



Enriching lives
Unleashing possibilities
Building futures



Level 2 Teaching Assistant

Opossum Federation

Salary: Grade: Sc3 - Points 5-6 (£30,408 - £30,843 FTE - - £26,162.31 - £26,536.57 Pro Rata)

Responsible to: Head of School

Contract: 36 hours per week 44.86 weeks per year

Workplace: Oakhill Primary School - Opossum Federation contract

Start Date: ASAP

The Role: Level 2 Teaching Assistant

We are seeking **dedicated and enthusiastic Level 2 Teaching Assistants** to join our team at the Opossum Federation. These are vital roles within our school community, focused on providing high-quality support to ensure our pupils reach their full potential in a positive and inclusive learning environment. Working under the direction of the Class Teacher and school leadership, you will play a key part in the daily delivery of the curriculum and fostering a love of learning across the school.

We are looking for candidates who share our vision and values and have a genuine passion for supporting children's primary education. You should be a collaborative team player who enjoys working with others to maintain high standards of achievement and behavior. Building strong, positive relationships with pupils, staff, and parents is essential to this role, as is the ability to communicate effectively and adapt to the diverse needs of our learners.

The successful candidates will be committed to promoting good outcomes and helping to create an atmosphere where every child can succeed. Whether you are assisting pupils individually, supporting small group interventions, or helping to manage the classroom environment, your contribution will be essential in ensuring all pupils have equal access to learning opportunities. We value staff who are adaptable, resilient, and willing to go the extra mile for our school community.

Applications

To download an application pack, please visit any of the Opossum Federation school websites. Please submit all completed applications to hr@opossumed.org

- **Dawlish Primary School:** <https://www.dawlishprimary.co.uk/>
- **Newport School:** <https://www.newport.waltham.sch.uk/>
- **Oakhill Primary School:** <https://www.oakhillschool.org.uk/>
- **Thorpe Hall Primary School:** <https://www.thorpehallprimary.com/>

Only applications submitted on the school's application form will be considered.

Safeguarding Statement

Our federation is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

All appointments are subject to pre-employment checks, including an enhanced DBS clearance and Satisfactory References. Candidates are required to submit a self-disclosure form with their application.

Closing date for applications: Sunday 27th September 2026

Enriching Lives, Unleashing Possibilities, Building Futures: The Opossum Ethos

At Opossum, we believe every child deserves an education that **engages, inspires, and challenges**, enabling them to reach their **full potential**. Our ethos is built on the foundation that learning should be **empowering, inclusive**, and designed to **spark curiosity**. We are committed to creating **safe, stimulating** environments where high expectations and independence drive everything we do.

We're not just focused on academic excellence; we are dedicated to developing well-rounded individuals who are **emotionally** and **morally** strong, ready to make a positive impact on the world. Our pupils leave us as **confident, highly-educated** members of the community, equipped to contribute with **empathy, open-mindedness**, and a deep appreciation for the **diverse communities** we serve.

How We Achieve It

- We raise achievement through **quality-first teaching** that sparks enthusiasm and motivates pupils to reach their highest potential.
- By placing students at the heart of our approach, we ensure they become **confident, resilient, and reflective independent learners**.
- We offer an innovative curriculum that ensures all children are **literacy** and **numeracy** confident, and develop the essential skills to thrive in an ever-changing world.
- Every child is **valued** in an atmosphere where they feel respected, supported, and part of our school community.

A Family of Schools

The **Opossum Federation** is a dynamic family of schools located in **east London**, within the borough of **Waltham Forest**. Our federation comprises:

- **Dawlish Primary School** (Leyton)
- **Newport School** (Leyton)
- **Oakhill Primary School** (Woodford Green)
- **Thorpe Hall Primary School** (Walthamstow)

In October and November 2024, two of our schools (Newport and Oakhill) were rated **'Outstanding'** in each category by **Ofsted**. Recent ungraded inspections at Dawlish (April 2023) and Thorpe Hall (December 2022) validated their **'Good'** Ofsted rating, showcasing our commitment to delivering **exceptional** education at all levels. We are proud of our team's **forward-thinking** and **proactive** approach, ensuring that we continuously improve and adapt to the evolving needs of our pupils and communities.

Why Join Us?

A Thriving, Supportive Team: Work with passionate, **forward-thinking** colleagues who share the same goal — ensuring every child's success and well-being.

Subjects are delivered skilfully. Teachers benefit from the support of specialist subject experts who are passionate about their work. They develop the curriculum and enhance teachers' subject knowledge very well. (Ofsted, November 2024)

The school promotes a culture of aspiration with the highest expectations for all pupils. (Ofsted, October 2024)

Pupils, staff and parents and carers are delighted to be a part of the school family. They see it as a warm, caring second home, where everyone is looked after. Staff know the pupils and families well. There is a true spirit of community here. (Ofsted, April 2023)

Respectful, Culturally Aware Pupils: Our pupils are highly respectful, show a deep understanding of other cultures, and exhibit **excellent behaviour**.

Starting in the nurturing early years environment, behaviour is exceptional (Ofsted, November 2024)

Pupils' behaviour is exemplary. They are kind, responsible and considerate, demonstrating high levels of self-control. (Ofsted, October 2024)

They value the extensive range of leadership posts they can apply for, such as being prefects, school councillors and librarians. Leaders are committed to making sure that every pupil has access to the visits, visitors, clubs and events that are available. (Ofsted, December 2022)

Leadership Excellence: Be part of a team led by **experienced, proactive, and supportive leaders** who are dedicated to your growth and success.

The school's vision of 'enriching lives, unleashing possibilities and building futures' is fully realised. (Ofsted, November 2024)

Leaders, including the governing body, have established an ambitious culture that places pupils' learning at the heart of everything that the school does (Ofsted, October 2024)

Dedicated, caring leaders and staff collectively share a commitment to excellence. (Ofsted, October 2024)

Outstanding Standards: Two of our schools are **rated 'Outstanding'** by Ofsted and two are **rated 'Good'**, underscoring our commitment to excellence in education.

Pupils' personal development is of exceptional quality. By Year 6, pupils are confident, mature individuals who are curious, knowledgeable and well-equipped to function effectively in society. (Ofsted, November 2024)

The curriculum is broad and highly ambitious. It helps pupils to deepen their knowledge and understanding. The wider curriculum provides many opportunities for pupils to develop as independent, confident and successful learners. As a result, pupils are exceptionally well prepared for the next stage of their education. (Ofsted, October 2024)

Leaders have developed an ambitious curriculum for pupils. They have thought about the knowledge and skills pupils need to know and when (Ofsted, April 2023)

A love of reading permeates across the whole school. All staff read to pupils daily during story times (Ofsted, December 2022)

Work-Life Balance: We offer a healthy **work-life balance**, ensuring that our staff can thrive both personally and professionally.

The school collaborates well with other primary schools. Staff are highly appreciative of the significant reduction in workload this brings (Ofsted, November 2024)

They (staff) appreciate how the school supports their well-being. (Ofsted, October 2024)

Staff said that leaders are approachable and helpful. They spoke highly of the consideration leaders show for their well-being. Staff enjoy collaborating with colleagues across the federation of schools. This reduces their workload and supports their professional learning. (Ofsted, April 2023)

Professional Growth: Our tailored **CPD programme** ensures that staff are supported in their career development and given the tools to succeed.

Comprehensive Induction Programme: New staff benefit from a structured, supportive induction to help you settle in and succeed from day one.

Staff welcome the many professional development opportunities that enable them to advance their role, knowledge and skills. (Ofsted, November 2024)

Staff take pride in working here and value the extensive training provided for them. They appreciate how the school supports their well-being. (Ofsted, October 2024)

Leaders make good use of professionals from outside agencies to provide training for staff. This helps staff to provide bespoke support for pupils with complex and specific needs. (Ofsted, December 2022)

Well-Resourced Schools: Our schools are equipped with **modern resources**, including **staff laptops/Chromebooks**, and we integrate **Google for Education** to enhance teaching and learning.

Staff Culture and Feedback: We are committed to creating an environment where our staff feel valued, supported, and empowered to deliver the best outcomes for our pupils.

Feedback from our current team reflects this commitment.

A colleague at **Dawlish** recently noted: *"I feel consistently supported, challenged and developed in my work and am positive about the impact our school/federation collectively makes for pupils."*

Similarly, a member of the **Oakhill** team highlighted the collaborative nature of our smaller school environment: *"The community spirit has been welcoming and I have appreciated the value of working in a smaller school where there is a big sense of support for each other amongst the staff. The schools values and ethos are clearly represented by the whole team."*

Across the federation, we pride ourselves on maintaining a dedicated, professional, and supportive workplace culture.

Job Purpose

To work under the instruction/guidance of teaching/senior staff to undertake work/care/support programmes, 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.

Key External Contacts

- Parents, carers

Key Internal Contacts

- Head Teacher, Teaching staff, pupils, support staff

Major Tasks, Duties and Responsibilities

1 Support for Pupils

- Supervise and provide particular support for pupils, including those with special needs, ensuring their safety and access to learning activities
- Assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes
- Establish constructive relationships with pupils and interact with them according to individual needs
- Promote the 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 achievement under guidance of the teacher

2 Support for Teachers

- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of pupils' work
- Use strategies, in liaison with the teacher, to support pupils to achieve learning goals
- Assist with the planning of learning activities
- Monitor pupils' responses to learning activities and accurately record achievement/progress as directed
- Provide detailed and regular feedback to teachers on pupils' achievement, progress, problems etc.
- Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
- Establish constructive relationships with parents/carers
- Administer routine tests and invigilate exams and undertake routine marking of pupils' work
- Provide clerical/admin. support e.g. photocopying, typing, filing, money, administer coursework etc.

3 Support for the Curriculum

- Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses
- Undertake programmes linked to local and national learning strategies e.g. literacy, numeracy, KS3, early years recording achievement and progress and feeding back to the teacher
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use
- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use

4 Support for the School

- 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
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school
- Appreciate and support the role of other professionals
- Attend and participate in relevant meetings as required
- Participate in training and other learning activities and performance development as required
- Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtime
- Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher

Other requirements:

- To attend and participate in staff meetings.
- To participate in training and performance management as required.
- To have an up-to-date Enhanced DBS Disclosure.

Teaching Assistant

Level 2

Person Specification

1. Experience

- 1.1 Working with or caring for children of relevant age

2. Qualifications

- 2.1 Good numeracy/literacy skills
- 2.2 Completion of DfES Teacher Assistant Induction Programme
- 2.2 NVQ 2 for Teaching Assistants or equivalent qualifications or experience
- 2.3 Training in the relevant learning strategies e.g. literacy
- 2.4 First aid training/training as appropriate

3. Knowledge, Skills and abilities

- 3.1 Knowledge and ability to use ICT effectively to support learning
- 3.2 Reasonable word processing skills
- 3.3 Use of other equipment technology – video, photocopier
- 3.4 Understanding of relevant policies/codes of practice and awareness of relevant legislation
- 3.5 General understanding of national/foundation stage curriculum and other basic learning programmes/strategies
- 3.6 Basic understanding of child development and learning
- 3.7 Ability to self-evaluate learning needs and actively seek learning opportunities
- 3.8 Ability to relate well to children and adults
- 3.9 Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these