



CALDERSHAW PRIMARY SCHOOL

APPLICATION PACK

Teaching Assistant Level 2



Dear colleague,

A very warm welcome to Caldershaw Primary School and thank you for your interest in becoming part of our team and working with us to enable our children to discover their true potential and succeed.

At Caldershaw, we pride ourselves on the fact that we know and care for all our children very well and we put them at the heart of everything we do. We have high expectations of our pupils, both academically and in their behaviour and we are committed to enjoyment and excellence in all aspects of school life. All our staff are dedicated to our children, working incredibly hard to enable them to achieve and we welcome staff who are committed to our aims, vision and values.

Our CARE values are at the heart of our ethos and embedded in our children's exemplary behaviour and attitudes to their learning, those around them and the world we live in. We Care for each other; Achieve our potential; show Respect and ensure that Everyone is included

We seek to recruit colleagues whose drive matches our school ethos and are committed to their own professional development. Successful candidates will receive a high-quality induction, appraisal, continuous development programmes (including nationally recognised leadership qualifications), and opportunities to contribute to continuous whole school improvement throughout their career at Caldershaw.

The school is part of the Altus Education Partnership. We look forward to collectively realising the vision of the Trust - to create an inclusive and cohesive system of education in Rochdale that improves the lives of everyone in the borough.

I hope you find this application pack helpful in making your decision to apply for this exciting career opportunity. If you have any questions for us, please contact myself or the office.

I would like to thank you for your application and whatever the outcome I wish you well in the future.

Yours sincerely

Mrs R. Trainor
Headteacher

About our school



Caldershaw Primary School caters for children aged 3 to 11 years old. In 2025 our OFSTED report confirmed that Caldershaw is an 'Outstanding' school, highly valued by pupils and parent/carers for the extent to which children make excellent progress and adopt healthy lifestyles and make a positive contribution. We have been judged to be an 'Outstanding' school since 2011.

We are part of Altus Education Partnership, a Multi-Academy Trust established in April 2017 by the governing body of Rochdale Sixth Form College, an 'Outstanding' A level provider.

All our staff at Caldershaw Primary School are dedicated to our children and work incredibly hard to enable them to discover their true potential.

Our CARE values are at the heart of our ethos and embedded in our children's exemplary behaviour and attitudes to their learning. We embody our CARE values in all that we do:

Care for each other
Achieve our potential
Respect everyone
Everyone is included

Our Values

- Our children are entitled to the very best education we can offer.
- We promote an atmosphere which encourages the confidence to learn and promotes high standards through commitment.
- We provide a wide range of social, emotional and educational experiences to nurture well-adjusted, self-disciplined and well-rounded children.
- We seek to develop independence, confidence and high esteem in and amongst the whole school community.
- We encourage an enthusiasm and passion for lifelong learning by including everyone in every aspect of school life.
- We are committed to promoting a healthy lifestyle and caring for the environment.
- We foster a stable, secure climate of genuine care, happiness and safety.
- We expect openness, honesty, trust and integrity.
- We take pride in what we do by celebrating and communicating our successes in and out of school.
- All members of the school community work together effectively and take responsibility for their actions.
- We create a stimulating environment in which there are high moral and ethical expectations and mutual respect for all.
- We work in partnership with families and the community in mutual support of children's learning.

MAKING YOUR APPLICATION

I hope that when you read this pack you are inspired to apply for the post. If you are, then this is what you need to do:

Application

1. Click the APPLY NOW button on the job advert page on our website
2. Complete the application online

Deadline

The deadline for the post is **Friday, 16th October 2026** to arrive no later than 12:00 noon.

Interviews are expected to take place on **Wednesday, 21st October 2026**.

Shortlisting

Regrettably, we are unable to inform candidates who have not been shortlisted. If you do not hear from us, please consider your application unsuccessful at this time.

Salary

The post will be paid on the **School Support - Pay Scale, points 5 – 6 £26,427 (FTE)**.

Actual salary range for term time only and **31.5** hours a week is **£19,439 - £19,748 per annum**

Start Date - As soon as possible

Altus Education Partnership is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all its staff to share this commitment. This position is subject to an Enhanced DBS check under the Rehabilitation of Offenders Act 1974.

In accordance with the recommendations set out in KCSiE, the Trust carries out online searches on shortlisted candidates. It is also Trust policy to contact at least one reference prior to interview.

Job Description

Job Title:	Teaching Assistant Level 2
Reports to:	Headteacher
Contract:	Permanent – 31.5 hours per week – Term Time Only
Salary:	School Support - Pay Scale, points 5 – 6 £26,427 (FTE). Actual salary range for term time only and 31.5 hours a week is £19,439 - £19,748 per annum
Start Date:	As soon as possible

Purpose of the post

The Teaching Assistant Level 2 works under the guidance and supervision of the classroom teacher to support pupils' learning, development, and wellbeing. The role involves helping to create a safe and positive environment, assisting with teaching and play activities, encouraging good behaviour, and supporting the inclusion of all children, including those with additional needs.

Key Responsibilities

Supporting Safety and Welfare

- Prepare and maintain a safe, clean and hygienic environment for children.
- Respond appropriately to accidents, emergencies and illness, ensuring first aid or medical assistance is sought where required.
- Be actively involved in safeguarding children and raising concerns in line with school policies and procedures.
- Encourage and promote children's positive behaviour, helping them to understand boundaries and make safe, responsible choices.

Supporting Teaching and Learning

- Assist teachers in planning a range of learning activities, including preparation of resources.
- Support the delivery of learning activities, ensuring pupils remain engaged and motivated.
- Contribute to the monitoring and evaluation of learning activities by observing children's progress, recording outcomes, and feeding back to teaching staff.
- Promoting Independence

Contributing to Children's Development

- Support children's physical, emotional and social development by offering encouragement, guidance and care in their daily activities.
- Encourage the development of communication, language and intellectual skills through positive interaction and engagement.

- Promote independence by guiding children in making choices, problem-solving, and developing self-care skills.

Support literacy and numeracy development

- Encourage children to develop their reading, writing skills, speaking/talking and listening skills
- Encourage children to develop their numeracy skills and how to use and apply mathematics

Support the use of information and communication technology

- Preparing and supporting the use of ICT resources for use in teaching and learning

Use information and communication technology to support children's learning

- Undertaking the preparation of ICT to support children's learning

Observe and report on children's performance to inform the teacher's assessment and planning

Prepare and maintain the learning environment

- Prepare the learning environment and learning materials for use
- Monitor and maintain the children's learning environment and resources
- Set up, maintain and dismantle displays.

Promote positive behaviour

- Implement agreed behaviour management strategies
- Support children in taking responsibility for their own learning and behaviour

Building Relationships and Teamwork

- Develop positive, respectful relationships with children, responding to their needs and interests appropriately.
- Communicate effectively with children and adults, ensuring that all interactions are clear, supportive and inclusive.
- Maintain collaborative working relationships with colleagues, contributing to a positive team culture.
- Take responsibility for developing your own effectiveness within the support role, engaging in feedback and training as appropriate.

Supporting Play, Inclusion and Creativity

- Encourage children's creativity and imagination through a variety of structured and free play opportunities.
- Provide and support a range of play activities that foster physical development, problem-solving, and social skills.
- Respect and promote children's rights and choices in play, creating an inclusive and welcoming environment.

- Offer additional care and encouragement to children with disabilities or special educational needs, assisting with personal hygiene where necessary and enabling their full participation in activities.
- Assist with the moving and handling of children with mobility difficulties, preparing environments and equipment and ensuring safe transitions between positions.

Classroom and Behaviour Support

- Assist in creating an engaging and stimulating classroom environment, including setting up, maintaining and dismantling displays.
- Implement agreed behaviour management strategies consistently, supporting children to take responsibility for their own behaviour and learning.
- Reinforce positive behaviour and address challenges constructively, in line with school policy.

Other:

- The Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff to share this commitment. An enhanced DBS check will be carried out on the successful candidate.
- The Trust is committed to equal opportunities for all.
- The successful candidate will be required to complete a satisfactory medical screening assessment and provide two satisfactory references, identity check and right to work.
- The terms and conditions are specified within the contract of employment.

This job description is a representative document. Other reasonably similar duties may be allocated from time to time commensurate with the general character of the post and its grading. The person appointed will be expected to work flexibly and the exact nature of the duties described above is subject to periodic review and is liable to change.

Person specification

No.	CATEGORIES	Essential/ Desirable	App Form	Interview
QUALIFICATIONS				
1.	GCSE English and Mathematics at Grade A*- C, or GCSE Level 4 - 9, or a Level 2 qualification in Literacy and Numeracy.	E	√	
2.	Possess Level 2 QCF in Teaching and Learning.	E	√	
3.	Possess or be willing to work towards a full or emergency Paediatric First Aid certificate within 3 months of starting work. Possess or willingness to undertake appointed person certificate in first aid administration.	E D	√	
4	Trained in relevant learning strategies and/or a particular learning or curriculum area	E	√	
EXPERIENCE				
5.	Experience of working with children, ideally in a school, nursery, or youth setting (voluntary or paid).	E	√	√
6.	Understanding of classroom routines and expectations.	D	√	√
7.	Experience supporting children with SEND (Special Educational Needs and Disabilities).	D	√	√
8.	Understanding of and willingness to use basic technology, e.g.: computer, photocopier, whiteboard	E	√	√
9.	Have ability to provide clerical/admin support to the Teacher/Department	E	√	√
10.	Have the skills and knowledge to implement literacy/numeracy programmes.	E	√	√
11.	Knowledge and understanding of how ICT can support learning.	E	√	√
12.	Awareness and understanding of school curriculum.	E	√	√
13.	Awareness of, and commitment to, inclusion in a school setting.	E	√	√
14.	Understanding of children in the appropriate age range.	E	√	√
15.	To work towards demonstrating: - High expectations of children and young people with a commitment to helping them fulfil their potential.	E	√	√
16.	The ability to establish fair, respectful, trusting, supportive and constructive relationships with children and young people.	E	√	√
17.	Ability to promote positive values, attitudes and behaviour expected from children and young people.	E	√	√

18.	The ability to communicate effectively and sensitively with children, young people and colleagues.	E	√	√
19.	The ability to recognise and respect the contribution that parents and carers can make to the development and wellbeing of children and young people.	E	√	√
20.	A commitment to collaborative and co-operative working with colleagues.	E	√	√
21.	The ability to organise and manage learning activities in ways which keep children safe.	E	√	√
22.	The ability to actively encourage and motivate children to advance their learning.	E	√	√
23.	Ability to work effectively within a team environment, understanding classroom roles and responsibilities.	E	√	√
24.	Ability to work within the school's ethos and provide a positive role model.			
25.	Ability to build effective working relationships with all pupils and colleagues.	E	√	√
26.	Good personal numeracy and literacy skills.	E	√	√
27.	Awareness and basic understanding of school curriculum (within specified age range or subject area).	E	√	√
28.	Basic awareness of inclusion, especially within a school setting.	E	√	√
29.	Good organisational skills and time management skills	E	√	√
30.	Positive approach to inter-agency working	E	√	√
31.	IT skills (e.g., using a computer or tablet for educational apps or resources).	E	√	√
32.	Commitment to safeguarding practices and procedures	E	√	√
33.	Ability to improve your own practice through observations, evaluation and discussion with colleagues.	E	√	√
34.	Ability to attend occasional meetings out of school hours (When required)	E	√	√
35.	Providing hygiene care to pupils	E	√	√
36.	Lifting and carrying equipment as required.	E	√	√
37.	Willingness to undertake further appropriate training as required	E	√	√
38.	Evidence of commitment to professional development.	E	√	√
39.	Must be able to commit, to work some hours within our before or after school provision	E	√	√

40.	Knowledge of the school and its setting/community	E	√	√
PERSONAL CHARACTERISTICS				
41.	An unwavering commitment to the Altus Education Partnership's vision, mission and values	E	√	√
42.	Willing to be accountable and to take personal responsibility for own actions.	E	√	√
43.	Resilience and the ability to grow professionally and flexibly within a start-up and developing organisation	E	√	√