

Job Application Pack

Springfield Primary School

Level 2 ERF Teaching Assistant Term time only, 35 hours per week, permanent.

Monday to Friday 8.30am to 4.00pm.

Salary: Grade E, Point 10– 14, Pay Scale £28,608-£30,515 pro rata (based on FTE).

Closing Date: Tuesday 10th November 2026 at 9.00am.

Interview Date: Tuesday 17th November 2026.

Dear Candidate

Thank you for showing an interest in the role of Level 2 ERF Teaching Assistant at our school. An exciting opportunity has arisen for a strong candidate to support teaching and learning at Springfield Primary School in Derby. We are looking for somebody who is inspirational, hard-working and proactive; driven by the desire to inspire and achieve the best possible outcomes for all pupils.

We are seeking a candidate who will strengthen the staff team, building on the successes of the school, so that it continues to thrive and flourish and provide an excellent primary education experience to its pupils. The successful candidate will possess highly effective communication skills and be able to work with a range of different stakeholders in ensuring that all pupils at Springfield achieve success.

Alongside our inclusive mainstream provision, Springfield has an Enhanced Resource Facility, which provides specialised provision for children with communication and interaction difficulties, such as Autism Spectrum Disorder.

We aim to promote a love of learning and use our extensive school grounds to facilitate this, whilst also incorporating the use of our Forest School area to support mental health and wellbeing.

Our schools are part of the Odyssey Collaborative Trust. Our Trust is committed to supporting and delivering education of the highest quality across the trust. Each of our schools is unique, and has their own vision and values in order to provide our children with the opportunities they deserve.

This is a tremendous opportunity to make a difference and to be part of a dynamic and innovative staff team.

We look forward to receiving your application and working with you on your own professional journey to excellence.

Best regards

David Blackwell
Headteacher
Springfield Primary School

About the school

Everyone involved at Springfield works very hard to make the school a happy and safe place for the children to flourish and grow. We aim to provide our children with the skills that they will need to reach their full potential. We believe in traditional values but we are always aware that we are preparing the children for today and tomorrow. Our emphasis is on teaching children how to improve their own learning and developing skills to live harmoniously with others.
The primary phase of education is one of the most important in a child's learning journey and at the centre of their future development. It is a time when we aim to nurture in children, a lifelong love of learning. In leading children on this journey, we pride ourselves on making the route fun and, exciting. We are very proud of all our children and staff.
Our School Vision and Aims are based on the outcomes of the Every Child Matters agenda and promote the developing of skills and attitudes needed to become successful adults in the 21st century.
We also recognise the need to prepare our children for life in a rapidly changing world, where an understanding and tolerance of other people is so necessary.

- Develop an outstanding school of choice that will be a recognised example of success for others in the City of Derby, with strong partnerships within education and across the wider community

- Educate children to become health-conscious adults who make reasoned, informed choices, enjoying good physical and mental health.

- Ensure the safety and well being of all members of the school community and develop an ethos of caring and collective responsibility for every individual.

- Achieve very high standards across the curriculum, through learning that is enjoyable and relevant, helping every child realise their full potential.

- Encourage children to take advantage of opportunities and be active participants in their education and the local community, developing self-confidence and promoting positive behavior.

- Develop a love of learning, equipping the children with the skills needed for life and raising the aspirations of the pupils in the school.

- Enrich the experiences of our pupils, to enable them to live their lives harmoniously in a multi-cultural and inclusive environment, with a respect for diversity.

The ideal candidate for this role will have experience working with children and be passionate about creating fun and engaging activities. As a Midday Supervisor, you will be responsible for running lunchtimes run smoothly, ensuring the safety and well-being of the children in your care and providing a stimulating and enjoyable environment.

Employee Benefits

Springfield Primary School has a supportive working culture which is designed to support our employees. Together, we share a mission to improve educational standards, and work in collaboration to deliver on our goals. Above all, we understand that we all benefit from creating a working environment in which teachers and education support professionals feel valued and able to derive satisfaction from their work.

As part of this we:

• Recognise the importance of employee wellbeing, mental health and a managed workload, and the place that wellbeing plays in the recruitment and retention of employees.
• Encourage employees to undertake training and development including apprenticeship opportunities, and where appropriate, to explore new challenges within the Trust. Professional development is central to the annual professional performance review framework.
• Are open to ideas which help to improve the employee experience and encourage the sharing of good practice between schools.
• Are clear about our expectations of employees and offer a transparent and supportive working culture in return.
• Conduct regular employee wellbeing surveys and review feedback to celebrate our successes and monitor areas for improvement.
• Promote professional development including secondment options and opportunities for career development across our family of schools.
• Provide a Trust Newsletter and employee wellbeing updates.
• Provide guides to managing stress, support for symptoms of menopause and domestic abuse
• Recognise the importance of mental health champions in our schools and the provision of mental health training for managers.

At Springfield we offer a range of employee benefits, we believe that by involving, developing and valuing employees and by supporting them to look after their wellbeing that our employees feel a sense of belonging to our school.

Workplace

Springfield offers free on-site secure parking and safe cycle storage.
We have a warm and friendly staffroom where you can help yourself to tea, coffee and whatever you need to brew the perfect cuppa at no cost to you.
A long service award for employees who have reached the goal of 25 years' service across one or more of our schools.

Wellbeing

Occupational sick pay: For those times when you are not well enough to be with us, we provide occupational sick pay to help you financially.
Eye care and Flu jabs: As a valued employee, you can claim reimbursement for an eye test for regular Visual Display Users (as defined by HSE), claims are limited to one claim per 12-month period.
Occupational health: We work with an occupational health provider to ensure that employees are safe and well in the workplace and that we are providing wellbeing support for employees wherever we can. Counselling and other therapies can also be secured through occupational health for employees where needed. Where our employees are unable to work for health reasons and meet specified criteria, we support applications for ill health retirement under the LGPS and TPS. For further information please visit their website; Home - Schools UK

Shopping discounts

Discounts for Teachers, Cycle to Work scheme, Blue Light Card and Uni Days provide a variety of benefits and money saving opportunities for all Springfield employees.

Application Details

We are looking for an enthusiastic ERF Teaching Assistant to join our team here at Springfield Primary School. We need ambitious and driven candidates with a passion for helping children learn effectively. Everyone who visits our school comments on the calm atmosphere, the enthusiasm our children have for learning and the great sense of team amongst staff and children alike.

At Springfield we value every individual and put our children at the heart of everything we do. If you think this sounds like you then come and visit us to see for yourself. We would recommend you arrange a visit to see the school, visits are available on request, please phone or email to book your appointment. Find out if we're right for you! Please email c.goodwin@springfield.odysseyct.org.uk

Odyssey Collaborative Trust is committed to safeguarding and promoting the welfare of children. We follow safer recruitment procedures and will require an enhanced DBS clearance and references from current and past employers. Further details of this post, the school and the Trust are included in this pack and details of how to apply can be found below.

How to Apply

Should you wish to apply for the post, please complete and return an application form along with a covering letter addressed to Springfield Primary School, which clearly demonstrates your suitability for this role. Applications can be submitted via email to c.goodwin@springfield.odysseyct.org.uk, Level 2 ERF Teaching Assistant Application in the subject line, or by post, for the attention of Clair Goodwin, to the following address: Springfield Primary School, West Road, Spondon, Derby. DE21 7AB

Wherever possible, please provide work email addresses for your referees.

Closing Date

Please ensure your application form arrives by 9.00am on Tuesday 10th November 2026.
Interview date is Tuesday 17th November 2026.

General Data Protection Regulation Our privacy notice can be found at https://www.odysseyct.org.uk/gdpr/

Springfield Primary School is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment. As this post is regulated activity, successful appointments are subject to an enhanced Disclosure and Barring Service check and relevant recruitment checks that comply with guidance in the most recent version of Keeping Children Safe in Education.

We are committed to equality of opportunity in employment and services

Springfield Primary School is part of the Odyssey Collaborative Trust

All members of staff will receive training in line with our Safeguarding and Child Protection Policy.

Equal Opportunities

Odyssey Collaborative Trust welcomes applications from everyone and values diversity in our workplace. A commitment to promoting diversity and developing a workplace environment where all staff are treated with dignity and respect is central to our recruitment process.

Job Description

Job Title:	ERF Teaching Assistant (TA)
Grade:	E
Contract / Hours:	35 hours per week
	Term time including INSET Days (39 weeks)
Responsible to:	Class Teacher, HLTA, SENDCo and Senior Leaders
Manager:	Headteacher

PURPOSE:

To work under the direction of teachers, HLTAs and the ERF Lead to support the learning, development, wellbeing and inclusion of pupils within the Enhanced Referral Facility (ERF) and across the wider school where required. The post holder will provide specialised support for pupils with complex social, emotional, behavioural, communication, learning and sensory needs, helping them to access education, regulate their emotions and develop positive relationships.

The Teaching Assistant will contribute to planning, preparation and delivery of learning activities, implement intervention programmes, support pupils with SEND and additional needs, and work collaboratively with families and external agencies to ensure that every pupil is enabled to achieve their potential. The role requires resilience, adaptability, emotional intelligence and a commitment to inclusive practice.

MAIN DUTIES AND RESPONSIBILITIES

TEACHING AND LEARNING SUPPORT

- Support the planning, preparation and delivery of learning activities for individual pupils and small groups under the direction of teaching staff.
- Provide targeted support to pupils with SEND, SEMH needs, communication difficulties and other barriers to learning.
- Deliver structured interventions and bespoke programmes designed to improve learning outcomes, engagement and emotional wellbeing.
- Adapt activities, resources and teaching approaches to meet the individual needs of pupils.
- Support pupils to access learning both within the ERF and mainstream classroom environments where appropriate.
- Promote pupils' independence, confidence, resilience and self-esteem.
- Support the development of literacy, numeracy, communication and social interaction skills.
- Use ICT and specialist resources effectively to support learning and engagement.
- Provide support to pupils' in afterschool club when needed.

BEHAVIOUR, EMOTIONAL REGULATION AND WELLBEING

- Build positive and trusting relationships with pupils through consistent, nurturing and trauma-informed practice.

- Support pupils to identify, understand and manage emotions using agreed regulation and intervention strategies.
- Implement behaviour support plans, risk assessments and pastoral support programmes.
- Use de-escalation techniques and restorative approaches to manage challenging situations safely and effectively.
- Maintain a calm, predictable and supportive environment that promotes positive behaviour and emotional wellbeing.
- Support pupils during periods of dysregulation, anxiety or emotional distress.
- Record and report behavioural, emotional and safeguarding concerns accurately and promptly.
- Contribute to the development of strategies that promote attendance, engagement and successful reintegration into learning.

ASSESSMENT, MONITORING AND REPORTING

- Monitor, assess and record pupil progress, achievement and engagement.
- Observe and record pupil responses to learning, intervention and behavioural support strategies.
- Contribute to reviews, pupil progress meetings and SEND assessments.
- Support the maintenance of learning journals, behaviour records, intervention records and pupil profiles.
- Gather information and evidence to support Education, Health and Care Plans (EHCPs), reviews and referrals.
- Provide feedback to teachers, HLTAs, the ERF Lead and external professionals as required.

SEND AND PERSONALISED PROVISION

- Support pupils with a wide range of additional needs including autism, ADHD, SEMH, speech and language, sensory processing and learning difficulties.
- Contribute to the planning, delivery and review of Individual Education Plans, Behaviour Support Plans, Pastoral Support Plans and EHCP outcomes.
- Implement therapy, communication or care programmes devised by specialist professionals following appropriate training.
- Support pupils through transitions, changes in routine and reintegration programmes.
- Work flexibly to meet the changing needs of pupils within the ERF.

CARE AND WELFARE

- Promote the safety, wellbeing and welfare of pupils at all times.
- Provide personal care, toileting, feeding and intimate care support where required, maintaining pupil dignity at all times.
- Administer medication in accordance with healthcare plans and school procedures following appropriate training.
- Support pupils during breaktimes, lunchtimes, visits, enrichment activities and educational visits.
- Respond appropriately to accidents, incidents and medical needs.

WORKING WITH FAMILIES AND PROFESSIONALS

- Develop positive and professional relationships with parents and carers.
- Share information appropriately regarding pupils' progress, wellbeing and achievements under the direction of teaching staff.
- Liaise effectively with external agencies and services including Educational Psychologists, Inclusion Teams, Social Care, Speech and Language Therapists and other specialist professionals.
- Attend reviews, professional meetings and multi-agency discussions where appropriate.
- Contribute to a consistent approach between home and school.

CLASS SUPERVISION AND TEAM SUPPORT

- Provide short-term supervision of classes and small group sessions as directed.
- Support the work of volunteers, apprentices and other teaching assistants.
- Contribute to the induction and development of new staff where appropriate.
- Work as part of a multidisciplinary team to improve outcomes for pupils.
- Support after-school provision for ERF pupils where required.

FIRST AID RESPONSIBILITIES (WHERE DESIGNATED)

- Provide First Aid support in accordance with training and school procedures.
- Administer medication in line with healthcare plans and school procedures.
- Maintain records relating to accidents, incidents and medication administration.
- Monitor medication expiry dates and First Aid supplies and report replenishment needs.

SAFEGUARDING RESPONSIBILITIES

The school is committed to safeguarding and promoting the welfare of children and young people. The post holder will:

- Follow all safeguarding and child protection policies and procedures.
- Identify and report concerns promptly using agreed reporting procedures.
- Maintain appropriate confidentiality and professional boundaries.
- Work particularly closely with vulnerable pupils and those at risk of exclusion, poor attendance or other safeguarding concerns.

HEALTH AND SAFETY

The post holder will:

- Take reasonable care of their own health and safety and that of others.
- Comply with school health and safety policies and procedures.
- Report hazards, accidents and concerns promptly.
- Support a safe and stimulating learning environment.
- Follow risk assessments and behaviour support plans.
- Support safe moving and handling practices where required. .

PROFESSIONAL STANDARDS

The post holder will:

- Promote and actively support the vision, values and ethos of the school and Trust.
- Demonstrate professionalism, integrity and confidentiality.
- Promote equality, diversity and inclusion.
- Promote and actively support the vision, values and ethos of the school and Trust.
- Participate fully in training, coaching and professional development/growth activities.
- Take responsibility for continuing professional development and maintaining relevant knowledge and skills.
- Work flexibly and constructively in response to changing pupil needs.
- Promote a positive, supportive and respectful working environment, contributing to a culture of kindness, collaboration and mutual respect across the school community.
- Undertake any other duties commensurate with the grade and responsibilities of the post.

Person Specification

CRITERIA	ESSENTIAL	DESIRABLE	EVIDENCE
QUALIFICATIONS & TRAINING			
GCSE Grade 4/C or above (or equivalent) in English and Mathematics	✓		A
Level 2 or Level 3 qualification in Supporting Teaching and Learning, Childcare, Education or equivalent	✓		A
Relevant SEND, behaviour support, nurture or intervention training		✓	A
Paediatric or Emergency First Aid qualification		✓	A
Supporting children with SEMH training		✓	A
Autism-specific training		✓	A
Speech and Language support training		✓	A
Positive Handling/Team Teach or equivalent training		✓	A
EXPERIENCE			
Experience in working with children in an educational setting	✓		A/I
Experience in supporting teaching and learning for individuals and small groups	✓		A/I
Experience in working with pupils with SEND or additional learning needs	✓		A/I
Experience supporting pupils' social, emotional wellbeing and behaviour		✓	A/I
Experience in implementing intervention programmes		✓	A/I
Experience in monitoring, recording and reporting pupil progress	✓		A/I
Experience within an Enhanced Resource Facility, Specialist Provision, Alternative Provision or SEND setting.		✓	A/I
Experience supporting pupils with autism, ADHD, SEMH needs or communication difficulties.		✓	A/I
Experience supporting children displaying distressed, dysregulated or challenging behaviour.		✓	A/I
Experience contributing to EHCP reviews and SEND planning.		✓	A/I
KNOWLEDGE & UNDERSTANDING			
Understanding of child development and barriers to learning	✓		A/I
Understanding of effective strategies to support learning and pupil engagement	✓		A/I
Knowledge of SEND and inclusive classroom practice	✓		A/I
Knowledge of behaviour management and de-escalation strategies	✓		A/I

Knowledge of trauma-informed and attachment-aware practice		✓	A/I
Knowledge of EHCP processes and SEND legislation		✓	A/I
Knowledge of sensory processing needs and regulation strategies		✓	A/I
Knowledge of safeguarding and child protection procedures	✓		A/I
Understanding of confidentiality, information sharing and GDPR requirements	✓		A/I
Knowledge of national curriculum expectations and assessment processes		✓	A/I
Knowledge of intervention strategies and support programmes		✓	A/I
SKILLS AND ABILITIES			
Ability to build positive, trusting relationships with vulnerable pupils	✓		A/I/T
Ability to manage challenging situations calmly and positively	✓		A/I/T
Ability to support emotional regulation and positive behaviour	✓		A/I
Ability to adapt learning activities to meet individual needs	✓		A/I
Ability to maintain accurate records and reports	✓		A/I
Ability to deliver specialist interventions		✓	A/I/T
Ability to support therapy or care programmes		✓	
PROFESSIONAL DEVELOPMENT			
Commitment to continuous professional development	✓		A/I
Willingness to undertake training relevant to the role and school priorities	✓		A/I
PERSONAL ATTRIBUTES			
Calm, patient and resilient approach when managing challenging situations	✓		A/I
Positive, caring and nurturing attitude towards children	✓		A/I
High standards of professionalism, discretion and confidentiality	✓		A/I
Excellent interpersonal skills and ability to develop effective working relationships	✓		A/I
Commitment to equality, diversity and inclusion	✓		A/I
Flexible and adaptable approach to changing priorities	✓		A/I
Promotes a positive, supportive and respectful working environment, demonstrating kindness and consideration for colleagues, pupils, parents/carers and visitors	✓		A/I
OTHER			
Willingness to support pupils' personal care needs where required	✓		A/I

Willingness to support educational visits, enrichment activities and residential experiences where appropriate	✓		A/I
Commitment to safeguarding and promoting the welfare of children	✓		A/I
Commitment to the vision, values and ethos of the school and Trust	✓		A/I