



## **Recruitment Pack – Teaching Assistant**

**Contract type: Temporary contract**  
**(January 2026-August 2026, Spring and Summer term)**

**Salary: Scale 1/2, point 2**

Salary pro-rata: £25,496 (FTE £29,808)  
37.5 hours a week, term time only (39 weeks)

### **Key Dates**

**Advertisement live:** Thursday 16th October

**Deadline for applications:** Friday 7th November at 5pm

**Shortlisting:** week beginning 10th November

**Interview dates:** Monday 17th November

### **Visits to the Academy**

**We are holding visits at the Academy of the below times:**

21st October - 9am

4th November - 4pm

*To book onto a tour, contact [Giovanni.Pillitu@kingscrossacademy.org.uk](mailto:Giovanni.Pillitu@kingscrossacademy.org.uk)*

### **Appointment Panel**

**Headteacher:** Stephen Mitchell

**Deputy Headteacher:** Kay Baxter

### **To apply**

Complete and download a KCA application form ([click here](#)) and write a personal statement demonstrating how you meet the person specification for this role. Once your application form is complete, make sure to download it and send it to [bm@kingscrossacademy.org.uk](mailto:bm@kingscrossacademy.org.uk) with your personal statement, by Friday 7th November at 5pm.

## Recruitment Pack – Teaching Assistant

### Welcome to King's Cross Academy

Thank you for taking an interest in joining us at King's Cross Academy. Ours is a warm and caring community where we are passionate about bringing out the full potential of each of our pupils.

We are proud of the strength of our many achievements and work tirelessly to build on our tradition of excellence both in and out of the classroom.

We are passionate about making sure that every child leaves King's Cross Academy with the skills, passion and knowledge required to succeed in secondary education. As a team, we work hard to ensure our pupils know and appreciate what makes them a unique and special learner.

It is our hope to build a community of learners which fosters a culture where lifelong learning is truly embraced. You can see our infographic below which demonstrates the five pillars to our school vision – all the work we do is underpinned by these drivers.

We know that the successful candidate will love working with us. We look forward to hearing from you.

Kind Regards



Stephen Mitchell  
Headteacher



## Introduction

King's Cross Academy is seeking to recruit an outstanding Teaching Assistant. We are seeking enthusiastic and reflective candidates who are keen to work within a supportive, creative and committed learning environment. The successful candidates will participate fully in the forward-thinking and ambitious life of KCA, taking responsibility for the education and wellbeing of all pupils within their classes.



## About King's Cross Academy

We aim to prepare children for the modern world by helping them to become highly successful life-long learners.

King's Cross Academy is a happy and friendly school where the children are safe, love learning, behave well and succeed, within a supportive, creative and exciting environment. We have and recruit qualified, inspirational and enthusiastic teachers and support staff who share this vision, to help children to develop their confidence, capacity, resilience and other learning skills.

Our motto, '**Love Learning Together**', embraces our pupils, parents and teachers and our partnership working with incredible neighbours. Frank Barnes School for Deaf Children (with whom we will share our building), Central Saint Martins, Waitrose, Google UK, Camley Street Natural Park and the Francis Crick Institute are all on our doorstep, offering opportunities to broaden children's experiences and raise their achievements and aspirations.

The historic guide frame of Gasholder No.8 is the inspiration for our school emblem. It encapsulates both the industrial past of King's Cross and its new, creative future. The Academy sits at the heart of the King's Cross community. This is a 21st Century school for 21st Century children and the Academy helps each and every one to become a highly successful learner and to make the most of his or her potential and talents.



King's Cross Academy opened in September 2015 as a 2 form entry (426 place) primary school with a 26 place nursery for 3-4 year olds. In 2015 the intake was restricted to the nursery and two Reception classes. The Academy expanded each year until 2021 when it had 446 children. The new premises have been designed with shared spaces for staff training and collaborative development and for children from both schools to play together. The schools' community celebrate bilingualism: English, British Sign Language (BSL) and other community languages. We will have a wonderful and cultural mix with all children feeling a deep sense of belonging in the schools.

## Our priorities...

You can learn about our current priorities on the school website:

<https://kingscrossacademy.org.uk/headteachers-welcome>

The below graphic gives a summary of our current aims and objectives:





## **King's Cross Academy Trust**

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This is a Single Academy Trust which has been approved as a sponsor by the Department for Education. After an open competition by Camden Council, King's Cross Academy Trust was selected to sponsor King's Cross Academy. There are five members of King's Cross Academy Trust: Stephen Hubbard, Alexandra Woolmore, Robert Evans, Ross McCall and Coline McConville. You can find more about our trust members on the school website.





We are committed to safeguarding children and any appointment is subject to satisfactory checks and references. The position will require an Enhanced DBS check including barred list check. The post is exempt from the provisions of the Rehabilitation of Offenders Act 1974 (as amended in 2013 & 2020). This means that applicants are not required to disclose details of any youth cautions or 'protected' criminal convictions, adult cautions or bind-overs they may have incurred.

In line with KCSIE 2025 and safer recruitment practices, the school will conduct an online search for all shortlisted candidates. The online search is part of our safeguarding checks and will seek publicly available information on candidates' suitability to work with children. Shortlisted candidates will be provided with further guidance and will be asked to clarify their online presence.

The Academy safeguarding policy is included with the application pack and we ask you to read this before applying for a post.

| <b>JOB DESCRIPTION</b>                                  |                                    |                     |             |
|---------------------------------------------------------|------------------------------------|---------------------|-------------|
| <b>Post Title:</b>                                      | Teaching Assistant                 | <b>Grade</b>        | Scale 1 / 2 |
| <b>Contract:</b>                                        | Temp - Spring and Summer term 2026 | <b>Salary Range</b> | Point 2     |
| <b>Responsible to:</b> Deputy Headteacher for Inclusion |                                    |                     |             |

This job description should be read alongside the range of duties of teachers set out in Part XI of the annual School Teachers' Pay and Conditions Document.

Members of staff should at all times work within the framework provided by the Academy's Policy statements to fulfill the general aims and objectives of the School Development/Improvement Plan.

The post holder will agree their major objectives with the Headteacher. These objectives will include:

- Achieving the highest possible standard of education for pupils in the allocated class
- Supporting the creation and development of whole school policies, programs and practice to meet the needs of pupils and to improve the level of achievement within an allocated class and across the Academy.

## **PURPOSE OF THE JOB**

The Academy is committed to safeguarding and promoting the welfare of children and young people and requires all staff to share this commitment.

The Key Worker will:

- Work with class teachers to raise the learning and attainment of pupils
- Promote pupils' independence, self-esteem and social inclusion
- Give support to pupils, individually or in groups, so they can access the curriculum, take part in learning, and experience a sense of achievement

## KEY RESPONSIBILITIES – TEACHING ASSISTANT

|                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Teaching and Learning</b> | <ul style="list-style-type: none"><li>• Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all pupils including, where appropriate, those with special educational needs and disabilities (SEND)</li><li>• Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities</li><li>• Support the teaching of a broad and balanced curriculum aimed at pupils achieving their full potential in all areas of learning</li><li>• Use effective behaviour management strategies consistently in line with the school's policy and procedures</li></ul> |
|                              | <ul style="list-style-type: none"><li>• Support class teachers with maintaining good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment</li><li>• Organise and manage teaching space and resources to help maintain a stimulating and safe learning environment</li><li>• Observe pupil performance and pass observations on to the class teacher</li><li>• Supervise a class if the teacher is temporarily unavailable</li><li>• Use ICT skills to advance pupils' learning</li><li>• Undertake any other relevant duties given by the class teacher</li></ul>                                                                                                           |
| <b>Planning</b>              | <ul style="list-style-type: none"><li>• Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role</li><li>• Read and understand lesson plans shared prior to lessons, if available</li><li>• Prepare the classroom for lessons</li></ul>                                                                                                                                                                                                                                                                                                                                                                          |

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|----------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Working with staff, parents/carers and relevant professionals</b> | <ul style="list-style-type: none"> <li>• Communicate effectively with other staff members and pupils, and with parents and carers under the direction of the class teacher</li> <li>• Communicate their knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision</li> <li>• Contribute to meetings with parents and carers by providing feedback on pupil progress, attainment and barriers to learning, as directed by teachers</li> <li>• With the class teacher, keep other professionals accurately informed of performance and progress, or concerns they may have about the pupils they work with</li> <li>• Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers</li> <li>• Collaborate and work with colleagues and other relevant professionals within and beyond the school</li> <li>• Develop effective professional relationships with colleagues</li> </ul> |
| <b>Health and Safety</b>                                             | <ul style="list-style-type: none"> <li>• Promote the safety and wellbeing of pupils, and help to safeguard pupils' wellbeing by following the requirements of Keeping Children Safe in Education (KCSIE) and our school's child protection policy</li> <li>• Look after children who are upset or have had accidents in line with school policy.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Professional development</b>                                      | <ul style="list-style-type: none"> <li>• Help keep their own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with school</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

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|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                     | <p>leaders, and identifying relevant professional development to improve personal effectiveness</p> <ul style="list-style-type: none"> <li>• Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school</li> <li>• Take part in the school's appraisal procedures</li> </ul> |
| <b>Safeguarding</b> | <ul style="list-style-type: none"> <li>• Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies</li> <li>• Promote the safeguarding of all pupils in the school in line with school policy and procedures</li> </ul>                                     |

**Note:** Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the employee will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher or line manager.



## PERSON SPECIFICATION

**Post Title:**      **TEACHING ASSISTANT**

You must demonstrate on your application form and during the selection process that you meet the following essential criteria: -

| Factors                              | Essential                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Desirable                                                                        |
|--------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| <b>Qualifications &amp; Training</b> | <ul style="list-style-type: none"> <li>• GCSE or equivalent level, including at least a Grade 4 (previously Grade C) in English and maths</li> <li>• First-aid training, or willingness to complete it</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>• Completed first aid training</li> </ul> |
| <b>Experience</b>                    | <ul style="list-style-type: none"> <li>• Experience working in a school environment or other educational setting</li> <li>• Experience working with children / young people</li> <li>• Experience planning and delivering learning activities</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                  |
| <b>Skills and knowledge</b>          | <ul style="list-style-type: none"> <li>• Good literacy and numeracy skills</li> <li>• Good organisational skills</li> <li>• Ability to build effective working relationships with pupils and adults</li> <li>• Skills and expertise in understanding the needs of all pupils</li> <li>• Knowledge of how to help adapt and deliver support to meet individual needs</li> <li>• Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils</li> <li>• Excellent verbal communication skills</li> <li>• Active listening skills</li> <li>• The ability to remain calm in stressful situations</li> </ul> |                                                                                  |

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|---------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|                           | <ul style="list-style-type: none"> <li>• Knowledge of guidance and requirements around safeguarding children</li> <li>• Good ICT skills, particularly using ICT to support learning</li> <li>• Understanding of roles and responsibilities within the classroom and whole school context</li> </ul>                                                                                                                                                                                                                                                                                                                    |  |
| <b>Personal Qualities</b> | <ul style="list-style-type: none"> <li>• Enjoyment of working with children</li> <li>• Sensitivity and understanding, to help build good relationships with pupils</li> <li>• A commitment to getting the best outcomes for all pupils, and promoting the ethos and values of the school</li> <li>• Commitment to maintaining confidentiality at all times</li> <li>• Commitment to safeguarding pupil's wellbeing and equality</li> <li>• Resilient, positive, forward looking and enthusiastic about making a difference</li> <li>• Capacity to inspire, motivate and challenge children and young people</li> </ul> |  |