Armthorpe Academy

BUILD YOUR DREAM CAREER

Join our Team!



RECRUITMENT PACK

Teaching Assistant

Armthorpe Academy, Doncaster

EXCELLENCE AND EQUITY WITH INTEGRITY

WELCOME FROM THE CEO

Dear Candidate,

Thank you for your interest in the position of Teaching Assistant at Consilium Academies.

At Consilium, we are on a mission to being an excellent trust with excellent schools – we would love you to join us in that mission.

We are a values driven trust and bring this to life every day though our commitment to excellence, equity and integrity.

We recognise the unique value of everyone, whether they are staff or students and are dedicated to ensuring that every member of our Trust reaches their full potential. To achieve this, we collaborate with stakeholders and external organisations to build relationships that enhance opportunities for all members across the Trust.

We have a commitment to ensure each and every staff member is supported to achieve their goals within their career and have the skills and development to flourish. This commitment is reflected in our Centre for Professional Learning, where colleagues have access to tailored training opportunities and resources to meet their specific needs.

We firmly believe that every student, regardless of their background deserves an excellent education and an equal opportunity to fulfil their potential. This vision guides us in creating an environment where every pupil can thrive.

As part of our Trust, our academies align with collective aims, including prioritising holistic development of pupils academically, socially and emotionally. We aim to instil a passion for lifelong learning and continual improvement among our academies, staff and students, empowering them to pursue their aspirations and ambitions. Our goal is to create a family of academies that is inclusive and embraces diversity, fostering a supportive community where all members feel inspired and empowered to succeed.

We look forward to your application, thank you for your interest in joining the Consilium family.



Mr Michael McCarthy
Chief Executive Officer of Consilium Academies.

WELCOME FROM THE HEADTEACHER

Welcome to Armthorpe Academy.

I am delighted to welcome you as a prospective member of our team. Your interest in joining Armthorpe Academy comes at a pivotal and exciting moment for our school. We are building on a period of significant improvement, strengthening our commitment to delivering exceptional educational opportunities for every young person we serve and doing so with integrity, excellence and equity at the heart of all we do.

Armthorpe Academy is a school with a proud and growing reputation for high standards, ambition and care. Our dedicated staff are central to this success. Their expertise, compassion and professionalism shape the daily experiences of our students and drive the continued upward trajectory of our outcomes. As Principal, I am committed to leading a school where colleagues feel valued, supported and empowered to make a meaningful difference — a school built on systems with soul.

Below are some of the core commitments that define our culture and guide our work at Armthorpe Academy:

- **Educational Excellence** — We are relentless in our pursuit of high-quality teaching and learning. Our focus is on sustaining and raising standards, nurturing curiosity and ensuring that both staff and students thrive within a vibrant, forward-thinking learning environment.
- **Inclusivity and Diversity** — We champion inclusive, respectful spaces where every individual feels seen, valued and supported. Armthorpe embodies these principles, celebrating diversity and fostering a strong sense of belonging for students and staff alike.
- **Professional Growth** — We invest in people. Through tailored CPD, trust-wide development programmes and clear pathways for progression, we are committed to helping every colleague grow, flourish and advance in their career.
- **Community Partnership** — Armthorpe Academy plays a central role within its community. We build strong relationships with families and local partners to enrich learning, widen opportunities and strengthen the support around each student.
- **Staff Well-being** — Our staff are at the heart of our success. We prioritise a healthy, positive and supportive working environment where colleagues feel trusted, respected and able to thrive.

By joining Armthorpe Academy, you would be contributing your expertise to a school that values collaboration, ambition and shared purpose. You would also become part of a wider Consilium network committed to helping you succeed and ensuring you feel connected, supported and inspired in your role.

Thank you for considering Armthorpe Academy as the next step in your career. I look forward to the possibility of welcoming you to our team and seeing the positive impact you will bring to our students, our community and our continued journey of improvement.

Kind regards,



Gill Mills

Principal, Armthorpe Academy

ABOUT THE SCHOOL

Armthorpe Academy is an 11-16 school located in the city of Doncaster, South Yorkshire. The learning our children experience is a broad and balanced diet that provides intellectual, moral, creative and emotional stimulation. It is an exciting time to be part of our academy, as with the support of Consilium, we are constantly working to develop and evolve our curriculum and pedagogy to ensure all students can flourish. This means not only striving to fulfil the academic potential of all our learners, but also teaching our young people how to care for themselves mentally and physically, as well as facilitating opportunities for them to enjoy and live life to the full beyond the taught curriculum.

At Armthorpe, we believe every learner is an individual with a unique personality, characteristics and the potential to shine. Inclusion therefore lies at the heart of everything we do. Childhood is changing. Our learners are growing up in a world defined by fast-paced technological development living increasingly online, in spaces adults sometimes struggle to understand. We place great value on preparing our learners to thrive in 21st century Britain, not just academically but socially, emotionally, morally and culturally too. It has never been more important to equip our students to adapt to and embrace change, develop their resilience and creative thinking skills whilst instilling a real love of learning. The development of the whole person is imperative to us.

Respect	• Being a leader: Doing the right thing when no-one is watching (both inside and outside of school). • Executing the basics: Smiling, saying please/thank you, opening doors and treating others how we would want to be treated ourselves. • Following and accepting rules without argument.
Responsibility	• Being responsible: doing the 'things' you are supposed to do. • Accepting responsibility: enjoying praise for 'things' you have done well (positive choices) and admitting to and accepting the consequences for 'things' you have not done well (poor choices). • Role modelling responsibility: encouraging others to make positive choices.
Resilience	• Being prepared to embrace challenges and unknown situations. • Bouncebackability! Realizing sometimes we must try things several times before we learn or find a solution. • Being ruthless and relentless in striving for success – we do not stop until we are as good as we can be!
Pride	• Constantly working hard – nothing replaces hard work. • Actively listening to others so we are always learning and improving, know it, own it, do it! • Thinking for ourselves and never being afraid to share our ideas/thoughts when requested – we aim for solution focused creative minds
Ambition	• If our dreams do not scare us, they are not big enough. • Having a dream we can articulate. • Understanding what excellence looks like and constantly striving for it.

In January 2019, we were judged by Ofsted to be 'Good' in every category which is testament to the hard work and dedication of the staff and students. As Armthorpe grows and develops as part of the Trust, this new appointment will play an integral part in shaping the future of the school.

ABOUT THE TRUST

Consilium Academies is a Multi-Academy Trust dedicated to Excellence and Equity with Integrity. Consisting of eight schools across three hubs in Salford, South Yorkshire, and the North East of England, our culture is built on support, guidance, capacity building, and fostering a collaborative approach to school improvement.

Our Trust is committed to the highest standards of curriculum, teaching, and learning, leading to excellent outcomes for our pupils. This commitment extends to our staff, with a focus on high-quality learning, professional development, and an uncompromising approach to support and growth.

Schools within the Trust are encouraged to engage in rigorous self-evaluation and take swift action to address any areas of underperformance, guided by our School Improvement Framework.

Our Key Areas of Focus:

- Expert Knowledge: We prioritise school-to-school support, fostering expert knowledge, and providing effective assistance to our schools.
- Ambitious Curriculum: Our schools share a common language for curriculum development, with a focus on Enriching Lives, Inspiring Ambitions, and embedding Equity, Diversity, and Inclusion throughout.
- Effective Pedagogy: Our research-focused approach seeks impactful teaching methods, a shared language for pedagogy, and developing partnerships with external experts.
- Purposeful Practice: We respect each school's identity while promoting a shared understanding of high-quality practice and staff development.
- Rigorous Assessment & Intervention: We implement evidence-based benchmarking and targeted support through Rapid Action Plans, maintaining a relentless focus on achieving strong outcomes for all students.
- Rich Culture: Guided by Excellence, Eqity, and Integrity, we aim to identify, attract, develop, and retain expertise at all levels, ensuring our schools contribute to the Trust's success over time.

Led by our Chief Executive Officer, Michael McCarthy, our Central Team provides direct services, accountability, leadership, and management to our schools. We operate a strong partnership model, where our partner schools play a crucial role in the Trust's continual growth and development.

Our collaborative approach respects each school's individual identity, empowering them to focus on student achievement and success while being part of a supportive network committed to excellence.

BENEFITS

As a Trust, we want our staff to feel supported and valued. Whether you are a teacher or member of the support team, we want your work to have a positive impact on your health and wellbeing.

- A CONTRIBUTORY PENSION SCHEME, MEANING WE'LL SAVE TOGETHER
- 34 DAYS ANNUAL LEAVE + BANK HOLIDAYS FOR SUPPORT STAFF (PRO-RATED FOR PART-TIME) & 36 HOUR WORKING WEEK FOR FULL-TIME SUPPORT STAFF
- EMPLOYEE ASSISTANCE PROGRAM WITH ACCESS TO COUNSELLING AND CBT 24 HOURS A DAY, 7 DAYS A WEEK
- A CPD OFFER FOR EVERY MEMBER OF STAFF; TO HELP YOU PERFORM AS WELL AS YOU CAN IN YOUR ROLE, TO HELP YOU REACH YOUR CAREER ASPIRATION
- FREE MEMBERSHIP TO VIVUP. WITH HUNDREDS OF EXCLUSIVE OFFERS AND DISCOUNTS AVAILABLE ONLINE AND IN STORE.
- ACCESS TO THE LEADING HOME ELECTRONICS LEASE SCHEME, EXCLUSIVE TO PUBLIC SECTOR EMPLOYEES
- ENHANCED CONTRACTUAL SICK PAY IN LINE WITH THE BURGUNDY BOOK AND GREEN BOOK, PROTECTING YOU AND YOUR FAMILY
- AUTOMATIC PAY PROGRESSION FOR ALL STAFF IN LINE WITH THEIR CURRENT GRADING STRUCTURE

JOB DESCRIPTION

JOB TITLE:	Teaching Assistant
GRADE:	Grade 4 SCP 6 - 8
CONTRACT:	Fixed Term Contract till 31/08/27
WORKING PATTERN:	32.5 hours, Working Term time plus 5 days
ACTUAL SALARY:	£ 21,766.57 - £ 22,465.45

MAIN PURPOSE OF THE ROLE

To work under the instruction/guidance of a teacher, to provide specific work/care/support programs. To enable access to learning for pupils and to assist the teacher in the management of pupils and the classroom. Work may be carried out in the classroom or outside the main teaching area.

CORE RESPONSIBILITIES & TASKS

Support for the Pupils

- Encouraging pupils to interact and work cooperatively with other and engage all pupils in activities. Promoting independence and employing strategies to recognise and reward achievement.
- Supervise and provide particular support for pupils, including those with SEN, ensuring their safety and access to learning activities.
- Assist with the development and implementation of individual Education/Behaviour Plans and Personal Care Programs.
- Establish constructive relationships with pupils and interact with them according to individual needs.
- Promote inclusion and acceptance of all pupils.
- Encourage pupils to interact with others and engage in activities led by the teacher.
- Set challenging and demanding expectations and promote self-esteem and independence.
- Provide feedback to pupils in relation to progress and achievements under guidance of the teacher.
- Support for the Curriculum.
- Undertake structured and agreed learning activities/teaching programmes, advising activities according to pupil responses.
- Undertake programmes linked to learning strategies e.g. literacy, numeracy, KS3, foundation etc. and feedback to teacher.
- Support the use of ICT in learning activities and develop pupil's competence and independence in use.
- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assess pupils in their use.

Support for Teachers

- Assisting with display work and create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans.
- Assist with planning of learning activities and support pupils to achieve learning goals.
- Monitor the response of pupils to learning activities and record achievements/progress as directed.
- Determining the need for and preparing and maintaining general and specialist equipment and resources and assisting pupils in their use.
- Provide detailed and regular feedback to teachers on pupils' achievements, progress, problems etc.
- Promote good pupil behaviour, dealing with incidents in line with School Policy and encourage pupils to take responsibility for their own behaviour.
- Undertake routing marking of pupils' work.
- Establish constructive relationships with parents/carers.
- To be responsible for keeping and updating records as agreed with the teacher, through the monitoring and evaluation of pupil's responses to learning activities through observation of achievement against pre-determined learning objectives.

- Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil's responses/needs.
- Administer routine tests and invigilate exams, and accurately record achievement and progress.

General Tasks

- 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.
- Contribute to the overall ethos/work/aims of the school.
- Attend and participate in relevant meetings as required.
- To assist in meeting the physical care needs of students as required.

CORPORATE RESPONSIBILITIES

- The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.
- To pursue and promote the achievement and integration of diversity and equality of opportunity throughout the Trust's activities.
- To plan, monitor and review health and safety within areas of personal control.
- To participate in the Trust's Professional Development Review process and engage in continuous professional development and networking to ensure that professional skills and knowledge are up to date.
- To maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents and colleagues

ADDITIONAL NOTES

- The job purpose and key statements remain indicative and by no means exclusive. Given the evolving needs of the Trust, flexibility among staff is very important. All staff may be required to undertake other such reasonable duties as may be required from time to time in line with the grade of their post.
- An Enhanced DBS Check will be requested on successful application to a position at the Trust.

PERSON SPECIFICATION

Training and Qualifications	Essential	Desirable
NVQ 3 for Teaching Assistants or equivalent qualification or experience.	X	
Where designated to work in a particular curriculum area, to work towards NVQ 2 in that subject area.		X
Experience		
Experience of working with children of relevant age.	X	
Experience of working with pupils with additional needs.		X
Very good Numeracy/literacy skills (equivalent to NVQ 2 in English and Maths).	X	
Skills and Knowledge		
Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation.		X
Ability to relate well to children and adults.	X	
Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these.	X	
Working knowledge of national curriculum and other relevant learning programmes.	X	
Understanding of principles of child development and learning processes and in particular, barriers to learning.	X	
Ability to plan effective actions for pupils at risk of underachieving.	X	
Full understanding of the range of support services/providers.		X
Ability to self-evaluate learning needs and actively seek learning opportunities.	X	
English Fluency		
Possessing a relevant qualification for the role attained as part of education in the UK or full taught in English by a recognized institution abroad	X	
Passing an English or Welsh spoken language competency test or possessing a relevant spoken English or Welsh qualification at CEFR Level B1 or above, taught in English or Welsh by a recognized institution abroad (and from September 2017 this includes Welsh second language GCSE	X	