



## Job Description & Person Specification

### Level 3 Teaching Assistant

#### Grade 4 SCP 12-17

32 hours per week, term time plus 5 days.

#### Purpose of Post

To work under the guidance of designated teaching/senior staff and within an agreed system of supervision, to implement agreed work programmes with individuals and groups, in or out of the classroom. This could include those requiring detailed knowledge in particular areas and will involve assisting the teacher in the whole planning cycle and the management/preparation of resources. The role may also include supervising whole classes occasionally during the short-term absence of teachers or when covering planned sessions, following plans provided by the class teacher.

The primary focus of this role is to support children's learning, behaviour, and well-being within our Nurture provision and across school, with a particular emphasis on pupils with additional needs and SEMH. The postholder will also take a lead role in supporting attendance and parental engagement, and in coordinating and guiding other support staff working within the Nurture provision, under the direction of the SENDCo.

#### Responsibilities

##### Support for Pupils

- Establish rapport and respectful, trusting relationships with pupils, acting as a consistent and calm role model.
- Promote the inclusion and acceptance of all pupils, recognising and responding to their individual social, emotional, and learning needs.
- Deliver nurture and pastoral interventions under the direction of the SENDCo, supporting pupils to regulate emotions, engage positively, and build trusting relationships.
- Supervise, assist, and support pupils, particularly those with SEMH and additional needs, to access learning within the Nurture provision and, where appropriate, within class settings.
- Support and implement individual pupil programmes (e.g. care plans, behaviour plans, emotional regulation plans), including social, health, hygiene, and welfare needs.
- Administer basic first aid and medication where appropriate, following school procedures and training.
- Use knowledge of behaviour and learning to proactively support children during times of dysregulation, providing a safe space and return-to-learn strategies.
- Provide regular encouragement, feedback, and support to promote self-esteem, confidence, and independence.
- Act as a key adult for identified children, helping them to feel safe, seen, and supported during the school day.
- Provide clear, specific, and timely feedback to pupils about progress and behaviour in line with school policy.



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### Support for teachers and SENDCo

- Promote positive attitudes, behaviour, and routines, using de-escalation strategies and restorative approaches where appropriate.
- Contribute to the development, delivery, and review of behaviour support plans, nurture timetables and EHCP targets.
- Work with the SENDCo and teachers to plan and implement purposeful activities tailored to individual pupil needs.
- Liaise sensitively and effectively with parents and carers, under the guidance of the SENDCo or class teacher, supporting partnership working and shared strategies.
- Monitor and record pupil responses, behaviour, and progress against agreed plans, using agreed formats such as CPOMS and provision maps.
- Participate in review meetings, feeding in observations and relevant information.
- Maintain records, collate evidence, and contribute to assessments for EHCPs, behaviour reviews and attendance interventions.
- Support the organisation and resourcing of the Nurture room to ensure it remains a purposeful, welcoming, and calm environment.
- Take the lead on day-to-day organisation of provision in the Nurture room, including directing other support staff within the space.

### Support for the School

- Support attendance initiatives and work with staff and families to encourage good punctuality and engagement with school routines.
- Follow up pupil absence as directed and contribute to attendance records and interventions.
- Act as a trusted point of contact for vulnerable families, sharing information appropriately with school leaders and external agencies.
- Liaise with external professionals as needed, under the direction of the SENDCo or Headteacher, to support the progress and wellbeing of pupils.
- Supervise whole classes occasionally during the short-term absence of teachers or for planned sessions such as PPA, maintaining good order and supporting set learning activities.
- Support school events and visits, including out-of-school activities, and take responsibility for groups as directed.
- Contribute to creating a calm, consistent school culture that is inclusive, trauma-informed and focused on every child's success.
- Carry out any other reasonable duties as required by the Headteacher that are commensurate with the role and grade.

### Standard Duties

- Proactively promote and comply with safeguarding and child protection policies in all areas of responsibility, reporting concerns promptly and appropriately.
- Demonstrate a commitment to inclusion, equality and diversity when working with pupils, colleagues, and families, and promote equal opportunities for all.
- Uphold and model the school's ethos, vision, and values, always promoting a positive and supportive culture.



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- Implement and adhere to the school's policies, procedures, and codes of conduct, ensuring professionalism in all aspects of the role.
- Support the school's health, safety, and welfare policy, taking responsibility for personal safety and the safety of others, and actively contributing to site security (e.g. challenging unfamiliar visitors).
- Participate fully in staff training, development, and supervision opportunities, including attendance at staff meetings and INSET days.
- Share expertise and best practice with colleagues, contributing to team development and the continual improvement of the Nurture provision.
- Work with a clear sense of purpose, managing time effectively and completing tasks efficiently to meet the evolving needs of the pupils and school.
- Remain open to new ideas and developments, including relevant use of technology, and contribute to the review and improvement of procedures where appropriate.
- Attend and contribute to relevant meetings as required, including multi-agency meetings when supporting identified pupils.
- Undertake any other duties that are commensurate with the grade and purpose of the post, as directed by the Headteacher or SENDCo.

### Reporting to

SENDCo / Headteacher

Whilst every effort has been made to set out the main duties and responsibilities of the post, each individual task undertaken may not be identified.

**This job description is a guide to the duties and should be read in conjunction with the accompanying person specification.**

**This post is subject to an enhanced DBS disclosure check through the Disclosure & Barring Service.**



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Level 3 Teaching Assistant		Essential / Desirable	How identified (L / I )
<b>Qualifications</b>			
1	NVQ 3 for Teaching Assistants or equivalent qualification up to degree level or experience	E	L
2	Literacy and Numeracy skills equivalent to Level 2 of the National Qualification & Credit Framework	E	L
3	Training in relevant learning and nurture-based strategies (e.g. trauma-informed practice, Thrive, SEMH interventions, RWI)	E	L
4	Paediatric First Aid certificate	D	L
<b>Experience</b>			
5	Minimum of 2 years' experience working with children with SEMH and/or SEND in a school or similar provision	E	L / I
6	Experience of supporting or improving pupil attendance and engagement with families	D	L / I
7	Experience of leading small groups or interventions focused on wellbeing, regulation or behaviour	E	L
8	Experience of preparing/contributing to resources to support learning programmes	E	L / I
9	Experience of coordinating or supporting other staff within a provision	E	L/I
10	Experience of keeping accurate records, reports or logs (e.g. CPOMS)	E	L/I
<b>Skills and Abilities</b>			
11	Strong interpersonal and communication skills to build and maintain effective relationships with all pupils and colleagues and to be able to liaise sensitively with parents and carers	E	L / I
12	Ability to act with sensitivity, confidentiality and professionalism, especially during emotionally challenging situations	E	
13	Ability to model positive values, attitudes and behaviour, promoting a nurturing and consistent environment	E	L / I
14	Creative skills to contribute to and adapt learning activities relating to the National Curriculum and other learning objectives	E	L / I
15	Ability to recognise and respond to emotional and behavioural needs using appropriate de-escalation or regulation strategies	E	L / I
16	Teamwork skills and ability to contribute positively to a multi-disciplinary team	E	L / I
17	Confidence in contributing to planning, feedback and review meetings under the direction of the SENDCo	E	L / I
18	Ability to complete tasks efficiently and work with pace, flexibility and purpose in a dynamic provision	E	L / I



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Knowledge			
19	Sound understanding of safeguarding and child protection procedures and professional boundaries	E	L / I
20	Understanding of child development and the impact of trauma, ACEs and SEMH needs on behaviour and learning	E	L / I
21	Understanding of the wider safeguarding agenda working with children and young people	E	L / I
22	Knowledge of relevant SEND, behaviour and attendance policies and how they apply in practice	E	L
23	Awareness of national and local SEND priorities including the role of nurture and provision-based planning		
24	Understanding of the principles of child development and learning processes	E	L / I
25	Understanding of inclusion and equality and how these apply in a school setting	E	L / I
26	Familiarity with attendance coding and legal processes (Early Help, persistent absence etc.)	D	L
Work Circumstances			
27	Commitment to safeguarding and promoting the welfare of children and young people	E	L / I
28	Support the ethos of the school	E	L / I
29	To work flexibly as the workload demands	E	L / I
30	Occasional out of hours working to support school functions	E	L / I
31	Willingness to undertake training as required as part of continuous professional development	E	L / I
32	Hold a full UK driving licence and have access to own vehicle.	E	L/I
<i>L – Letter; I - Interview</i>			

N.B any candidate with a disability who meets the essential criteria will be guaranteed an interview.