



Level 3 Teaching Assistant (with Personal Care)

JOB DESCRIPTION

Role Purpose:

The role includes delivering targeted interventions, supporting pupils with complex needs, and contributing to assessment, tracking, and statutory processes.

Key Responsibilities

1. Teaching & Learning Support

- Work under the direction of the class teacher to support pupils' learning.
- Deliver planned learning activities to individuals and small groups.
- Adapt resources and teaching strategies to meet pupils' needs.
- Promote inclusion and equal access to learning for all pupils.
- Support the development of literacy, numeracy, and social skills.

2. Intervention Delivery & Monitoring

- Plan, deliver, and evaluate targeted interventions (literacy, numeracy, SEMH).
- Run structured intervention programmes for identified pupils.
- Track pupil progress and measure the impact of interventions.
- Record, map, and review interventions using systems such as Provision Maps / Edukey.
- Contribute to termly reviews, reports, and provision planning.

3. SEND Support

- Support pupils with a range of needs, including complex SEND
- Assist in the implementation of EHCPs
- Contribute to APDR cycles
- Liaise with the SENCO, teaching staff, and external professionals.
- Support preparation for Annual Reviews and statutory processes.

4. Personal Care & Wellbeing

- Provide personal care where required (toileting, feeding, hygiene).

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- Support pupils' emotional wellbeing and self-regulation.
- Implement behaviour support strategies and de-escalation techniques.
- Promote independence, dignity, and inclusion at all times.

5. Specialist Support for Complex Needs

- Undertake training in areas of complex needs (autism strategies, behaviour support, medical needs).
- Deliver specialist interventions as trained (sensory circuits, SLCN programmes).
- Use specialist equipment and strategies safely and effectively.

6. Administrative & Statutory Duties

- Complete administrative tasks linked to SEND provision, including:
- Updating provision maps / Edukey
- Maintaining accurate intervention and progress records
- Assist with data collection, reports, and evidence for inspections or audits.
- Maintain confidentiality and accurate record-keeping in line with GDPR.

7. Transport & Supervision

- Support the safe transport of pupils with physical disabilities or additional needs where required.
- Supervise pupils during transitions, breaktimes, and educational visits.
- Contribute to risk assessments and ensure health and safety procedures are followed.

8. Collaboration & Communication

- Work collaboratively with teachers, SENCO, pastoral teams, and support staff.
- Communicate effectively with parents/carers where appropriate.
- Contribute to staff meetings, reviews, and professional discussions.
- Liaise with external agencies

9. Behaviour & Safeguarding

Promote positive behaviour in line with school policy.

Support pupils with behaviour regulation and social interaction.

Follow safeguarding procedures and report concerns appropriately.

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Act as a consistent, positive role model for pupils.

10. Professional Development

Engage in ongoing CPD, particularly in SEND, interventions, and complex needs.

Keep up to date with relevant policies, frameworks, and best practice.

Reflect on practice and contribute to school improvement priorities.

11. Additional Responsibilities

Lead and deliver small-scale initiatives such as nurture groups, lunchtime clubs, or targeted support programmes, including AQA Unit Award Scheme (UAS) / ASDAN-style courses where appropriate.

Support the delivery of Functional Skills interventions (English and Maths) for Key Stage 4 pupils, including Year 11 students preparing for accreditation.

Monitor and support attendance of vulnerable pupils, working alongside pastoral and safeguarding teams to improve engagement and reduce absence.

Support exam access arrangements, including acting as a scribe, reader, or prompter, in line with JCQ regulations and school policy.

Assist with baseline assessments and screening tools and contribute to analysis of outcomes to inform provision.

Support transition programmes, including:

Year 6 to Year 7 transition

In-year admissions

Enhanced transition for pupils with SEND or additional needs

Take on responsibilities as a key worker for identified pupils, supporting their academic progress, wellbeing, and communication between school and home.

Culture

- Responsible for the Health and Safety, security and welfare of self and colleagues in accordance with E-ACT's policies and procedures, reporting all concerns to an appropriate person.
- Responsible for working in accordance with E-ACT's policy relating to the promotion of Equality, Diversity and Inclusivity

Undertake any other duties appropriate to the grade of the post as requested by your Line Manager

E-ACT is committed to safeguarding and promoting the welfare of its students and expects all employees and volunteers to share in this commitment.

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PERSON SPECIFICATION

Whether you're a 3 year old in nursery learning to explore the world around you, an 18 year old preparing to go to university, a new teacher understanding the demands of the job, a Head Teacher leading the learning in your academy, a member of the regional team ensuring efficient and effective operations or a trustee scrutinising and challenging the CEO, we want every single person within E-ACT to be driven by three core values:

- We want everyone to **think big** for yourselves and for the world around you;
- We want everyone to **do the right thing** in everything you do, even when this means doing something that's hard, not popular or takes a lot of time;
- We want everyone to show strong **team spirit**, always supporting and driving your team forward

We really believe that if we all do the right thing, support our teams and we all think big, believe big, act big, then the results will be big too!

This means that if you want to be part of E-ACT, you need to be able to embrace and embody these values in all that you do.

OUR VALUES

Thinking Big	<ul style="list-style-type: none">• Show energy, enthusiasm and passion for what you do• Demand the highest quality in all that you do, and in the work of your team• Willing to champion new ideas and think beyond the status quo• Show an ability to think creatively and 'outside of the box' in your area of expertise, continually seeking improvements in what you do to make the organisation better• Be open to new ideas and change where it will have a positive impact on the organisation• Show a willingness to embrace different ideas and ways of thinking to improve E-ACT• Ability to 'look outside' – to continually learn about innovations in your field, new ways of doing things, and bring that learning into your work• Commitment to self-development, and developing your wider Team
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	<ul style="list-style-type: none"> • Ability to self-reflect on yourself, your performance, and to think about how this could be improved further • Ability to encourage ideas from others in order to improve the organisation and build your team's confidence
<p>Doing the Right Thing</p>	<ul style="list-style-type: none"> • Have integrity and honesty in all that you do • Make decisions that are based on doing the right thing, even when this means that they're unpopular or will lead to more work • Take responsibility and ownership for your area of work • Have difficult conversations or deliver difficult messages if that's what's required to do the right thing by our pupils • Be transparent and open • Be resilient and trustworthy • Stand firm and stay true to our mission
<p>Showing Team Spirit</p>	<ul style="list-style-type: none"> • Understand how you can have a greater impact as a team than you can as an individual • Understand how you are part of your immediate team but also a much wider organisational team, in working towards our mission • Recognise that everyone is important within E-ACT, and show an ability to build strong working relationships at every level • Recognise and celebrate the success and achievements, no matter how small, of your colleagues • Be generous with sharing your knowledge to help to develop others • Understand and be willing to receive suggestions and input on your area of work from others • Support your colleagues, even when this means staying a little later, or re-prioritising some of your work • Be aware of other peoples' needs and show an ability to offer genuine support • Show an awareness and respect for peoples' differences, and recognise how different characteristics and personal strengths build dynamic and great teams

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KNOWLEDGE, EXPERIENCE & SKILLS

Requirement **Assessed at**
E – Essential **A – Application Stage**

D – Desirable **I – Interview Stage**

P – During the probationary period

		E	D	A	I	P
Organisational Fit	Thinking Big	X		X	X	X
	Doing the Right Thing	X		X	X	X
	Showing Team Spirit	X		X	X	X
Knowledge	GCSE Maths and English minimum grade 4 or equivalent	X		X	X	X
	TA2 qualification or equivalent or relevant experience	X		X	X	X
	Knowledge and understanding of how children learn and how to motivate them	X		X	X	X
	Knowledge of strategies for spelling, reading and number skills	X		X	X	X
	Knowledge of strategies to develop learning	X		X	X	X
	Knowledge of the issues related to working with children who reside in areas of high socio-economic deprivation		X	X	X	X
Experience	Relevant educational experience supporting a child/children in a school setting and the relevant age range	X		X	X	X
	Experience of working with children who have a wide variety of educational needs		X	X	X	X
	Experience of updating assessments and Individual Education Programmes		X	X	X	X
	Experience of liaising with the SENCO and outside agencies		X	X	X	X
Skills	Ability to work with an individual child or with a group	X		X	X	X
	Ability to work closely with parents	X		X	X	X
	Ability to model acceptable behaviours and encourage good social skills	X		X	X	X
	Ability to extend children's thinking skills	X		X	X	X

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	Ability to communicate with a wide range of stakeholders using a variety of methods	X		X	X	X
	Ability to work constructively as part of a team	X		X	X	X
	Ability to use ICT effectively to support learning	X		X	X	X

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