



Meole Brace School

Learning Respect Success

Applicant Information

Level 3 Teaching Assistant

29.58 hours per week —Term Time Only

(12 Month Fixed Term)

Start Date: As soon as possible





Meole Brace School

Learning Respect Success

July 2026

Dear Colleague

Thank you for taking the time to consider applying for the post of Teaching Assistant Level 3.

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 Friday 14th August 2026 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

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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.

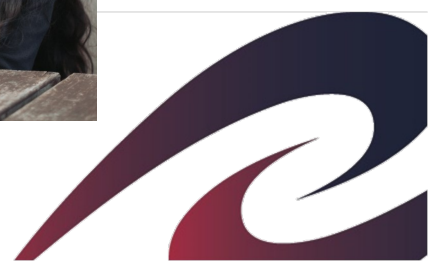
"The school has an impressive knowledge of each pupil, underpinned by comprehensive and systematic tracking. It pays close attention to identifying and removing any barriers to pupils' success" Ofsted 2024

"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 3 Teaching Assistant

Grade and SCP: Grade 6 SCP 8-11

£17,932—£18,813

(£13.90 per hour)

29.58 Hours Per Week - Term Time Only

(12 Month Fixed Term)

Start date: As soon as possible

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: Friday 14th August 2026 @ 12pm

Interview date: W/c 17th August 2026

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.

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Job Description – Level 3 Teaching Assistant

Principal Duties and Responsibilities

- ▶ Level 3 Teaching Assistant
- ▶ Meole Brace School
- ▶ Reporting to: Kate Hare, SENCo
- ▶ Grade 6 (SCP6) £17,932—£18,813
- ▶ 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

Working under the guidance of the teaching staff and nominated teaching assistants and within an agreed system of supervision, to support access to learning for pupils and to assist the teacher in the management of pupils and the classroom, including support for individual Education Health Care Plans (EHCP's). This could include those requiring detailed and specialist knowledge in particular areas, and those who need particular help to overcome barriers to learning. Work with pupils will be carried out in or out of the classroom.

Assistance will be provided to teachers over the whole planning cycle, and with the management and preparation of equipment and resources. In addition, the professional work of teachers will be complemented by taking responsibility for specific learning activities under an agreed system of supervision.

Additionally, may also occasionally supervise whole classes during the short-term absence of teachers, the primary focus being to maintain good order and keep pupils on task by responding to questions and assisting pupils to undertake set activities.

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, behaviour, attendance etc.



- ▶ Use specialist skills / training / experience to support pupils.
- ▶ Provide pastoral support to pupils, and assist in their social, health, and hygiene development.
- ▶ Develop 1:1 mentoring arrangement with pupils and provide support for distressed pupils.
- ▶ Promote the speedy / effective transfer of pupils across phases / integration of those who have been absent.
- ▶ Provide information and advice to enable pupils to make choices about their own learning / behaviour / attendance.

2. Support for the Teacher

- ▶ Work with the teacher in lesson planning, evaluating, and adjusting lessons / work plans as appropriate.
- ▶ 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 and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives.
- ▶ Provide the teacher with objective and accurate feedback and reports as required, on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
- ▶ Be responsible for keeping and updating records as agreed with other staff, contributing to reviews of systems / records as requested.
- ▶ Administer and assess routine tests, invigilate exams, undertake routine marking of pupils' work, and accurately record achievement / progress.
- ▶ Promote positive values, attitudes and 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 as agreed with the teacher, exchanging information, facilitating their support for their child's attendance, access and learning, and supporting home to school and community links.
- ▶ Provide general clerical / admin support e.g. dealing with correspondence, analysing data on attendance / exclusions etc. administering coursework, producing worksheets for agreed activities, photocopying, typing, filing etc.
- ▶ Assist in the development, implementation, and monitoring of systems related to attendance and integration.
- ▶ Liaise with feeder schools and other relevant bodies to gather pupil information.
- ▶ Contribute to the development and implementation of appropriate behaviour management strategies.

3. Support for the Curriculum

- ▶ Support pupils in understanding instructions.
- ▶ Implement structured and agreed learning activities / teaching programmes, adjusting activities according to pupil responses.
- ▶ Implement local and national learning strategies e.g. 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.
- ▶ Determine the need for, prepare and maintain equipment / resources as directed by the teacher, and assist pupils in their use.
- ▶ Monitor and manage stock within an agreed budget, cataloguing resources and undertaking audits as required.
- ▶ Be aware of and appreciate a range of activities, courses, organisations, and individuals to provide support for pupils to broaden and enrich their learning.

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 that pupils have equal access to opportunities to learn and develop.
- ▶ Contribute to the overall ethos / work / aims of the school.
- ▶ To maintain constructive relationships and communicate with other agencies / professionals, in liaison with the teacher, to support the achievement and progress of the pupils.
- ▶ Attend and participate in relevant meetings as required.
- ▶ Participate in training and other learning activities and performance development as required.
- ▶ Recognise own strengths and areas of expertise and use these to advise and support others.
- ▶ Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate.
- ▶ Implement planned supervision of pupils out of school hours.
- ▶ 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.

5 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.

6. 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.

7. 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.

8. 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.

9. 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 June 2026, 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 3 Teaching Assistant

	Essential	Desirable
Qualifications	▶ Teaching Assistant NVQ Level 3 or have completed training of a similar standard (including NNEB or a certificate in Literacy & Numeracy for Support Assistants) ▶ Experience with AAC devices ▶ Previous experience working with children with Down's Syndrome ▶ Primary trained, confident in scaffolding materials for a child of secondary age working at KS1 ▶ Patient ▶ Able to work proactively to meet the needs of the child in the moment ▶ Reliable—students will require consistency in their trusted adult	▶ Makaton would be a Wonderful bonus ▶ 5 GCSE's or equivalent, Including Maths and English ▶ First Aid qualification ▶ Teaching Assistant Induction training
Work or relevant experience	▶ At least 4 - 5 years relevant experience working in an educational setting ▶ Experience of classroom administration support ▶ Ability to plan and organise effectively ▶ Ability to work with small groups or an individual pupil	
Knowledge and understanding	▶ A comprehensive knowledge of school based education including child development ▶ Knowledge of national learning strategies including literacy and numeracy ▶ An understanding of non-school based support agencies	

	Essential	Desirable
Skills and Abilities (relevant to post)	▶ Good communication skills and ability to relate well to children, staff and parents ▶ Evidence of working as part of a team ▶ ICT and the willingness to update skills and undertake further training ▶ Ability to supervise whole classes ▶ Sufficiently fluent in spoken English to ensure effective performance in the role	▶ Specialist skills, training or experience e.g. Art, Music, ICT, display etc. ▶ Ability to train, supervise and develop other staff
Personal Qualities	▶ Ability to bring to the role, initiative, enthusiasm and commitment ▶ Flexibility and reliability ▶ Willingness to develop skills with further training	
Special Conditions	▶ Willingness to undertake an enhanced Disclosure and Barring Service (DBS) check	