, Bradford, West Yorkshire, BD12 8SA Tel. 01274 679320

Website: www.shirleymoor.co.uk. Email: office@shirleymoor.co.uk

Head of School: Miss L Bailey

Shirley Manor School is vibrant one form entry primary school at the heart of the Wyke community. Shirley Manor is part of the Family of Learning Trust and is a key partner working in collaboration with schools across the Trust to drive strong educational development, particularly in schools that face challenging circumstances.

At Shirley Manor we are determined to continue to improve standards and outcomes across the school. We are committed to providing a nurturing and secure environment for our pupils to learn and we are looking for likeminded colleagues to join our school and Trust.

We have following post available to commence as soon as possible:

Fixed Term Level 1 Teaching Assistant

32.5 hours per week, term time only,

Working Hours: 8:30am to 3:30pm Monday to Friday.

Salary: Band 5, points 4 to 6, £18,548 to £19,140

We are seeking to appoint an enthusiastic Teaching Assistant to work with our wonderful pupils. We are seeking a caring person who can support the teachers across the school to deliver the rich and exciting curriculum and also with knowledge and experience to also fully support our pupils with special educational needs .

Applicants should be patient, calm under pressure, resilient, able to use their initiative, have excellent team working skills and be enthusiastic about providing outstanding care and education for our pupils. The successful candidate will be expected to provide exceptional support to the class teacher and work as part of a team ensuring that we maintain high expectations and aspirations within our school.

We are looking for candidates who:

- Relate well to children
- Have a level of education that enables them to understand the national curriculum at all levels (see job description for qualification expectations)
- Are able to work as part of a team
- Are enthusiastic, caring and self-motivated
- Have a positive approach
- Can use their initiative

In return, we offer a benefit package that includes:

- Membership of Local Government Pension Scheme with employer contribution of approximately 17%
- An Employee Assistance Programme, offering support and access to resources to help you maintain a healthy work life balance
- Commitment to professional development for all staff

Our school also offers you the opportunity to:

- Work in a friendly, caring and inclusive community where everyone is valued.
- Engage with enthusiastic children who enjoy learning.
- Support teachers to deliver a rich and exciting curriculum, recognised through a range of curriculum awards.
- Work with an experienced, supportive and successful team who love to work collaboratively.
- Development that will support you on your chosen career path

Please visit our website: for an application pack.

Please note we do not accept CVs, only a fully completed Shirley Manor Primary Academy application form will be accepted.

For further information about the role please view our website or contact Lucy Bailey, Head of School on 01274 679320. Visits to the school are encouraged.

CLOSING DATE: noon on Friday 27th February 2026

You will be contacted by email to inform you if you have been selected for an interview, please check your spam box!

The trustees of the Family of Learning Trust and the Governors of Shirley Manor Primary Academy are committed to safeguarding and promoting the welfare of children and young people and expect all staff to share this commitment. We consistently safeguard children and all posts are subject to thorough safeguarding checks in line with Keeping Children Safe in Education 2025.

We welcome applications regardless of age, gender, ethnicity or religion. The successful candidate will have met the requirements of the person specification and all posts are subject to an enhanced DBS check. Proof of eligibility to work in the UK will be required.

Safer Recruitment at Shirley Manor Primary Academy

Safer recruitment practice aims to minimise the risk of appointing an individual who is unsuitable to work in a post where they would be in contact with children or vulnerable adults and could cause them harm.

Shirley Manor is fully committed to the principles of safer recruitment.

Our selection processes observe best practice in selecting the appropriate candidate by ensuring equality of opportunity for all applicants whilst excluding any who may be unsuitable to work with our children. All candidates are expected to understand their own duties and responsibilities in regard to child protection and safeguarding with due relevance to the specific post advertised.

The Disclosure and Barring Service (DBS) helps employers to make safer recruitment decisions and thus prevent unsuitable people from working with vulnerable groups, including children. It is a criminal offence for a barred individual to be offered (or indeed to apply for, or to accept an offer of) employment in certain designated posts (those which involve working with children in what is defined as regulated activity).

Accordingly, all of the following steps will be taken as part of the recruitment processes:

- ✓ confirmation of identity by sight of original official documents (passport, photocard driving licence etc.)
- ✓ confirmation of professional qualifications (those required to fulfil the post) by sight of original documentation
- ✓ satisfactory references - a minimum of two written references (**one of which must be from most recent employer**) will be taken up prior to interview (the identity of all referees must be open to verification)
- ✓ social media screening on all shortlisted applicants
- ✓ full scrutiny of employment history with clarification to be sought (from candidate or referees as appropriate) in the event of identified gaps or discrepancies
- ✓ all necessary checks relevant to the disqualification requirements relating to childcare in accordance with the 'Childcare (Disqualification) Regulations 2009'.

In line with DBS regulations all candidates for relevant posts are required to provide details of any relevant unspent convictions. Additionally, for those posts involving "regulated activity", all 'spent' convictions must be disclosed under the Rehabilitation of Offenders Act 1974. The amendments to the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2020) provides that when applying for certain jobs and activities, certain convictions and cautions are considered 'protected'. This means that they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account.

Guidance about whether a conviction or caution should be disclosed can be found on the Ministry of Justice website.

A DBS check will be requested for appointments to all relevant posts and for those involved in 'regulated activity' this will include an additional check of the Children's Barred List. Any conditional offer of appointment will be made strictly subject to both receipt of all required documentation (as specified) and satisfactory verification of all checks as above.



Teaching Assistant - Job Description

The information given on this job description is intended to provide both postholder and management with an understanding and appreciation of the workload of this particular job and its role within the organisation.

The job description outlines main duties and responsibilities under broad headings only, as it is not possible to specify every item in detail.

Prime objectives of the post:

1. 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.
2. 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.
3. Work within school policies and procedures under the direction and guidance of senior staff and within an agreed system of supervision.
4. May from time to time be required to undertake other duties commensurate with the grade and level of responsibility defined in this job description.

Knowledge and Skills:

- Five GCSEs at grades 4/C or above, including English and Maths or equivalent
- Level 2 Certificate in Support Work in Schools or the Level 3 Certificate in Supporting Teaching and Learning in Schools.
- Communication: Excellent verbal and written communication skills are vital for interacting with children, teachers, and parents.
- Patience and Sensitivity: The ability to remain calm and understanding in stressful situations is crucial.
- Organisation: Good organisational skills are needed for managing groups and supporting lessons effectively.
- Enjoyment of Working with Children: A genuine desire to support and encourage young learners is fundamental.
- Active Listening: You need to listen to and understand the needs of children.
- Flexibility: The ability to adapt to different activities and tasks is important.
- IT Skills: Basic computer literacy is required for tasks involving digital devices

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 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 well-being 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, KS1/2, 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.
- 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.

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 nominated Child Protection Co-ordinator 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.



Teaching Assistant - Person Specification

		Essential (E) Desirable (D)
QUALIFICATION S/TRAINING:	<ul style="list-style-type: none"> GCSE English and Maths or equivalent e.g., Adult Literacy/Numeracy at level 2. Other relevant qualifications relating to the post e.g., first aid qualification. Evidence of further training/development and/or willingness to participate in further training and development opportunities. 	E D D
KNOWLEDGE/ KILLS:	<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. Will have detailed knowledge of statutory policies including Keeping Children Safe in Education. Problem solving skills. Good communication skills. Basic ICT skills. An understanding of the issues relating to pupils who have additional learning needs, more able and special educational needs. Awareness of child development. Knowledge and commitment to schools Equality policy. 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. 	D E D E E E E E E E E E E E E E E E E E

KNOWLEDGE/ SKILLS:	<ul style="list-style-type: none"> 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. 	E E
EXPERIENCE:	<ul style="list-style-type: none"> Experience of working in a team situation. Experience of working with pupils in a school setting Provide evidence of having previously spoken fluently to customers at an Intermediate Threshold Level. 	E E E

Application Guidance

Please read these Guidance Notes carefully before completing the application form. The application form is the first step in the recruitment process, which may lead to an interview and the possible offer of a job. It is therefore important that you complete the application form as fully as you can. We do not accept CV's and therefore the information that you supply on the application form is the only information that we consider when deciding whether you should be shortlisted.

General Information

- Please read the job description, person specification, advertisement and any other papers carefully, before filling in the form, and use this information to make your application relevant to the post.
- Please use **black ink** or type your application form – this helps when the applications are photocopied.
- **Do not send a CV with your application** – we believe that asking all applicants to complete an application form ensures fairness and consistency in our recruitment process.
- Do not submit the same application form for more than one job. Tailor each application to fulfil the requirements for a particular job. Please endeavour to keep your application form neat and tidy – the application form provides our first impression of you!
- The selection criteria used for shortlisting are the skills, abilities, knowledge and experience required to do a specific job. No assumptions will be made about these criteria. It is therefore vital that you tell us how you meet the selection criteria.
- Please return the application form by the closing date advertised.

The Application Form

- ✓ **Personal Details** – In accordance with the Data Protection Act and GDPR, the information you provide on the application form will be used solely for the purpose of the recruitment procedure and will not be used or passed on to any third party for any other reason. We prefer to make contact through email, therefore make sure your personal e-mail address is provided clearly and check your inbox regularly after the closing date (and your spam!)
- ✓ **References** – In order to speed up the process of appointment we will make a request for references before we interview you, unless you specify otherwise.
- ✓ **Recruitment Monitoring** – The Family of Learning Trust operates a policy of equal opportunity and fair treatment for employment and development. To assist in monitoring the effectiveness of this policy, and for this reason only, applicants are asked to give details of their ethnic origin, sex and any disability. The information you provide is used solely for monitoring purposes. It will be treated as confidential and will be detached from your application form on receipt. The information will not be seen by those who decide on the list of applicants to be invited to interview.
- ✓ **Education, Qualifications & Training** – Please include all your education, qualifications & training, both informal and formal. You may be asked to produce certificates confirming qualifications at a later stage.
- ✓ **Present/Recent Employment** – Starting with your present employer, please complete this section in date order, beginning with your most recent job and listing all work undertaken, paid and voluntary, since leaving school. Please account for any breaks/gaps in employment history since leaving full time education. Please continue this section on a separate sheet if necessary.
- ✓ **Skills, Abilities, Knowledge & Experience** – This section is the most vital part of the form. You may be one of many people applying for a job, so your application needs to stand out by showing your suitability against the person specification. You should provide **examples** of how you meet the skills, abilities, knowledge and experience identified, these can be non-work based if necessary.





The Family of Learning Trust Vision

'Learning Without Limits'

The Principles of our MAT

- A commitment to a culture of lifelong learning for all hence our ethos is 'Learning Without Limits.'
- Relentless pursuit of excellence in all aspects of school life.
- A bespoke curriculum, tailored made to meet the needs of our children with strong links to the community and the outdoors.
- Strong pastoral care for all children. Rigorous and Robust systems for monitoring important areas of school life
- Successful partnerships with parents, families and the local community

Our behaviours

These are our expectations for our staff:

- I am honest
- I am respectful
- I am positive
- I am supportive
- I communicate
- I am flexible

Shirley Manor is a friendly caring school with high expectations for all our pupils. Our children are encouraged to explore, discover and question through a range of exciting learning opportunities both within and outside the classroom. Our curriculum is rich and inspiring and offers pupils a broad range of experiences and opportunities. The staff endeavour to provide a calm and stimulating environment where good behaviour and mutual respect is modelled by everyone and where everyone is valued. Interwoven throughout our curriculum are key 'characteristics of learning' which we hope to instil in our pupils. We encourage children to take risks and teach them that it is ok to fail.