



Dodford First School



Teaching Assistant Level 2

Application Pack

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Safeguarding Statement

Dodford First School is committed to safeguarding and promoting the welfare of children and young people. All appointments are subject to enhanced DBS checks, satisfactory references, and safer recruitment procedures.

About Dodford First School

Achieve, believe, create and fly high



The school was established in 1877, has a long history within the village and continues to make close links to the community to enhance the school curriculum.

We are a 'small but mighty' school with a maximum of 75 pupils. Our pupils work together in their mixed-age classes: Wrens, Robins and Owls.

At Dodford, what truly sets us apart is 'The Dodford Way'. This ethos defines how we nurture the whole child both morally and characteristically. Through rich experiences, a loving and supportive environment, and a steadfast commitment to wellbeing, we strive to instil our values of 'Achieve, Believe, Create and Fly High', alongside our PRIDE values of Perseverance, Respect, Independence, Determination and Excellence. These values are at the heart of everything we do and encourage our children to become confident, resilient, and compassionate learners.

We encourage you to delve into the heart of our school; we are very proud of our curriculum offer, our recently opened wraparound care club 'The Nest', and our ever-growing extra-curricular opportunities.

Be sure to check out our school's Facebook page to see all the things we're up to.

If you have any questions, please do not hesitate to contact us. We look forward to welcoming you to our Dodford First School family.



Job Description



Achieve, believe, create and fly high

Dear Applicant,

Thank you for your interest in our vacancy as a Teaching Assistant at our school. We are a small rural school set in the beautiful countryside. Our PRIDE values permeate throughout the school, and we are currently looking for the right person to join the Dodford family.

We are a good school, and this was recognised by Ofsted in our latest inspection report where they stated: ***“Pupils very much enjoy their learning at Dodford First School. Staff know them as individuals in this small community. This helps staff to care for them and to make sure they learn well.”***

We are seeking to appoint an enthusiastic, dedicated and hard working Teaching Assistant to join our team. This position may be based in either EYFS, Key Stage 1 or Key Stage 2, depending on the strengths and experience of the successful candidate.

We are looking for someone who:

- Is passionate about making a real difference to the lives of children
- Has high expectations for achievement, behaviour and learning
- Has experience teaching within EYFS, KS1 and/or KS2. Experience or knowledge of working within EYFS would be an advantage
- Is committed to ensuring every child reaches their full potential
- Builds positive relationships with pupils, staff and families
- Brings enthusiasm, creativity and dedication to the classroom
- Works well as part of a supportive team
- Has a willingness to contribute to the wider school community
- Supports and promotes the school's PRIDE values of Perseverance, Respect, Independence, Determination and Excellence

What We Offer

- A welcoming and supportive school community
- Enthusiastic and engaged children who enjoy learning
- A leadership team that values staff wellbeing and development
- Opportunities for professional development and training
- A committed and caring staff team

If you are an ambitious and committed professional who wants to inspire children and make a lasting impact, we would love to hear from you.

Teaching Assistant Level 2

Job Description

Job title	Teaching Assistant Level 2
School	Dodford First School
Responsible to	Headteacher, and class teacher
Grade	Level 2

Job purpose

To work under the direction and supervision of teaching and senior staff to support the learning, progress, wellbeing and development of pupils. The postholder will support individuals and groups, including pupils with special educational needs and disabilities. The role may include dedicated one-to-one support for a pupil with an Education, Health and Care Plan, delivery of planned interventions, support for personal or medical needs and first aid duties where required. Part of the role will also include a lunch time duty.

Supporting pupils

- Support pupils to access learning and participate fully in school life.
- Work with individual pupils, small groups and whole classes under the direction of the class teacher.
- Help pupils develop independence, confidence, resilience and positive attitudes to learning.
- Encourage pupils to follow the school's expectations for behaviour and relationships.
- Promote pupils' social and emotional development, wellbeing and inclusion.
- Establish positive and professional relationships with pupils and act as a consistent role model.
- Provide appropriate encouragement, feedback and support.
- Support pupils during transitions between activities and areas of the school.
- Supervise pupils as required, including at breaktimes, lunchtimes, on educational visits and during other school activities.

SEND and one-to-one support

- Support pupils with SEND in accordance with their individual needs, agreed strategies and support plans.
- Provide dedicated one-to-one support for a pupil with additional needs when required.
- Implement provision and strategies set out in EHCPs, individual provision maps, support plans and other relevant documents.
- Help pupils access the curriculum while actively developing their independence and avoiding unnecessary dependency.
- Adapt resources and approaches, under the guidance of teaching staff and the SENCo, to meet individual needs.
- Support communication, interaction, sensory, physical, emotional or behavioural needs as appropriate.
- Observe pupils and provide accurate feedback to the teacher and SENCo about progress, engagement and concerns.
- Work collaboratively with teachers, the SENCo and other professionals involved with individual pupils.

- Following suitable training, support personal care, mobility, medical or intimate care needs in line with school policy and individual care plans.

Supporting teaching and learning

- Assist teachers with the preparation and organisation of learning activities, equipment and resources.
- Help pupils understand instructions and participate successfully in learning activities.
- Reinforce learning introduced by the teacher and help pupils practise and consolidate key skills.
- Promote high standards of effort, presentation and behaviour for learning.
- Help maintain an organised, purposeful and stimulating learning environment.
- Support the safe and effective use of practical equipment, learning resources and technology.
- Assist with displays and the celebration of pupils' learning where required.
- Contribute to observation and assessment as directed by the teacher.
- Give timely feedback to the teacher about learning, progress, participation and difficulties encountered.

Interventions

- Deliver structured interventions to individual pupils or small groups as directed by the class teacher, SENCo or another appropriate member of staff.
- Follow agreed intervention programmes accurately and consistently.
- Keep appropriate records of attendance, engagement, learning and progress.
- Provide regular feedback about the impact of interventions and contribute to their review.
- Support agreed adaptations to interventions where directed.
- Ensure intervention work complements pupils' wider classroom learning and helps them apply skills independently.

Communication and teamwork

- Communicate clearly, professionally and respectfully with pupils, colleagues, parents, carers and other professionals.
- Develop effective working relationships with teachers, teaching assistants and the wider school team.
- Share relevant information with the class teacher and other appropriate staff promptly.
- Attend meetings, training and briefings as required.
- Contribute positively to the work of the class and wider school.
- Maintain confidentiality and handle sensitive information appropriately.
- Communicate with parents and carers within the boundaries of the role and in accordance with school procedures.
- Refer parental concerns or significant issues to the class teacher or an appropriate senior member of staff.

Lunchtime Duty

- Hall setup — Putting out dining tables, benches and chairs safely and efficiently before lunch service begins
- Hall cleanliness — Wiping down tables, clearing spillages, maintaining a hygienic eating environment throughout the lunch period
- Supervision in hall — Monitoring pupils while they eat, ensuring safe behaviour, supporting positive social interactions
- Queue management — Overseeing orderly movement into the hall, helping maintain calm transitions
- Support for pupils — Assisting younger or SEND pupils with opening food items, carrying trays, and managing routines
- Behaviour oversight — Reinforcing school behaviour expectations, intervening early to prevent unsafe behaviour
- Hall dismissal — Coordinating pupils leaving the hall safely and directing them to playground or indoor spaces
- End-of-lunch clean down — Clearing tables, stacking furniture, sweeping or wiping surfaces, ensuring the hall is ready for afternoon use
- Communication with staff — Reporting concerns, incidents or patterns to class teachers, lunchtime supervisors or the Headteacher

Behaviour and pastoral support

- Promote and consistently apply the school's behaviour policy, routines and expectations.
- Support pupils to build positive relationships and resolve difficulties appropriately.
- Use agreed strategies to support emotional regulation and behaviour.
- Recognise changes in a pupil's behaviour or wellbeing and report concerns promptly.
- Support pupils to develop social skills, self-regulation and independence.

First aid and medical support

- Undertake an appropriate first aid qualification and act as a trained first aider if required by the school.
- Provide first aid to pupils, staff or visitors within the level of training received.
- Follow school procedures for recording and reporting accidents, injuries and medical incidents.
- Support pupils with identified medical needs in accordance with individual healthcare plans and school procedures, where appropriate.
- Complete relevant medical training required to support particular pupils.

Safeguarding

- Comply with the school's safeguarding and child protection policies and procedures.
- Recognise that safeguarding and promoting the welfare of children is everyone's responsibility.
- Report safeguarding or child protection concerns immediately to the Designated Safeguarding Lead or a Deputy Designated Safeguarding Lead.
- Maintain appropriate professional boundaries with pupils at all times.
- Complete required safeguarding training and keep knowledge up to date.
- Follow school procedures for confidentiality, information sharing and record keeping.

Health safety and welfare

- Promote the health, safety and wellbeing of pupils.
- Follow school risk assessments and health and safety procedures.
- Report hazards, accidents and concerns promptly.
- Help pupils use equipment and resources safely.
- Assist with emergency procedures and evacuation arrangements where required.

General responsibilities

- Uphold the ethos, values, policies and procedures of Dodford First School.
- Promote equality, inclusion and respect for every member of the school community.
- Demonstrate professionalism, reliability, punctuality and confidentiality.
- Participate in appropriate training and continuing professional development.
- Work flexibly across classes, year groups or areas of the school according to need.
- Undertake playground, lunchtime or other supervision duties where required.
- Support school events, visits and activities where appropriate.
- Carry out other duties reasonably requested by the Headteacher that are consistent with the level and responsibilities of the post.

Additional information

This job description describes the main duties of the post but is not exhaustive. Responsibilities may change according to the needs of the school and will be reviewed periodically in consultation with the postholder. Appointment is subject to the school's safer recruitment procedures and all appropriate pre-employment checks, including an enhanced DBS check, satisfactory references and any other checks required by current guidance.

Person Specification Teaching Assistant Level 2

Teaching Assistant Level 2

Person Specification

This person specification identifies the qualifications, experience, knowledge, skills and personal attributes required for the role. Evidence may be assessed through the application form, selection activities, interview, references and pre-employment checks.

Criteria	Essential	Desirable
Qualifications and training	A good standard of education, including secure literacy and numeracy skills Grade 5 or above GCSE. Willingness to undertake relevant training. Level 2 Teaching Assistant qualification or equivalent.	Relevant childcare or education qualification. Current first aid qualification.
Experience	Experience of working with children in an educational, childcare or similar setting.	Experience in a primary or first school; supporting pupils with SEND
Supporting teaching and learning	Ability to support pupils effectively in class, individually and in small groups; follow teacher direction; and reinforce learning.	Experience of delivering structured learning activities or supporting whole-class teaching.
Interventions	Ability to deliver planned interventions, keep appropriate records and provide accurate feedback to teaching staff.	Experience of literacy, phonics, mathematics, communication, social or emotional interventions.
SEND	Understanding that pupils with SEND may need adapted approaches, additional support and reasonable adjustments. Ability to follow support plans and agreed strategies.	Experience supporting communication and interaction, cognition and learning, sensory or physical needs, or social emotional and mental health needs.
EHCP and one-to-one support	Willingness and ability to provide some one-to-one support for a pupil with an EHCP or other significant need, while actively promoting independence.	
Behaviour and pastoral support	Ability to build positive relationships, apply school expectations consistently and respond calmly and appropriately to challenging situations.	Experience supporting emotional regulation, behavioural or social needs.
Communication	Good written and verbal communication. Ability to communicate professionally with children, colleagues, parents, carers and other professionals and to share information appropriately.	
Teamwork	Ability to work effectively as part of a team, take direction and contribute positively to the wider school.	

Safeguarding	Understanding of safeguarding and child protection, including the need to recognise and report concerns promptly and maintain professional boundaries and confidentiality.	Recent safeguarding training in an education or childcare setting.
First aid and medical needs	Willingness to undertake appropriate first aid training, act as a first aider if required and complete training for identified medical needs.	Current paediatric or workplace first aid qualification. Experience supporting healthcare plans or medical needs.

Criteria	Essential	Desirable
Organisation	Ability to follow instructions, routines and agreed programmes; organise resources; manage time; and maintain accurate records.	Experience of maintaining intervention records or pupil support documentation.
Professional attributes	Reliable, punctual, flexible, patient, caring and approachable. Uses initiative appropriately and understands the boundaries of the role.	Relevant continuing professional development.
Equality and inclusion	Commitment to equality of opportunity, inclusion and enabling all pupils to participate fully in school life.	Experience supporting pupils from a range of backgrounds and with differing needs.
Health and safety	Awareness of health and safety responsibilities and willingness to follow policies, procedures and risk assessments.	Relevant health and safety training.
Confidentiality	Ability to maintain confidentiality and handle sensitive information appropriately.	
Physical requirements	Ability to carry out the normal physical requirements of the role, with reasonable adjustments where appropriate, including working at children's level and supporting practical, indoor and outdoor activities.	

Additional requirements

- Demonstrate a commitment to safeguarding and promoting the welfare of children.
- Support and uphold the ethos, values and policies of Dodford First School.
- Demonstrate high expectations for every pupil.
- Work flexibly according to the needs of pupils and the school, including across classes or year groups where necessary.
- Work positively with teachers, teaching assistants, the SENCo, senior leaders and other professionals.
- Undertake relevant training and professional development as required.
- Understand that duties may include class support, interventions, SEND support and dedicated one-to-one support.
- Undertake first aid duties following appropriate training if required.

Safeguarding statement

Dodford First School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. The successful applicant will be subject to the school's safer recruitment procedures and all appropriate pre-employment checks, including an enhanced DBS check and satisfactory references. An online search will be carried out.

Post Information

Achieve, believe, create and fly high



Role: Teaching Assistant – Level 2

Grade: TA2, Point 4

Contract: Part-time, fixed-term until July 2027

Hours: 22.5 hours per week, worked over 5 days

Working Pattern: Term time only, plus 5 INSET days

Salary: £14,116.30 per annum

Start Date: ASAP, subject to satisfactory pre-employment checks

Closing Date: Thursday 8 October 2026 at 12 noon

Interviews: Week commencing 12 October 2026