



## JOB DESCRIPTION

<b>Post title</b>	Teaching Assistant Level 3 – SEND support
<b>Responsible to/reviewed by</b>	Deputy or Head Teacher
<b>Line managers (day-to-day)</b>	Key Stage Leaders
<b>Last updated</b>	April 2026

**SAFER RECRUITMENT STATEMENT**

Boughton Primary is committed to safer recruitment, safeguarding and promoting the welfare of children, and expect all staff and volunteers to share this commitment.

The school's recruitment and selection policies/processes follow DfE guidance 'Keeping Children Safe in Education' by adhering to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required. The post holder will be required to undertake an Enhanced DBS.

As with all posts at Boughton Primary School, this post is exempt from The Rehabilitation of Offenders Act 1974 as the position requires working within close proximity of young children.

**Main Purpose**

Working within any of our key stage teams, to offer children a safe, secure, caring and supportive environment, providing opportunities to foster their growth and development within the school. The Level 3 role encompasses the attitudes, personal attributes and job description for a general TA (Level 2), with additional requirements and responsibilities that reflect the higher level role.

**Attitudes and Personal Attributes**

1. To actively support and promote our ethos and values.
2. To support the school's commitment to safeguarding and child protection, actively complying with all related policies.
3. To establish positive and sensitive relationships with children.
4. To act as a role model, in all aspects of their role and their personal conduct.
5. To promote the inclusion of all children and set achievable expectations.
6. To provide effective support for high quality teaching and learning, maximising every child's potential and contributing to excellent outcomes for all learners.
7. To undertake any duties set by the Senior Leadership Team, that will assist in the day-to-day running of the school.

**Key Features of Level 3 Role – The postholder will:**

- Have a thorough knowledge of teaching and learning methods, procedures and the curriculum.
- Have a more specialist role that will typically cover a deeper knowledge in a narrower range of circumstances (i.e. SEND needs and provisions).
- Work under the guidance of class teachers, delivering learning to small groups and individuals.
- Be able to apply a normal level of courtesy and effectiveness in dealing with other people. Should be able to ask questions, seek clarification and exchange information using tact and diplomacy.
- Use factual knowledge and report on factual information to stakeholders (e.g. staff and parents).
- Assist in whole planning cycle and management/preparation of resources.
- Interact with colleagues, pupils, parents, carers and educational professionals.

**Dependent on experience & circumstances, the postholder may:**

- Supervise other staff working on discrete tasks.
- Provide class cover in an emergency, on a temporary basis or occasional basis.

**Key terminology**

Service delivery: the efficient work of the school

Service users: pupils, parents, colleagues and any other stakeholders

## **1. Working in the Environment**

### **Providing personal and welfare care**

Assist directly with the planning, development and implementation of pupils' education/behaviour plans and personal care programmes, including (where needed) implementing the actions necessary to achieve EHCP short-term goals and long-term outcomes.

Provide pastoral, welfare and behavioural support where appropriate and assist in the development of social skills and supervision of pupils to ensure that the school's health, safety, safeguarding and behaviour policies are followed.

Deal promptly and effectively with conflict, using specialist skills to encourage all pupils to take responsibility for their own behaviour and promote independence.

When needed: carry out intimate care of pupils, including supporting independent changing if a child has an accident, or nappy changing for pupils not yet fully toilet trained, in line with the school's policies (specifically Intimate Care and Child Protection/Safeguarding).

When needed: administer medicine; carry out medical procedures (e.g. catheterisation; gastrostomy feeding) in accordance with LA/NHS protocols.

Care for a sick or injured child, accompanying them to hospital and remaining with them until the parent arrives to ensure continuity of care.

### **Supporting pupils in the learning environment**

Under the guidance of teachers and/or the SENDCo, deliver and evaluate pre-defined and sometimes specialist work programmes and learning activities to pupils individually, in small groups or in classes, to meet the requirements of pupils and the curriculum (both indoors and outdoors).

Conduct comprehensive pupil needs' assessments and assist in the planning, development and implementation of individual behaviour, support and/or mentoring plans, and in the planning and evaluating of learning activities to meet the specialist needs of individual pupils and requirements of the curriculum.

Use specialist skills to challenge and motivate pupils in the learning environment to promote independence and self-reliance, inclusion, acceptance and equality of access to learning opportunities for all pupils.

Assist with the supervision of pupils and plan activities out of lesson times (e.g. lunchtimes, breaktimes, before or after school) to enhance service delivery and encourage structured and positive play.

Assist pupils with mobility equipment (e.g. wheelchairs, hoists) to support pupils in their learning environment.

### **Providing clerical and other support to colleagues and service users**

Provide general clerical and other support to meet service delivery requirements, e.g. photocopying, word processing, laminating, filing, production of work sheets, resources etc.

Supervise pupils on visits, trips and out of school activities as required; take responsibility for a group of pupils under the supervision of a teacher/the SENDCo.

Administer and assess routine tests, invigilate national standardised tests/tasks and undertake marking of pupils' work to meet pupils' needs and the requirements of the curriculum.

### **Preparing and maintaining the classroom environment and resources**

Work independently and with colleagues to establish an appropriate learning environment to meet the needs of pupils and the curriculum. If working within the classroom environment, create and maintain a

purposeful, orderly and supportive environment, both indoors and outdoors; assist with the display of pupils' work to support pre-defined learning activities, to meet the needs of pupils and the curriculum.

Determine the need for, prepare and maintain general and specialist equipment and resources to meet the needs of pupils and the curriculum.

## **2. WORKING WITH PEOPLE**

### **Developing the team**

Contribute to team development activities and meetings, and, under the direction of the Senior Leadership Team, assist in the supervision, training and development of less experienced colleagues to support the achievement of individual team performance and development objectives.

### **Building professional relationships**

Build and maintain positive and constructive working relationships with pupils, parents, carers, colleagues and professionals, to communicate internally and sometimes externally on pupil progress, to maximise pupil development and maintain the overall ethos of the school.

Be involved with other agencies, when required, to ensure consistency in programmes for pupils.

### **Dealing with behaviour issues**

Observe/use awareness of behaviour, knowledge of a range of different behaviour management and communication strategies. Adapt existing strategies/methods as necessary and use specialist skills and complex communication strategies to actively diffuse dysregulation and support positive behaviour choices.

Where required and suitably trained, use appropriate physical intervention techniques in accordance with relevant policies and procedures.

## **3. WORKING WITH RESOURCES**

### **Monitoring levels and ordering of resources**

Contribute to the resource ordering process, particularly in a specialist area (e.g. for specific needs) to ensure the timely availability of resources to meet the requirements of the curriculum.

Maintain an awareness of the importance of the appropriate use of resources to minimise waste and maximise the effectiveness of financial resources.

## **4. WORKING WITH INFORMATION**

### **Reviewing pupils' performance**

Monitor, observe, evaluate, record and report with appropriate evidence to the teacher or SENDCo, including feedback to pupils; participate in the gathering of information, completion of pupil profiles and records of attainment to maximise pupil development.

Participate in the monitoring and review of pupil progress to assist in the setting of individual education plans and personal attainment targets for pupils.

I have read and reviewed my job description as part of an annual process.	
<b>Name (print)</b>	
<b>Role</b>	
<b>Signed</b>	
<b>Date</b>	
<b>Reviewed with (name)</b>	
<b>Signed</b>	
<b>Date</b>	

**PERSON SPECIFICATION: TEACHING ASSISTANT L3**

ATTRIBUTES	Evidence from: Application (A) Interview (I) Reference (R)	
	ESSENTIAL	DESIRABLE
<b>QUALIFICATIONS AND TRAINING</b>		
Minimum of GCSE Grade C/Level 4+ (or equivalent) in both English and Maths	A	
A relevant childcare/teaching qualification		A
Evidence of professional development or learning, e.g. in-house training or courses		A
First Aid Qualification		A
<b>EXPERIENCE</b>		
Proven experience of working with children of relevant age in a professional capacity	A, R	
Experience of working as part of a team		A, R
Experience of working with parents to raise achievement		A, R
<b>KNOWLEDGE AND UNDERSTANDING</b>		
Knowledge of the national curriculum or relevant curriculum to age group	A, I	
Knowledge of procedures relating to safeguarding	A, I	
Ability to assist in planning, implementation and evaluation of the curriculum	A, I	
Ability to promote our positive behaviour policy	A, I	
<b>SKILLS</b>		
Proven to motivate pupils and promote their independence in a positive and sensitive way.	A, I, R	
Ability to establish and develop relationships with all involved in the school	R	
Ability to communicate well in writing and orally	A, I	
Ability to relate well to children and adults	A, I, R	
Flexible and approachable	I, R	
Ability to self-motivate and use own initiative	A, I, R	
Positive and energetic approach to work	I, R	
Indicates a commitment to our school's wider community		A, I
<b>ATTITUDES</b>		
Positive, enthusiastic, friendly	I, R	
A commitment to raising achievement and including all pupils	A, I, R	
A commitment to your own learning and career development	A, I, R	