

Teaching Assistant Level 3 (Named child) Plantsbrook School



Title of Post	Teaching Assistant Level 3 (Named child)
Status	Fixed term
Salary/Grade	Grade 3 £27,254 - £33,699 (FTE)
Start date	TBC
Advert Closing Date	Monday 22nd June 2026
Proposed interview date	W/C Monday 29th June 2026

Introduction to the post

We are seeking a dedicated, compassionate, and proactive individual to provide one-to-one, named support for a pupil with specific medical and learning needs. A central part of this rewarding role involves supporting the pupil in managing their Type 1 Diabetes, ensuring their health, safety, and well-being throughout the school day.

This post is ideally suited to someone with a healthcare, nursing, or medical background looking to transition into education, or an experienced school support professional/Teaching Assistant with a strong interest or background in medical and special educational needs. Full specialist training on the student's specific health and care plans will be provided.

Job Description

JOB PURPOSE

- To provide dedicated, named child support for an assigned pupil with specific medical (Type 1 Diabetes), and learning needs. To support teaching staff in the development and education of the pupil, including the provision of specialist skills as appropriate to ensure they can safely and fully access the curriculum.
- To promote the learning, safety, and personal development of the assigned pupil, enabling them to make the best use of the educational opportunities available to them while fostering their independence
To support the pupil to develop increased independence over time

To support teaching staff with pupils, in particular with the 1 to 1 provision of a named child in the

development and education of the pupil including the provision of specialist skills as appropriate.

Duties and responsibilities

Support for Pupils including the named child

1. Support the activities of individuals or groups of children and individual named child with complex needs. Participate in the education of children, including contributing to their health and well-being to support with the following difficulties:
 - Sensory and/or physical impairment
 - Cognition or learning difficulties
 - Social, Emotional and Mental Health difficulties
 - Communication and interaction difficulties
 - Dealing with the personal care needs of children where appropriate in line with the guidance of the local authority.
2. Contribute to the Educational Health Care (EHC) plans as appropriate
3. Administer medication as required in line with the school's medicine policy

Support for the teacher(s)

1. Provide support for learning activities by
 - a. supporting the teacher in the planning and evaluation of learning activities
 - b. supporting the delivery of learning activities
2. Support in organising effective learning environments and maintaining appropriate records.
3. Support literacy and numeracy activities in the classroom.
4. Support the maintenance of pupil safety and security.
5. Contribute to the management of pupil behaviour by
 - a. promoting school policies with regard to pupil behaviour
 - b. supporting the implementation of strategies to manage pupil behaviour
6. Undertake routine marking in line with school policy.

Support for the school

1. Provide support to colleagues.
2. Develop own effectiveness in a support role.

Support for the curriculum

1. Support the use of information and communication technology in the classroom.
2. Work as required across the curriculum in all year groups within the school as appropriate to their training and experience.
3. Ensure their tasks are carried out with due regard to Health and Safety
4. Participate in appropriate professional development including adhering to the principle of performance management.
5. Adhere to the ethos of the school
 - a. To promote the agreed vision and aims of the school.
 - b. To set a good example of personal integrity and professionalism
 - c. Attendance to staff meetings/training and parents evenings as appropriate, in agreement with the Headteacher/Inclusion Leaders. Payment for additional hours will be via TOIL or overtime.
6. Any other duties as commensurate within the grade and nature of the post in order to ensure the smooth running of the school.

Special Conditions:

Grade 3 Teaching Assistants should hold one of the approved qualifications. Current awarding bodies and approved qualifications are given on the Ofqual website.

Person Specification

Title of Post: Teaching Assistant Level 3 with focus on health needs, named child contract

Method of Assessment – AF – Application Form, I – Interview

Criteria	Essential	Desirable	How Assessed
Relevant Experience	<p>Experience of working as a Teaching Assistant.</p> <p>Experience of working with children or young people (preferably from secondary school age).</p> <p>Experience of using IT effectively.</p>	<p>Experience of carrying out intimate personal health care needs with a medical overview.</p> <p>Experience from a social care/health background</p>	<p>AF/I</p> <p>AF/I</p> <p>AF/I</p>
Professional Skills/ Abilities	<p>Experience of and the ability to deal positively with children and parents.</p> <p>Contribute to a range of teaching, learning and pastoral activities, to include planning and evaluation of learning activities</p> <p>Ability to assist in monitoring and evaluation of pupils' progress</p> <p>Demonstrate good communication skills both written and spoken</p> <p>Demonstrate good ICT skills</p> <p>Work independently and as part of a team</p>	<p>Knowledge and understanding of the different ways children learn</p>	<p>AF/I</p> <p>AF/I</p> <p>AF/I</p> <p>AF/I</p> <p>AF</p> <p>AF</p>
Personal Skills	<p>Ability to work with staff at all levels and have good communication skills</p> <p>Understand the need for confidentiality when dealing with sensitive information</p> <p>This post is covered by Part 7 of the Immigration Act (2016) and therefore the ability to speak fluent spoken English is an essential requirement for the role.</p> <p>Ability to implement assessment for learning under the guidance of the teacher</p> <p>Flexible and reliable</p> <p>Ability to work within existing team under the direct of Inclusion Leaders and/or using initiative to achieve results.</p> <p>Confident, yet sensitive and discreet in dealing with visitors, parents and students</p> <p>Enjoy working with young people</p> <p>Be optimistic, enthusiastic and generous of spirit</p> <p>Have a sense of proportion and humour</p> <p>Be committed to safeguarding and promoting the welfare of children and young people</p>		<p>Interview</p> <p>Interview</p> <p>Interview</p> <p>AF/I</p> <p>AF/I</p> <p>AF/I</p> <p>AF/I</p> <p>AF/I</p> <p>AF/I</p> <p>Interview</p> <p>Interview</p>

Qualifications	Qualified to NVQ Level 3 Teaching Assistant or equivalent, or working towards this qualification. GCSE English and Maths A*-C/9-4 or equivalent.	Medical or Nursing qualification	AF/I AF/I AF
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This Job Description is current at **June 2026**, and is representative of the duties/responsibilities expected of the post. These duties and responsibilities are neither static nor exhaustive and, at the discretion of the Headteacher, are liable to variation to reflect any future changes required of this post.

The successful candidate will work under the direction of the Inclusion Leader. He/she will be responsible for the integration needs of students as directed by the Inclusion Leader.

Qualities and Skills

- Qualified to NVQ Level 3 Teaching Assistant or be willing to work towards obtaining this qualification.
- L3 First aid at Work and/or L3 Paediatric First Aid trained or be willing to work towards obtaining these qualifications.
- Ideally some experience as a Teaching Assistant and/or working with children in an educational or care setting, particularly supporting individuals with medical or complex needs.
- Willingness and capability to implement Individual Healthcare Plans (IHPs), manage specific medical needs, and assist with physical care and broader support as required, ensuring the pupil's safety and well-being and produce appropriate records of incidents dealt with
- Ability to work within the existing team under the direction of the Inclusion Leaders, healthcare professionals, and/or using own initiative to achieve results.
- An empathetic, proactive understanding of the needs of children with medical conditions, learning difficulties, and/or other special educational needs.
- Be willing to undertake specific training around supporting the diverse needs of the young person, with a particular focus on **diabetes management**.
- To support in the management of personal care and educational need, in the school and on educational visits (in conjunction with the SENCO) and to contribute to the evaluation of the impact of support strategies
- Ability to listen, observe, and respond effectively to the physical, emotional, and learning needs of the individual young person.
- Imagination, creativity, patience, and initiative when adapting environments or activities for accessibility.
- Good standard of education essential, including the ability to support students aged 11-18 across the National Curriculum to help them make good progress, achieve their personal aspirations, and build independence.
- An ability to work closely with teaching staff, SEND leads, and external medical professionals to best support the holistic needs of the student.
- Liaise closely with other members of the team to ensure that appropriate curriculum materials and physical resources are available, accessible, and adapted to best support the individual needs of the student.
- Have good literacy, numeracy and IT skills
- Responsibility for promoting and safeguarding the welfare of children and young persons.

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. Successful candidates will be subject to an enhanced DBS check.

We reserve the right to close the advert early if a strong field of applicants is received prior to the closing date.

We are committed to equality and value diversity, and therefore particularly welcome applications from under-represented groups.

This post is covered by Part 7 of the Immigration Act (2016) and therefore the ability to speak fluent and spoken English is an essential requirement for this role.

This post is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020, which means certain

