



Meole Brace School

Learning Respect Success

Applicant Information

Level 2 Teaching Assistant

(29.58 hours per week —Term Time Only)

Start Date: To be confirmed





Meole Brace School

Learning Respect Success

October 2025

Dear Colleague

Thank you for taking the time to consider applying for the post of Teaching Assistant Level 2.

At Meole Brace School we pride ourselves on our reputation as a successful and vibrant school with high expectations and welcome applications from individuals who share our ethos.

We are seeking to appoint a dedicated professional who is reliable, hardworking and is able to work effectively in a team. The role will require the postholder to be flexible, work using their initiative, have good communication skills and be well organised.

If you are interested in applying for the post, and want to join a school that always seeks to improve, through a mixture of hard work, ideas and commitment, then please complete the application form and return for the attention of Mrs Julie Richards, Meole Brace School, Longden Road, Shrewsbury, SY3 9DW or via email to recruitment@meole.co.uk by 7th November 2025 at 12pm.

Yours sincerely,

Mrs Mary Pope
Deputy Headteacher



Meole Brace School
Longden Road
Shrewsbury SY3 9DW

01743 235961
admin@meole.co.uk
www.meolebrace.com





Meole Brace School

Learning Respect Success

About Meole Brace School

Meole Brace School is a caring and cheerful community committed to developing academic, personal and social skills of all our students to the highest standards. We are an 11-16 Academy, with approximately 1350 students on roll. Our principal aim is to enable them all to lead happy and successful lives, in school and beyond. Through our core values of 'Learning, Respect and Success', we encourage all our students to be self confident, to enjoy learning and to achieve their full potential. Excellent teaching and learning is at the heart of everything we do, but we also believe that all young people can thrive if they feel valued, feel safe and are suitably challenged. We are proud of our reputation as a vibrant school with high expectations. We are all fully committed to providing a stimulating and high quality learning experience for all.

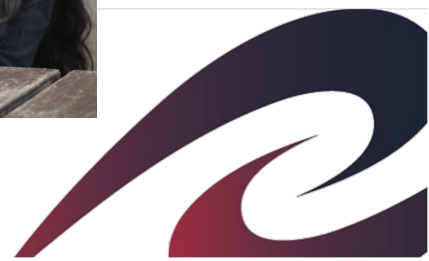
"The school has an impressive knowledge of each pupil, underpinned by comprehensive and systematic tracking. It pays close attention to identifying and removing any barriers to pupils' success" Ofsted 2024

"I've been incredibly impressed with the school since our son started. The values upheld by our family are upheld at school. You've helped him become the young man we want him to be" Parent Survey

We have a wide ranging CPD program as well as individual pathways for staff at all levels of their career. We are part of a local multi-academy trust (Trust Schools) which includes 9 schools, 5 of which are secondary schools. This provides us with further valuable opportunities to share best practice and work collaboratively. Further information can be found here: <http://www.trusted-schools.com/>

Meole Brace aspires to the highest possible standards, is constantly developing and promoting innovation. Staff enjoy a strong sense of team spirit and well being and are fully supported by a dedicated leadership team. We operate on an ethos of mutual respect and kindness.

Meole Brace School is "a respectful and positive environment where students feel safe and enjoy attending school". "The school's behaviour policy places a strong emphasis on rewarding positive behaviour and respectful attitudes". Ofsted 2024



SEND Team

Learning Support



Meole Brace strives to be an inclusive school catering for the needs of all our students.

The SEND Department is an important part of making that vision a reality. The Department endeavours to identify and support any student who may require interventions to allow them to achieve their maximum potential.

The SEND Team comprises of the SENCo and over twenty Teaching Assistants.

How Intervention Works at Meole Brace School

Within the school curriculum, differentiation of learning activities will help meet the learning needs of most pupils. However, some pupils may need intervention to remove barriers to learning and optimise their progress.

Intervention may take one of the following forms:

- One to one tuition
- Small group tuition
- Provision of different learning materials or special equipment
- Group or individual in-class support

The Role of the Teaching Assistant

The Teaching Assistant (TA) has a crucial role to play in supporting our students. The role involves supporting students in class to help them understand the tasks being set and to help them to be able to complete work.

TAs also have a vital role in supporting our students' social and emotional needs. They help students at times of need and also are in a position to help students with their social communication skills.

TAs are often a key adult for our most vulnerable students and have the opportunity to make a real difference to their ability to cope with school and life in general. The role requires flexibility, empathy, good humour and excellent interpersonal skills. The ability to work as a team and support students and colleagues alike is also essential.

Examples of some current interventions run by the SEND Team

Monday Club

The start of secondary can be a daunting time so at the start of Year 7 we give some new students the opportunity to join us in Learning Support first thing on a Monday morning for Monday Club. Here students can discuss any worries they might have, take part in team building activities and take some time to prepare for the week ahead.

Personal Development

Personal Development is offered to students in Years 8, 9, 10 and 11. The course focuses on life skills from how to manage money to organising a charity fundraiser. It also helps students to gain the skills they need to apply for a driving licence and complete a CV or job application. The course aims to promote independence and self-confidence.

The Snug

Sometimes we all need some quiet time to collect our thoughts and prepare ourselves for the next lesson of the day. The Snug is a quiet and comfy area of Learning Support where students can sit and have a drink and take some time out.





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Advertisement—Level 2 Teaching Assistant

Grade and SCP: Grade 5 SCP 6

£17,374—£17,650

(£13.47 per hour)

29.58 Hours Per Week

Term Time Only

Start date to be confirmed

We are looking to appoint an energetic and enthusiastic individual to join our SEND Team at Meole Brace School.

The successful candidate will need to have good communication skills and be willing to show flexibility when working as part of a team. They will also need to show an understanding of and commitment to supporting the needs of our students.

The role will involve providing support to students in the classroom and also in small intervention groups within Learning Support and the LINC.

Visits to the school are welcomed, please contact Mrs Hare on 01743 235961 to arrange a visit.

Further information about the school and an application pack visit our website: www.meolebrace.com.

Completed application forms should be emailed to recruitment@meole.co.uk.

Closing date: 7th November 2025 at 12.00pm

Interview date: 12th November 2025

Meole Brace is committed to equal opportunities, safeguarding and promoting the welfare of children and young people. We expect all employees to share this commitment. All appointments will be subject to a satisfactory Disclosure and Barring Service (DBS) check.

We are an equal opportunities employer and committed to diversity and gender equality in our hiring practices.

Meole Brace School
Longden Road
Shrewsbury SY3 9DW

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Job Description – Level 2 Teaching Assistant

- ▶ Level 2 Teaching Assistant
- ▶ Meole Brace School
- ▶ Reporting to: Kate Hare, SENCo
- ▶ Grade 5 (SCP6) £17,374—£17,650
- ▶ Term time only

The school is committed to safeguarding and promoting the welfare of its pupils and expects all staff and volunteers to share this commitment. All appointments are subject to an enhanced Disclosure and Barring Service (DBS) check.

All posts are subject to the Asylum and Immigration requirements.

Purpose of Post

To work under the guidance of the teaching staff and nominated Teaching Assistants, and within an agreed system of supervision, to implement agreed work / care / support programmes with individuals or groups, in or out of the classroom.

Principal Duties and Responsibilities

1. Support for pupils

- ◆ Attend to pupils' personal needs, and assist with the development and implementation of Individual Education / Behaviour / Support / Mentoring Plans and Personal Care Programmes.
- ◆ Supervise and support pupils, including those with special needs, ensuring their safety and access to learning.
- ◆ 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 and work co-operatively with others, and engage in learning activities.
- ◆ Set challenging and demanding expectations for pupils, and promote self-esteem and independence.
- ◆ Provide feedback to pupils in relation to progress and achievement under the guidance of the teacher.

2. Support for the teacher

- ◆ Assist with the planning of learning activities.
- ◆ Use strategies, in liaison with the teacher, to support pupils to achieve learning goals.
- ◆ Prepare the classroom as directed for lessons and clear afterwards. Assist with the display of pupil's work.
- ◆ Ensure the timely and accurate design, preparation, and use of specialist equipment / resources / materials.



- ♦ Monitor pupils' responses to learning activities and accurately record achievement / progress as directed.
- ♦ Establish constructive relationships with parents / carers.
- ♦ Provide detailed and regular feedback to teachers on pupils achievement, progress, problems, etc.
- ♦ Maintain records as requested
- ♦ Administer routine tests, invigilate exams, and undertake routine marking of pupils' work, accurately recording achievement / progress.
- ♦ 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.
- ♦ Provide general clerical / admin. Support eg. administer coursework, produce worksheets.

3. Support for the Curriculum

- ♦ Support pupils in understanding instructions.
- ♦ Undertake structured and agreed learning activities / teaching programmes, adjusting activities to pupil responses.
- ♦ Undertake programmes linked to local and national learning strategies eg. Literacy, numeracy, KS3, early years etc. as directed by the teachers.
- ♦ Support pupils in using ICT, and develop pupils' competence and independence in its use.
- ♦ Prepare, maintain, and use equipment / resources required to meet the lesson plans / relevant learning activities, and assist pupils in their use.

4. Support for the school

- ♦ Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtimes.
- ♦ Accompany teaching staff and pupils, as appropriate, on visits, trips, and out of school activities, and take responsibility for a group under the supervision of a teacher.
- ♦ Undertake toilet duty supervision/recording information & data input.



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Job Description – Lunchtime Supervisor

Cont'd

4 Other Responsibilities

- ▶ Be aware of and comply with policies and procedures relating to child protection, health, safety and security and confidentiality, reporting all concerns to an appropriate person.
- ▶ Be aware of and support difference and ensure equal opportunities for all.
- ▶ 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.

5. Safeguarding

- ▶ Be aware of and comply with safeguarding responsibilities as outlined in the school's Staff Code of Conduct and related policies and procedures. This may include reference to the Shropshire Career Pathway Safeguarding JD for school staff.

6. Data Protection and other statutory responsibilities

- ▶ Be aware of and comply with safeguarding responsibilities as outlined in the school's Staff Code of Conduct and related policies and procedures. This may include reference to the Shropshire Career Pathway Data Protection JD for school staff.

7. Other duties

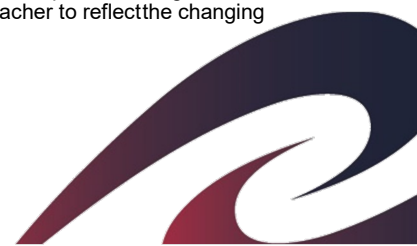
- ▶ Any other duties that the Headteacher, EHT/CEO/Governing Body/Trustees feel is commensurate with the post. Whilst every effort is made to explain the main duties and responsibilities of the post each individual task undertaken may not be identified.

8. Review and Signatures

- ▶ This job description is subject to review by the Headteacher in negotiation with the post holder at anytime. However, an annual review of this job description and allocation of responsibilities will take place as part of agreed performance management arrangements.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Staff will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. Staff are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers. Staff are required to comply with the Staff Code of Conduct.

The School will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any member of staff who develops a disabling condition. This job description is current in October 2025, but, in consultation with you, may be changed by the Headteacher to reflect the changing needs/policies of the school in line with the School Improvement Plan.





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Person Specification – Level 2 Teaching Assistant

	Essential	Desirable
Qualifications		5 GCSE or equivalent, including Maths and English Teaching Assistant Induction Training. Teaching Assistant NVQ Level 2 or have completed training of a similar standard First Aid qualification
Work or relevant experience	Ability to plan and organise effectively	At least 2 years relevant experience working in an educational setting Some experience of classroom administration support
Knowledge and understanding	Knowledge of school based education including child development Knowledge of national learning strategies including Literacy and Numeracy	
Skills and Abilities (relevant to post)	Good communication skills and ability to relate well to children, staff and parents Evidence of working well as part of a team Good ICT skills and the willingness to update skills and undertake further training	Specialist skills, training or experience e.g. Art, Music, ICT, display etc.
Personal Qualities	Ability to bring to the role, initiative, enthusiasm and commitment Flexibility and reliability Willingness to develop skills with further training	

