



POST AND PERSON SPECIFICATION

<u>POST TITLE :</u>	Teaching Assistant – Level 3 Marchbank Free School 37 hours per week Term Time plus One Week (46.8 weeks per year)
<u>GRADE :</u>	Band 8 SCP 19-23 £27,690.30 to £30,027.60 per annum
<u>REPORTING RELATIONSHIP</u>	The post holder will be a member of a team, under the leadership and supervision of a level 4 Teaching Assistant and/or teacher.
<u>JOB PURPOSE :</u>	Under the direction of the Head of School or strategic lead assist with the care and welfare of children with a full range of SEN within the school. Duties will include assisting the teacher in the delivery of the curriculum and work may be carried out in the classroom or outside the main teaching area. It is an expectation that a Level 3 TA will take a strategic role across the school.
<u>POST NO.</u>	

MAIN DUTIES/RESPONSIBILITIES

In co-operation with the teacher and under the agreed educational plan, the post holder will to a level reflected by the grade of the post:-

Support the Pupil by;

1. Using specialist (curricular/learning) skills/training/experience to support pupils.

2. Assisting the Teachers in meeting pupils individual learning needs as identified in their EHC plans.
3. Establishing productive working relationships with pupils, acting as a role model and setting high expectations.
4. Promoting the inclusion and acceptance of all pupils within the classroom.
5. Supporting pupils consistently whilst recognising and responding to their individual needs.
6. Encouraging pupils to interact and work co-operatively with others and engage all pupils in activities.
7. Promoting independence and employ strategies to recognise and reward achievement of self-reliance and resilience.
8. Working with individuals or small groups, planning and delivering learning, to assist pupils to develop self-regulation and develop their social skills.
9. Providing feedback to pupils in relation to progress and achievement.
10. Implementing agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs.
11. Implementing learning and behavioural strategies and make effective use of opportunities provided by other learning activities to support the development of relevant skills
12. Supporting the use of ICT in learning activities and develop pupils' competence and independence in its use.
13. Helping pupil to access learning activities through specialist support.
14. Determining the need for, prepare and maintain general and specialist equipment and resources.

Support the teacher by;

1. Working with the teacher to establish an appropriate learning environment, considering individual pupil's needs.
2. Working with the teacher in lesson planning, evaluating and adjusting lessons/work plans as appropriate, to support individual needs.
3. Monitoring and evaluating pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives and /or behaviour targets.

4. Providing objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
5. Contributing to reviews of systems/records as requested by the teacher.
6. Promoting positive values, attitudes, and self-regulation, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own regulation.
7. Liaising sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/meetings with parents with, or as directed.
8. To use restorative practice between teachers and pupils.

Support the school by:

1. Being aware of the schools policies and procedures, in particular the school medication policy.
2. Being aware of confidential issues linked to home/pupil/teacher/school work and to keep confidences as appropriate.
3. Attending relevant meetings as required.
4. Participating in training and other learning activities and performance development as required.
5. Assisting with the supervision of pupils out of lesson times, including before, after school, and at lunchtimes.
6. Accompanying teaching staff and pupils on visits, trips and out of school activities as required.
7. Undertaking any other relevant duties commensurate with the grading of the post, which from time to time may be required by the head teacher / senior teaching assistant.
8. Carrying out your duties with full regard to the Trust's Equality Policy and Race Equality Scheme.
9. Complying with Health and Safety policies, organisations statements and procedures report any incidents/accidents/hazards and take pro-active approach to health and safety matters in order to protect both yourself and others.

PLEASE NOTE THAT SUCCESSFUL APPLICANTS WILL BE REQUIRED TO COMPLY WITH ALL TRUST POLICIES, INCLUDING THE NO SMOKING POLICY.

THIS POST IS SUBJECT TO ENHANCED DBS AND DISQUALIFICATION DISCLOSURE (IF APPLICABLE), THE SUCCESSFUL APPLICANT WILL BE SUBJECT TO RELEVANT VETTING CHECKS BEFORE AN OFFER OF APPOINTMENT IS MADE AND RECHECKING AS APPROPRIATE

Date: July 2025

**THE EDUCATION VILLAGE ACADEMY TRSUT
PERSON SPECIFICATION – TEACHING ASSISTANT LEVEL 3**

POST NO.

ESSENTIAL				DESIRABLE		
	Criteria No.	ATTRIBUTE	Stage Identified	Criteria No.	ATTRIBUTE	Stage Identified
Qualifications & Education	E1	NVQ Level 3 for Teaching Assistants or equivalent childcare related qualification	AF/C	D1	Higher Level Teaching Assistant Status or a relevant Level 4 qualification	
	E2	5 GCSE's including Maths & English – Grade 4 or above.	AF/C			
Experience & Knowledge	E3	Understanding of a range of SEN needs and effective strategies to meet individual pupil needs.	AF/I/R	D2	Qualified / Trained First Aider	
	E4	Qualified First aider or be willing to undertake training.	AF/C	D3	Experienced in the delivery of training / presentation to others.	
	E5	Qualified Team Teach or willing to undertake training.	AF/C	D4	Be currently accredited in the administration of medication training and be willing to update as necessary.	
	E6	At least 2 years recent work experience of working with children of relevant age in a teaching and learning environment.	AF/I/R	D5	Ability to provide extracurricular activities	

ESSENTIAL				DESIRABLE		
	Criteria No.	ATTRIBUTE	Stage Identified	Criteria No.	ATTRIBUTE	Stage Identified
	E7	Experience and knowledge of learning and behaviour strategies and adapting these to individual pupil needs.	AF/I/R			
	E8	Understanding of classroom roles and responsibilities and Teaching Assistant's role	AF/I/R			
	E9	Experience of working with wide range of children including those with EHCPs	AF/I/R			
	E10	Understanding of principals of child development and learning processes	AF/I/R			
	E11	Experience of lesson / activity planning	AF/I/R			
	E12	Experience of planning PSHE style programmes of study	AF/I/R			
	E13	Experience of supervising whole classes and individual pupils for specific learning activities / lessons	AF/I/R			

ESSENTIAL				DESIRABLE		
	Criteria No.	ATTRIBUTE	Stage Identified	Criteria No.	ATTRIBUTE	Stage Identified
	E14	Experienced in using ICT in learning activities and develop pupils' competence and independence in its use.				
	E15	Experience of data input and writing risk assessments.	AF/I/R			
	E16	Experience of planning for or leading small groups of pupils.	AF/I/R			
	E17	Experience of working with multi agency professionals.	AF/I/R			

ESSENTIAL				DESIRABLE		
	Criteria No.	ATTRIBUTE	Stage Identified	Criteria No.	ATTRIBUTE	Stage Identified
Skills	E18	Ability to communicate both orally and in writing with a range of different audiences including providing sensitive feedback to parents, other professionals regarding pupil development.	AF/I/R			
	E19	Ability to self-evaluate learning needs and seek learning opportunities.	AF/I/R			
	E20	Ability and confidence to assist and guide pupils with modifying their behaviour and developing social skills	AF/I/R			
	E21	Ability to work in a team and independently, using own initiative	AF/I/R			
Personal Attributes	E22	Ability to promote fairness and a positive role model to pupils	AF/I/R			
Special Requirements	E23	Enhanced DBS and disqualification disclosure	D			

Key – Stage identified	
AF	Application Form
C	Certificates
D	Disclosure
T	Tests
P	Presentation
I	Interview
R	References