

Anston Hillcrest Primary School

Hawthorne Avenue, South Anston, Sheffield, South Yorkshire

Level 3
SEND

Teaching Assistant

Application Pack

Level 3 SEND Teaching Assistant

Purpose of the Role

To support the delivery of high-quality teaching and learning within the Integrated Resource Provision, enabling pupils with SEND and those who are disadvantaged, to make strong progress academically, socially and emotionally.

The postholder will work closely with the class teacher, SENDCo and resource provision staff to deliver targeted support and interventions, promoting independence, communication and engagement in learning.

The postholder will contribute positively to the wider life and ethos of the school and Trust and will carry out duties appropriate to a Level 3 Teaching Assistant, in line with Trust policies and professional standards.

Key Responsibilities

- Promote inclusion, independence and access to learning for pupils with SEND within the IRP and mainstream settings.
- Support pupils' social, emotional and communication needs through structured and personalised approaches.
- Deliver and evaluate 1:1 and small group interventions for pupils with EHCPs and additional needs.
- Implement strategies advised by the SENDCo and external professionals (e.g. speech and language, SEMH, sensory needs).
- Maintain accurate records of pupil progress, contributing to reviews and assessment cycles.
- Support behaviour through consistent, relational and restorative approaches.
- Ensure a safe, organised and purposeful learning environment.
- Comply fully with safeguarding, SEND, behaviour, health and safety and confidentiality policies.

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Support for Teaching and Learning

The postholder will:

- Work under the guidance of teachers and the IRP lead to deliver structured learning and targeted intervention programmes.
- Differentiate and scaffold learning tasks to meet individual EHCP targets.
- Prepare, adapt and maintain specialist resources and equipment for pupils with SEND.
- Contribute to planning through feedback on pupil progress and needs.
- Undertake accurate observation, recording and reporting to inform next steps and contribute to pupil profiles, plans and reviews.
- Support behaviour for learning, implementing agreed strategies and restorative approaches.
- Support pupils with communication, interaction and engagement strategies.
- Assist in the development and use of individual learning plans and provision maps.

Support for Pupils (SEND Focus)

The postholder will:

- Provide tailored support for pupils with a range of SEND, acting as a key adult where required.
- Promote inclusion between the IRP and mainstream classrooms.
- Support pupils' social, emotional and mental health needs.
- Implement individual strategies including sensory support, communication aids and personalised routines.
- Support personal care, health and hygiene needs where required.
- Encourage independence, resilience and positive relationships.
- Deliver targeted SEND interventions and contribute to reviews of progress.
- Support pupils at unstructured times, including transitions and social interaction.

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Support for Teachers / Resource Provision Lead

The postholder will:

- Assist in creating and maintaining an engaging, structured learning environment.
- Contribute to short-term planning and differentiation of learning activities.
- Provide detailed feedback on pupils' progress, behaviour and emerging needs.
- Support assessment processes including EHCP reviews and SEND monitoring.
- Assist with record-keeping and preparation of resources.
- Support communication with parents / carers where appropriate.

Support for the Curriculum

The postholder will:

- Deliver structured SEND programmes and interventions, evaluating their impact.
- Support development of literacy, numeracy and communication skills tailored to pupils' needs.
- Implement specialist programmes (e.g. phonics, communication, SEMH support).
- Maintain and organise specialist resources safely and effectively.

Support for the School

The postholder will:

- Uphold safeguarding, behaviour and SEND policies at all times.
- Work collaboratively with staff families and external professionals.
- Participate in meetings, training and professional development.
- Support pupils during unstructured times and educational visits.
- Promote equality, diversity and inclusion across the school community.

Professional Development

The postholder will:

- Engage in ongoing SEND and specialist training.
- Develop knowledge of effective strategies for pupils with additional needs.
- Contribute to performance management and professional learning

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Cover Supervision (Level 3)

- Provide short-term supervision of classes using pre-planned work.
- Manage behaviour and maintain a positive learning environment.
- Feedback to teachers on progress and any issues arising.

The post holder's duties must be carried out in compliance with the school's Safeguarding Policies, Equality Policies, Information Security Policies, Financial Regulations, Health & Safety at Work Act and all other school policies. These duties and responsibilities should not be regarded as exhaustive or exclusive as the post holder may be required to undertake other reasonably determined duties within the school, commensurate with the grading of the post, without changing the general character of the post. The Job Description and allocation of particular responsibilities will be reviewed on a yearly basis and may be amended by the Headteacher at any time after consultation.

The post holder must always comply with the school's code of conduct.

Person Specification

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EDUCATION AND QUALIFICATIONS	Essential	Desirable	Source A- application I - interview R - references
English and maths GCSE or equivalent (Grade A-C or 9-5)	✓		A
Level 3 Teaching Assistant qualification or equivalent	✓		A
Training in safeguarding / child protection	✓		A, I
Evidence of ongoing professional development	✓		A, I
SEND specific training (e.g SEMH, autism, communication)	✓		A
First aid training (including paediatric)		✓	A

EXPERIENCE	Essential	Desirable	Source A- application I - interview R - references
Experience supporting pupils in a school setting	✓		A, I, R
Experience of supporting pupils with a range of SEND and those who are disadvantaged or face barriers to learning	✓		A, I, R
Delivering targeted interventions with measurable impact	✓		A, I
Liaising with the SENDCo and external agencies	✓		A, I
Record keeping and progress monitoring	✓		A, I
Experience of multi-agency working		✓	A, I
Working within or alongside a resource provision / specialist setting		✓	A, I

PERSONAL ATTRIBUTES	Essential	Desirable	Source A- application I - interview R - references
Kind, patient, reliable and well organised; a positive role model	✓		A, I, R
Committed to inclusion, equality and improving outcomes for all pupils	✓		A, I, R
Team player, collaborative and reflective and open to feedback	✓		A, I
Willing to undertake training and professional development	✓		A, I
Resilient, solution focused and able to maintain confidentiality	✓		A, I, R

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KNOWLEDGE AND UNDERSTANDING	Essential	Desirable	Source A- application I - interview R - references
Strong understanding of the TA role in supporting teaching and learning at Level 3	✓		A, I, R
Safeguarding, behaviour, SEND, H&S, confidentiality and data protection	✓		A
Awareness of the graduated approach (Assess – Plan – Do – Review)	✓		A, I
Understanding of EHCPs and provision planning	✓		A, I
Knowledge of strategies that support inclusion, independence and communication	✓		A, I
Understanding of the National Curriculum, EYFS framework and phonics	✓		A, I, R
Understanding of trauma-informed, relational and restorative approaches		✓	A, I, R

SKILLS AND ABILITIES	Essential	Desirable	Source A- application I - interview R - references
Able to build positive, professional relationships with pupils, staff and families	✓		A, I
Able to adapt learning to meet varied SEND needs	✓		A
Ability to confidently manage behaviour, de-escalate situations calmly and consistently maintain high expectations across learning environments	✓		A, I
Able to deliver and evaluate structured activities under teacher direction	✓		A, I
Work collaboratively within a multidisciplinary team	✓		A, I, R
Accurate observation, recording and reporting – showing attention to detail	✓		A, I
Organised, proactive and able to use initiative within agreed boundaries	✓		A, I, R

Additional Requirements

- Enhanced DBS clearance
- Fully supportive references
- Commitment to safe working practices in line with Trust policies

James Montgomery Academy Trust is committed to appointing the best possible candidates.

The successful candidate will put the needs and education of pupils first and support them to achieve the highest possible standards. They will act with honesty and integrity, maintain a professional approach at all times, and take responsibility for keeping their knowledge and skills up to date.

They will build positive relationships with pupils, colleagues and parents, and work collaboratively in the best interests of all children.

Application Process

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We are delighted that you are considering applying for a position at our school. We aim to ensure that our recruitment process is fair, transparent and supportive for all candidates.

How to Apply

Candidates should complete the official application form in full, ensuring that all sections are accurate and up-to-date. Your supporting statement should clearly demonstrate how your skills, experience, and personal qualities meet the requirements outlined in the job description and person specification.

Submission of Applications

Completed applications must be submitted by the stated closing date. Applications should be sent via the secure portal within My New Term.

Shortlisting

All applications will be assessed against the person specification for the role. Shortlisted candidates will be contacted directly with details of the next stage of the selection process.

Interview and Selection

The selection process may include a combination of interviews, practical tasks, lesson observations, or assessments relevant to the role. Candidates will be given advance notice of the format and requirements of the day. If you have any specific access or support needs, please inform us so reasonable adjustments can be made.

Pre-Employment Checks

All offers of employment are conditional and subject to the following:

- Satisfactory references
- Verification of identity and right to work in the UK
- Enhanced Disclosure and Barring Service (DBS) check, including checks against the Children's Barred List
- Verification of qualifications and professional status where applicable
- Completion of a health declaration
- Any further safeguarding checks deemed necessary in line with statutory guidance

Safeguarding Statement

We are committed to safeguarding and promoting the welfare of children and young people. We expect all staff and volunteers to share this commitment. Recruitment processes follow safer recruitment guidelines and Keeping Children Safe in Education (KCSIE) statutory requirements.

Data Protection

Personal data provided during the recruitment process will be processed in accordance with current data protection legislation. Information will be used solely for recruitment purposes.