



Specialist Teaching Assistant Level 3 (STA3)

Beverley School
Saltersgill Avenue
Middlesbrough
TS4 3JS
Tel: 01642 811350
Email: office@beverleyschool.org.uk

Head Teacher: Katie Haycock

Salary: NJC G12 – G15 (£23,453 – £24,623)

Hours: 34 hours per week/ term time only

Required: As soon as possible

Contractual Status: Permanent and fixed term available

Are you passionate about making a positive difference to the lives of autistic children and young people?

We are seeking a skilled, caring and resilient Specialist Teaching Assistant Level 3 to join our dedicated team. The role involves providing specialist support for autistic students who may also have learning, communication, sensory, physical, emotional or behavioural needs. Working under the guidance of teaching staff and within an agreed system of supervision, you will implement learning programmes for individuals and groups, contribute to the full planning cycle and support the effective management of resources and the learning environment.

You will use specialist knowledge, training and experience to help students access learning, communicate effectively, regulate emotions and develop independence. The role may include occasional supervision of a whole class during the short-term absence of a teacher, or for regular short periods, where the teacher has provided planning.

The post also includes supporting personal care and agreed health needs where required, maintaining accurate evidence and records, contributing to EHCPs and Positive Behaviour Care Plans, supporting school visits and supervising students outside lesson times, including lunchtime. You will also guide and support colleagues, sharing areas of expertise appropriately.

The ideal candidate will:

- Have substantial experience of supporting children or young people, including those with special educational needs.
- Possess very good literacy and numeracy skills, equivalent to Level 2 or GCSE grade C/4 or above.
- Have a strong understanding of autism, child development, learning processes and relevant curriculum approaches.
- Use specialist skills, strategies and resources to provide personalised, consistent support.
- Be confident in observing, recording and evaluating progress against agreed learning objectives.
- Work constructively with teachers, families, therapists and other professionals.
- Be able to guide, supervise and support the development of other staff where appropriate.
- Be committed to safeguarding, confidentiality, inclusion, equality of opportunity and ongoing professional development.

Why Join Us?

- Make a genuine difference to the lives of autistic children and young people.
- Work alongside a skilled, supportive and collaborative multidisciplinary team.
- Access ongoing specialist training and professional development.

Proud to be part of





- Be part of a school community that values inclusion, respect and high aspirations for every student.

For further information, please call the school office or visit our website beverleyschool.co.uk

Please return completed applications by email to office@beverleyschool.org.uk, or hand in to the school office.

The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Safer recruitment practice and pre-employment checks will be undertaken before any appointment is confirmed. This post is subject to an Enhanced Disclosure and Barring Service (DBS) check.

Visits to school are welcomed on **Thursday 8th of October, at 15:30 and Monday 12th of October, at 15:30**. Please contact the school office to express your wish to attend.

Closing date: 15th October 2026

Interview date: 23rd October 2026

Proud to be part of



Job Description - Specialist Teaching Assistant Level 3 (STA3)

Job Purpose

To work under the guidance of teaching staff and within an agreed system of supervision to implement agreed work programmes with individuals and groups, in or out of the classroom. This may include students requiring detailed and specialist knowledge in particular areas. The postholder will assist the teacher throughout the planning cycle and in the management and preparation of resources. The role may include occasional supervision of whole classes during the short-term absence of a teacher, or regular short periods of supervision, with the teacher's planning provided. The role is carried out using specialist skills, knowledge, strategies and equipment within a specialist autism setting.

Key Responsibilities

Support for Students

- Use specialist curricular and learning skills, training and experience to support autistic students and students with additional learning, communication, sensory, physical, emotional or behavioural needs.
- Assist with the development, implementation and review of EHCP outcomes, Positive Behaviour Care Plans, communication plans and other individual programmes.
- Establish productive working relationships with students, acting as a positive role model and setting appropriately high expectations.
- Promote the inclusion and acceptance of all students within the classroom and wider school community.
- Provide consistent support while recognising and responding to individual communication, sensory, regulation and learning needs.
- Encourage students to interact and work co-operatively with others and engage fully in learning activities.
- Promote independence and use agreed strategies to recognise and reward achievement and self-reliance.
- Provide clear feedback to students in relation to progress and achievement.
- Support personal care, medical or physical needs in accordance with agreed plans, training and school procedures.

Support for the Teacher

- Work with the teacher to establish a purposeful, orderly and supportive learning environment.
- Contribute to lesson planning and to the evaluation and adjustment of work plans as appropriate.
- Monitor and evaluate students' responses to learning through observation and planned recording against predetermined learning objectives.
- Provide objective and accurate feedback and reports to the teacher on achievement, progress, engagement and other relevant matters, ensuring appropriate evidence is available.
- Keep and update records as agreed with the teacher and contribute to reviews of systems and records when requested.
- Undertake marking and accurately record achievement and progress as directed.
- Promote positive values, attitudes and behaviour, responding promptly to conflict and incidents in line with school policy and helping students take increasing responsibility for their behaviour.
- Liaise sensitively and professionally with parents and carers as agreed with the teacher, and participate in feedback sessions or meetings within the responsibilities of the role.
- Administer and assess routine tests and invigilate examinations or tests where required.



- Provide appropriate clerical and administrative support, including preparing worksheets, resources and coursework materials.

Support for the Curriculum

- Implement agreed learning activities and teaching programmes, adjusting activities in response to students' needs and engagement.
- Implement relevant curriculum approaches and learning strategies, including literacy, numeracy and early years where appropriate, and make effective use of wider learning opportunities.
- Support the use of ICT in learning and develop students' competence and independence in its use.
- Enable students to access learning through specialist support, communication approaches, strategies and equipment.
- Identify the need for, prepare and maintain general and specialist equipment and resources.

Support for the School

- Follow school policies and procedures relating to safeguarding, child protection, health and safety, security, confidentiality and data protection, reporting concerns to the appropriate person.
- Support equality, difference and inclusion, ensuring all students have access to opportunities to learn and develop.
- Contribute to the overall ethos, aims and work of the school.
- Establish constructive relationships and communicate with other agencies and professionals, in liaison with the teacher, to support students' achievement and progress.
- Attend and participate in relevant meetings as required.
- Participate in training, professional learning and performance development activities.
- Recognise own strengths and areas of expertise and use these appropriately to advise and support others.
- Provide appropriate guidance and supervision and assist in the training and development of staff where required.
- Undertake planned supervision of students outside lesson times, including lunchtime and out-of-school-hours learning activities.
- Accompany and supervise students on visits, trips and out-of-school activities as required.
- Contribute to the organisation, cleanliness and presentation of classrooms and shared learning spaces, including setting up and clearing resources.
- Undertake other duties that may reasonably be required in exceptional or emergency situations.

Person Specification - Specialist Teaching Assistant Level 3 (STA3)

Area	Criteria	Status
Experience	Experience of working with or caring for children of a relevant age, or individuals of any age with significant special educational needs.	Essential
Qualifications	Good literacy and numeracy skills, equivalent to Level 2 or GCSE grade C/4 or above.	Essential
Qualifications	- Teaching Assistant Level 3 qualification, or equivalent qualification or relevant experience. - Completion of a recognised teaching assistant induction programme. - Training in relevant learning strategies. - First aid training, or willingness to undertake it.	Desirable
Knowledge and Skills	- Ability to use ICT effectively to support learning. - Understanding of relevant policies, codes of practice and legislation. - General understanding of curriculum and basic learning programmes or strategies. - Understanding of autism, child development and learning processes. - Ability to relate well to children and adults. - Ability to work constructively as part of a team and understand classroom roles and responsibilities. - Ability to observe, record and provide clear feedback about learning and progress. - Ability to remain calm, follow guidance and respond consistently in challenging situations.	Essential
Professional Development	- Ability to reflect on own learning needs and actively seek development opportunities. - Willingness to undertake further specialist training relevant to the role.	Essential
Personal Qualities	- Caring, patient and approachable. - Reliable, punctual and well organised. - Flexible, adaptable and resilient. - Committed to inclusion, equality of opportunity and safeguarding. - Able to maintain confidentiality and professional boundaries.	Essential

Safeguarding

Beverley School is committed to safeguarding and promoting the welfare of children and young people. The successful applicant will be expected to share this commitment and will be subject to appropriate pre-employment checks, including an Enhanced Disclosure and Barring Service (DBS) check.



Proud to be part of

