

## Candidate Information Pack

### Teaching Assistant (Level 3)

**Required:** September 2026

**Closing Date:** Monday 27<sup>th</sup> July at 9am

**Interview Date:** Wednesday 29<sup>th</sup> July



# Welcome to Burton Borough School a proud member of the Learning Community Trust

Dear candidate,

We are committed to providing a high-quality education that prepares our students for a happy, successful life and enables them to make a positive contribution to society. Our school is built on the values of ambitious, proud, and caring. We believe that these values are essential in shaping the character of our students and preparing them for the future.

At BBS, we understand that education is not just about academic excellence, but also about fostering strong relationships with families and the community. We believe that working in partnership with families and the community is crucial in providing a holistic education for our students. We encourage parents and guardians to be actively involved in their child's education and to work with us in creating a supportive and enriching learning environment.

Our dedicated team of teachers and staff are committed to providing the best possible education for our students. We believe that every child has the potential to succeed and we strive to create an environment that nurtures and supports this potential. We offer a wide range of programs and activities that cater to the diverse interests and needs of our students.

At BBS, we place a strong emphasis on learning and getting a good education. We believe that education is the key to unlocking a world of opportunities and possibilities for our students. Our curriculum is designed to challenge and inspire our students, and our teachers are dedicated to helping each student reach their full potential.

Thank you for considering BBS for your child's education. We look forward to working with you and your family in providing the best possible education for your child.

Yours sincerely,

Mrs C Bedford

Principal  
Burton Borough School

# Contents of the Pack

1. About Burton Borough School
2. Your Professional Learning
3. Job Description
4. Person Specification
5. Safeguarding
6. Local information / How to find us



# About the School

It is an exciting time to be joining BBS. In April Ofsted noted in its inspection that "leaders are driven and determined" and that the school is "taking effective action to improve the quality of education".

This year we have converted to a horizontal pastoral structure to ensure we can give bespoke support at each year group level. We have also embedded a whole team devoted to our Year 7 cohort as we recognise the need to nurture following lost learning at such a young age. We take pastoral care incredibly seriously at BBS and have a superb team of staff who always put the interests of the community first.

The school is implementing a new and innovative Teaching and Learning strategy which has been created by the staff team, matching the needs of our school and its community. Staff who have a passion within this area will find that there are numerous opportunities to share good practice and get involved in developing pedagogy throughout the school and across our Primary Cluster.

As an inclusive school, our aim is to provide an excellent education for all students, no matter what their background, needs or abilities. This is an exciting time to join the school if you are someone who embraces change and enjoys trying out new things.



## Your Professional Learning

We are very proud of our professional development opportunities in the school. All teachers, whether you are an NQT or Senior Leader, are expected to improve their craft in the classroom and to share their expertise with their colleagues. This will include the successful applicant to this post.

Our CPD provides personalised learning opportunities to support staff to meet their appraisal objectives and to help them move on to the next stage in their teaching career, whether that is securing the foundations during their ECT or working with staff who aspire to leadership.

We extend this CPD throughout our staffing structure. Both the SEND and Pastoral teams have weekly CPD enabling them to develop professionally and ensure that we have highly trained and knowledgeable staff who can understand the needs and requirements of all of our students.



## Teaching Staff

|                      |                                 |         |         |                   |                      |
|----------------------|---------------------------------|---------|---------|-------------------|----------------------|
| Job Title:           | Teaching Assistant<br>(Level 3) | Salary: | Scale 3 | Work<br>Schedule: | 27.5 hrs<br>per week |
| Location<br>of Role: | Burton Borough School           |         |         |                   |                      |

### Trust Mission and Vision

**Mission Statement:** Providing a formidable education, within the classroom and beyond, to inspire the next generation of global citizens

**Vision:** Developing compassionate, resilient and inspirational young people who can thrive within an ever-changing global community.

### Role Specific Information

|                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| Main purpose of role        | Working under guidance: provide support in addressing the needs of pupils who need particular help to overcome barriers to learning.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Duties and Responsibilities | <p><b>Major Tasks</b></p> <ul style="list-style-type: none"> <li>• Provide pastoral support to pupils</li> <li>• Receive and supervise pupils excluded from, or otherwise not working to, a normal timetable.</li> <li>• Establish constructive relationships with pupils and interact with them according to individual needs.</li> <li>• Attend to pupils' personal needs and provide advice to assist in their social, health &amp; hygiene development.</li> <li>• Participate in comprehensive assessment of pupils to determine those in need of particular help.</li> <li>• Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses.</li> <li>• Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use.</li> <li>• Assist the teacher with the development and implementation of Individual Education/Behaviour/Support/Mentoring plans.</li> <li>• Encourage pupils to interact with others and engage in activities led by the teacher.</li> <li>• Use strategies, in liaison with the teacher, to support pupils to achieve learning goals.</li> <li>• Support provision for pupils with special needs.</li> <li>• Establish productive working relationships with pupils, acting as a role model.</li> <li>• Develop 1:1 mentoring arrangements with pupils and provide support for distressed pupils.</li> <li>• Promote the speedy/effective transfer of pupils across phases/integration of those who have been absent.</li> <li>• Provide information and advice to enable pupils to make choices about their own learning/behaviour/attendance.</li> <li>• Challenge and motivate pupils, promote and reinforce self-esteem.</li> <li>• Provide detailed and regular feedback to teachers and to SENDCo on pupil's achievement, progress, problems etc.</li> <li>• Provide feedback to pupils in relation to progress, achievement, behaviour, attendance etc.</li> <li>• Liaise with feeder schools and other relevant bodies to gather pupil information.</li> <li>• Establish constructive relationships with parents/carers, exchanging information, facilitating their support for their child's attendance, access and learning and supporting home to school and community links.</li> <li>• Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.</li> <li>• Attend and participate in regular meetings.</li> <li>• Participate in training and other learning activities as required.</li> </ul> |

- Recognise own strengths and areas of expertise and use these to advise and support others.
- Assist in the supervision, training and development of staff.
- Implement planned supervision of pupils out of school hours.
- Supervise pupils on visits, trips and out of school activities as required.
- Provide clerical/admin support as and when required e.g. photocopying, filing etc
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use

#### **Contacts & Relationships**

- With students – daily
- With students' parents/carers – as required linked to incidents, complaints etc.
- With professionals linked to students – as required dependant on need/care plans etc.
- With visitors, or other external bodies – as required.
- With staff within school - daily
- Establish constructive relationships and communicate with other agencies / professionals

#### **Creativity**

- Support pupils' access to learning using appropriate strategies, resources etc.
- Work with other staff in planning, evaluating and adjusting learning activities as appropriate.
- Monitor and evaluate pupils' responses and progress against action plans through observation and planned recording.
- Provide objective and accurate feedback and reports as required, to other staff on pupils achievement, progress and other matters, ensuring the availability of appropriate evidence
- Be responsible for keeping and updating records as agreed with other staff, contributing to reviews of systems/records as requested.
- Assist in the development and implementation of appropriate behaviour management strategies.
- Assist in the development, implementation and monitoring of systems relating to attendance and integration.
- Clerical/admin support e.g. dealing with correspondence, compilation/analysis/reporting on attendance, exclusions etc., making phone calls etc.
- Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs.
- Be aware of and appreciate a range of activities, courses, organisations and individuals to provide support for pupils to broaden and enrich their learning

#### **Decisions**

- 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

#### **Management & Supervision**

- Liaise between managers/teaching staff and teaching assistants
- Take part in team meetings and other appropriate meetings

#### **Supervision Received**

- The post holder will be directed by the Head of Department/Teacher on a daily basis and work under the instruction/guidance of the SENDCo, Assistant SENDCo and HLTA's according to student and school need.
- Performance management will be via the Head of Department

- Participate in the performance management system for the appraisal of their own performance, or that of other staff.

### **Complexity**

- Under the supervision of senior staff, you will complete a range of routine work with some variation in line with the secondary school curriculum.

### **Resources**

- Determine the need for, prepare and use specialist equipment, plans and resources to support pupils.
- 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

### **Impact**

- All students make excellent progress and attainment.
- All students are active protagonists in learning and their unique qualities as learners are known and supported by all members of staff.
- The culture and ethos of the school is reflected in all activities and interactions that involve our staff on and off site.
- Ensuring good behaviour and welfare requirements are maintained at school that keep students safe

### **Physical Demands**

- To maintain good general health and mobility to support students indoors and outdoors when standing, sitting or moving
- This post will include the need for personal care of students where required. Training on appropriate manual handling and evacuation chair training will be given
- Be able to work as part of a successful, hard-working, dedicated team

### **Working Environment**

- The school is on one site with 4 main buildings sited alongside the sports field. The post holder will be required to work across the whole site.
- In the main this post works in an office/classroom setting with appropriate heat, ventilation and lighting.
- There may be occasional exposure to conditions such as would be found outside; for example travelling for meetings and site visits.
- Occasionally may deal with students and/or families regarding difficult or distressing matters which may result in receiving verbal abuse This would be referred through the Safeguarding channels in line with the school policy

### **Emotional Context**

- To be able to deal with emotionally stressful situations that may arise from working with students, families and colleagues
- To be aware of personal stress levels and alert senior staff if issues arise
- To participate in supervision activities to address any emotionally stressful experiences
- To occasionally deal with emotional / distressing information arising from unforeseen circumstances, i.e. safeguarding disclosures, illness related to children and families, this will then be forwarded to the Designated Safeguarding Lead and Safeguarding Officers

### **Other**

The post holder will be expected carry out any other duties as are within the scope, spirit and purpose of the job, commensurate with the grade.

The post holder will be expected to participate in training and other learning activities and performance development as required.

This job description may be reviewed as part of the appraisal process and may be subject to amendment or modification after consultation with the post holder

It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the Academy in relation to the post holders' professional responsibilities and duties, including the provision of high-quality teaching and learning across the Academy and the pastoral care of the pupils in their charge.

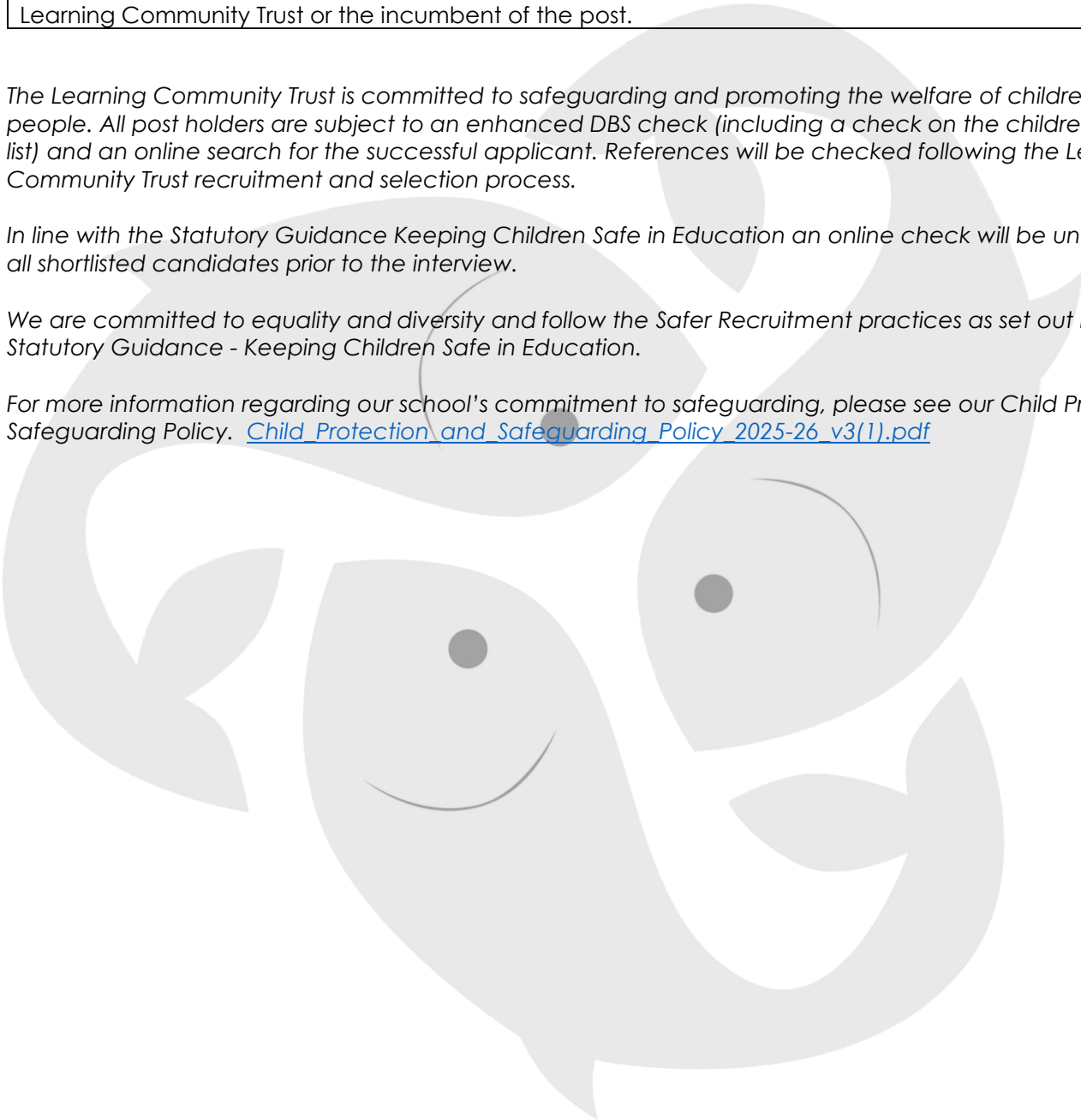
Elements of this job description and changes to it may be negotiated at the request of the principal or the Learning Community Trust or the incumbent of the post.

*The Learning Community Trust is committed to safeguarding and promoting the welfare of children and young people. All post holders are subject to an enhanced DBS check (including a check on the children's barred list) and an online search for the successful applicant. References will be checked following the Learning Community Trust recruitment and selection process.*

*In line with the Statutory Guidance Keeping Children Safe in Education an online check will be undertaken for all shortlisted candidates prior to the interview.*

*We are committed to equality and diversity and follow the Safer Recruitment practices as set out in the Statutory Guidance - Keeping Children Safe in Education.*

*For more information regarding our school's commitment to safeguarding, please see our Child Protection & Safeguarding Policy. [Child Protection and Safeguarding Policy 2025-26 v3\(1\).pdf](#)*



## Person Specification

| CRITERIA                               | QUALITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Qualifications</b>                  | <ul style="list-style-type: none"> <li>• Very good numeracy/literacy skills</li> <li>• NVQ 3 for Teaching Assistants or equivalent qualification or experience</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Experience</b>                      | <ul style="list-style-type: none"> <li>• Experience working with children of relevant age.</li> <li>• Experience of working with pupils with additional needs</li> <li>• Previous experience in a learning support environment would be desirable</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Knowledge</b>                       | <ul style="list-style-type: none"> <li>• Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation</li> <li>• Working knowledge of national curriculum and other relevant learning programmes</li> <li>• Understanding of principles of child development and learning processes and in particular, barriers to learning</li> <li>• Full understanding of the range of support services/providers</li> <li>• Good numerical skills to undertake a variety of tasks.</li> <li>• Good literacy skills to undertake a variety of tasks</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Skills</b>                          | <ul style="list-style-type: none"> <li>• Ability to plan effective actions for pupils at risk of underachieving.</li> <li>• Ability to self-evaluate learning needs and actively seek learning opportunities.</li> <li>• Ability to relate well to children and adults, often on behalf of the SENDCo.</li> <li>• Able to demonstrate sensitivity and tact particularly when dealing with the more sensitive issues.</li> <li>• Able to maintain confidentiality.</li> <li>• Able to deal with more complex queries and know when to refer to more senior staff.</li> <li>• Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Personal style &amp; behaviours</b> | <ul style="list-style-type: none"> <li>• Customer focused.</li> <li>• Has a friendly yet professional and respectful approach which demonstrates support and shows mutual respect.</li> <li>• Open, honest and an active listener</li> <li>• Takes responsibility and accountability.</li> <li>• Committed to the needs of the pupils, parents and other stakeholders and challenge barriers and blocks to providing an effective service.</li> <li>• Demonstrates a "can do" attitude including suggesting solutions, participating, trusting and encouraging others and achieving expectations.</li> <li>• Is committed to the provision and improvement of quality service provision.</li> <li>• Is adaptable to change/embraces and welcomes change.</li> <li>• Acts with pace and urgency being energetic, enthusiastic and decisive.</li> <li>• Has the ability to learn from experiences and challenges.</li> <li>• Is committed to the continuous development of self and others by keeping up to date and sharing knowledge, encouraging new ideas, seeking new opportunities and challenges, open to ideas and developing new skills.</li> </ul> |

This post has been identified as a customer facing role and therefore the Learning Community Trust is required to fulfil their statutory duty under Part 7 of the Immigration Act 2016. As an academy the Trust is obliged to ensure member of staff in such roles are able to have a command of spoken English which is sufficient to enable the effective performance of their role.

This post has been assessed as requiring level C Proficient User under the Common European Framework of Reference for Language (CEFR).

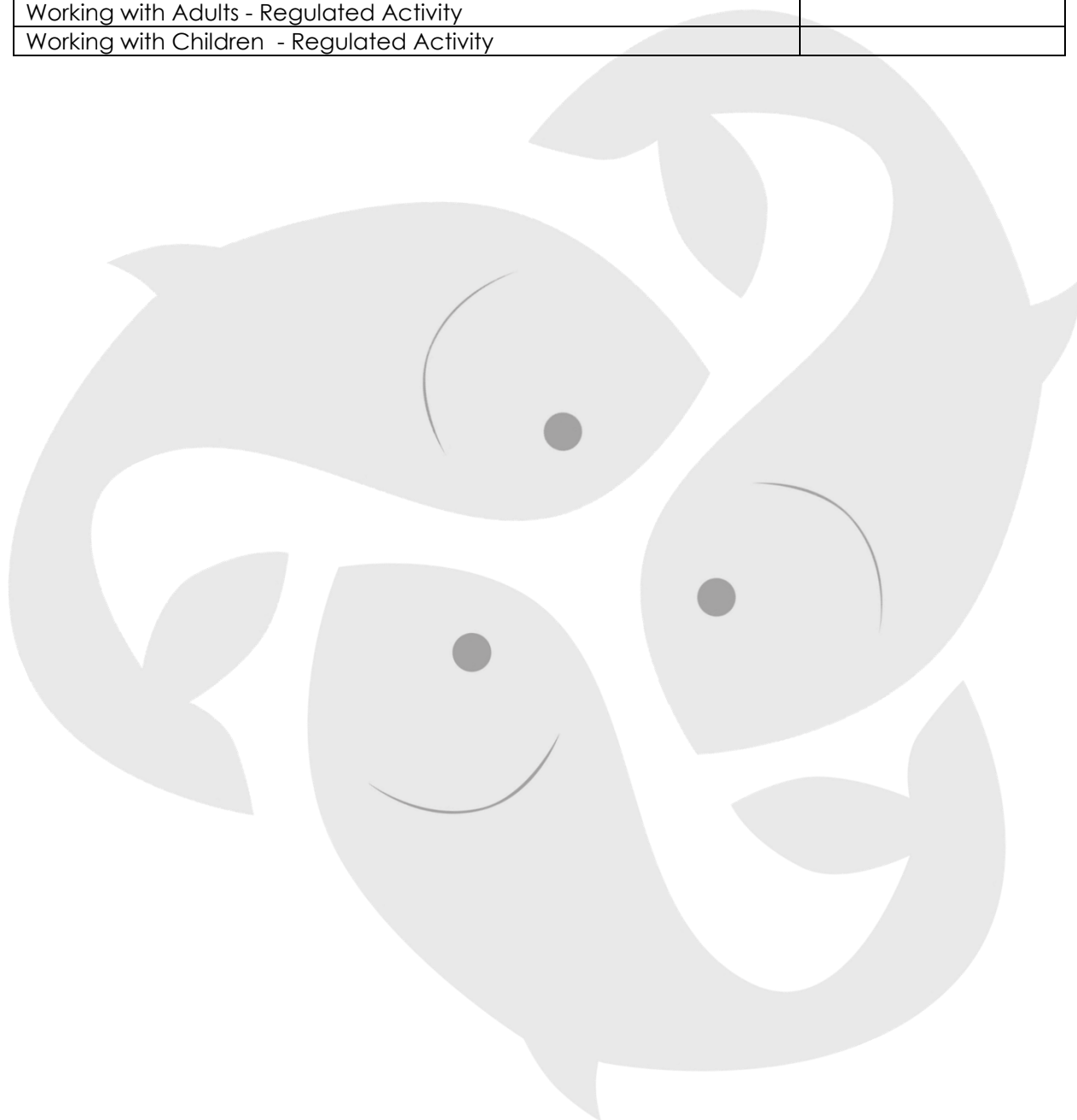
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We will ensure, so far as is reasonably practicable, that no disabled applicant is placed at a substantial disadvantage. This person specification includes what we believe are fully justifiable essential and desirable

selection criteria. Provided that the selection criteria unconnected with the disability are met, we will make ALL reasonable adjustments in order that someone with a disability can undertake the duties involved.

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| Type of criminal records checks required for this post | Ticked as required |
|--------------------------------------------------------|--------------------|
| None                                                   |                    |
| Standard Disclosure                                    |                    |
| Enhanced Disclosure                                    | x                  |
| Working with Adults - Regulated Activity               |                    |
| Working with Children - Regulated Activity             |                    |



# Safeguarding

BBS fully recognises its responsibility to safeguard and promote the welfare of students and young people. We are committed to ensuring that students have opportunity to thrive within a safe learning and working environment. Our school expect all staff and volunteers to share this commitment. Our Safeguarding Policy, which applies to all staff, Governors and volunteers working in the school, has five main elements:

1. Ensuring we practise safer recruitment in checking the suitability of staff and volunteers to work with our students.
2. Raising awareness of child protection issues and equipping students with the skills they need to keep them safe.
3. Implementing procedures for identifying and reporting cases, suspected cases, of abuse.
4. Supporting students who have been abused in accordance with their agreed protection plan.
5. Establishing a safe environment in which students can learn and develop.



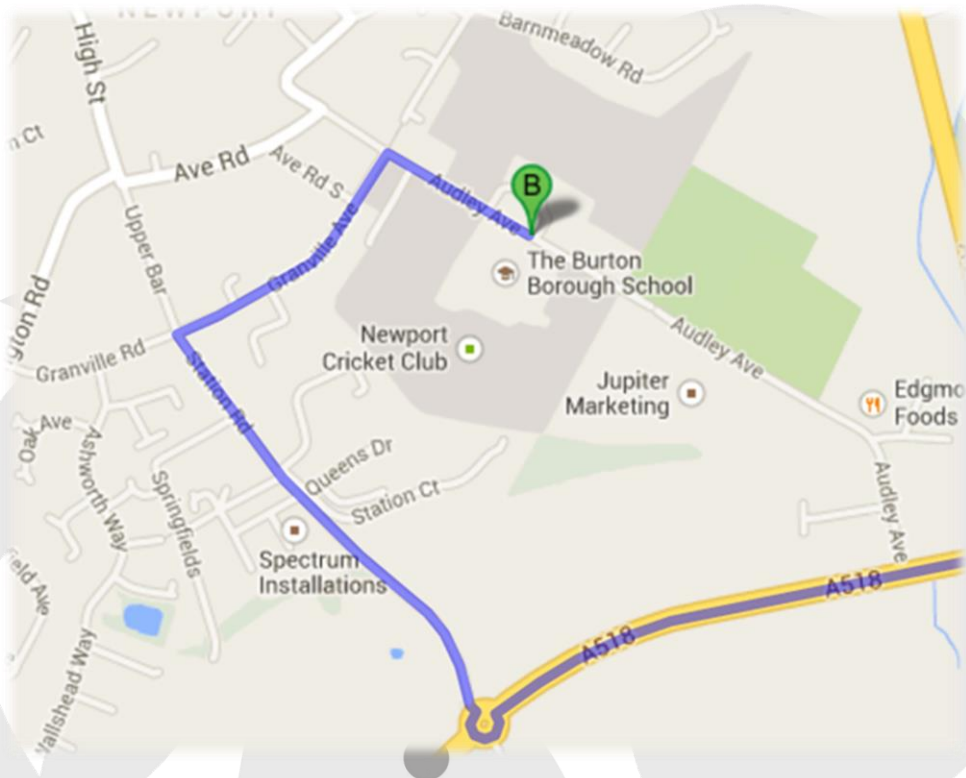
The staff at BBS are aware of how they share in the school's responsibility to safeguard and promote the welfare of students and young people. Our 'Professional Code of Conduct' establishes expectation in relation to conduct towards students and all staff are issued with the strict guidelines on what are considered to be safer working practices which must be observed at all times. If any member of staff has a concern that the school's code of conduct or expected safer working practices were not being followed, and a student or students were as a result as risk, then they would be expected and supported to raise the concern under the school's adopted 'whistleblowing policy and procedure'.

Our school also operates within other policies relating to safeguarding, child protection and the welfare of students.

To ensure that safer practice in recruitment is reflected at every stage of the recruitment process, our school operates within a Safer Recruitment Policy. Members of the school staff and Governing Body have attended and passed training on Safer Recruitment. All successful applicants will be subject to an enhanced DBS disclosure and references will be checked. All employees of the school will receive compulsory child protection training.

# Local Information

Newport, Shropshire, is a beautiful market town in the borough of Telford and Wrekin. It is located on the Shropshire/Staffordshire border, equidistant from Shrewsbury, Stafford and Wolverhampton. We are the only comprehensive school in Newport with two single sex, selective grammar schools nearby.



## How to find us

**From the North:** At Junction 14 (M6), take the B5026 to Eccleshall, then take the A519 following the signs for Newport.

**From the South:** At Junction 12 (M6), take the A5 exit to Telford/M54, exit at Junction 3 (A41) following the signs for Newport.

**Audley Avenue  
Newport  
Shropshire  
TF10 7DS**

**Telephone:** 01952 951408  
**Email:** [burtonborough@lct.education](mailto:burtonborough@lct.education)  
**Website:** [www.burtonborough.org.uk](http://www.burtonborough.org.uk)

**Facebook/Instagram:**  
[@BurtonBorough](#)

