



Beamont Collegiate
Academy

2nd July 2026

Teaching Assistant Level 3 (1:1 Support)

Job Description and
Person Specification



'I can, I do & I will be!'

POST OVERVIEW

Teaching Assistant L3 1:1 Support

Beamont Collegiate Academy is seeking to appoint an enthusiastic, resilient and compassionate Teaching Assistant Level 3 (1:1 Support) to join our dedicated inclusion team. This is an exciting opportunity for someone who is passionate about supporting students with additional needs and is committed to helping every child achieve their full potential, both academically and personally.

The successful candidate will provide high-quality, personalised one-to-one support for a named student, working closely with teaching staff, the SEND team and external professionals to promote learning, independence, engagement and wellbeing. This is a fixed-term position, suited to an individual who is patient, adaptable and committed to making a meaningful difference in the lives of young people. The appointment is linked to the educational needs of a specific student and will continue in line with the funding and support requirements for the post. The successful candidate will be required to apply for an enhanced DBS Certificate from the Disclosure & Barring Service. Details can be found on <https://www.gov.uk/disclosure-barring-service-check>.

Terms and Benefits

- 1) Salary: TCAT Support Staff Scale – Grade 5 SCP 8-14 (Actual salary: £20,627 - £22,823)
- 2) Full time (32.5 hours per week) Term time Only plus 5 Inset Days (39 weeks) / Rolling FTC 12 months (dependant on SEND Funding)
- 3) Eligible for Local Government Pension Scheme (Cheshire Pension Fund)
- 4) Occupational Sick Pay Scheme (entitlements based on service)
- 5) Access to TCAT+ our Reward, Recognition and Wellbeing offer including access to retailer discounts and benefits, Cycle to Work scheme, Car Benefit Scheme, Smart Tech Pack, and online resources to support physical, emotional, professional, financial and social wellbeing
- 6) Training and development opportunities / CPD
- 7) Any other benefits.

Applications should be submitted by visiting our Vacancies page and completing the online application form: <https://bcawarrington.org.uk/about-us/vacancies/>

The closing date for applications is 9:00am on Thursday 16th July 2026.

Start Date: September 2026

Interview date to confirmed.

POST DETAILS

Location	Beamont Collegiate Academy
Job title	Teaching Assistant Level 3 (1:1 Support)
Salary	Grade 5 SCP 8-14 (Actual salary: £20,627 - £22,823)
Hours of Work	Full Time (32.5 hours per week) Term Time Only plus 5 Inset Days (39 weeks) Rolling Fixed Term 12 months (SEND funding)
Reporting to	SENCO / Designated SLT member
Responsible for	Providing 1:1 support
Key Responsibilities	The post holder will work with and supervise individuals and groups of children under the direction or instruction of teaching and/or senior staff. They will enable access to learning for all pupils considering individual learning needs and provide assistance and support in classroom management and behaviour techniques. The post holder will provide specialist one-to-one support for a student with a physical need enabling them to access all aspects of school life safely, confidently and independently wherever possible. The postholder will work closely with teaching staff, the SEND team, therapists, parents/carers and external agencies to ensure the student receives the support required to achieve their academic, social and personal potential.
Job purpose	To work as part of the Inclusions team to provide high-quality support for student/s with Special Educational Needs and Disabilities (SEND). Under the direction of the SENDCo and class teacher, the postholder will deliver personalised one-to-one to a student or group of students, enabling access learning, develop independence and participate fully in school life. The role includes supporting students with a range of additional needs, including physical and mobility needs, while promoting inclusion, wellbeing and positive outcomes.

JOB DESCRIPTION

Key Responsibilities

The post holder will work with and supervise individuals and groups of children under the direction or instruction of teaching and/or senior staff. They will enable access to learning for pupils considering individual learning needs and provide assistance and support in classroom management and behaviour techniques. The post holder will provide specialist one-to-one support for a student with a physical need enabling access all aspects of school life safely, confidently and independently wherever possible. The postholder will work closely with teaching staff, the SEND team, therapists, parents/carers and external agencies to ensure the student receives the support required to achieve their academic, social and personal potential.

As a valued member of the SEND team, the postholder will also contribute to the wider provision for students with Special Educational Needs and Disabilities (SEND), providing general classroom support, delivering targeted interventions and assisting other students with additional needs, as directed by the SENDCo or line manager. Whilst the primary responsibility of the role is to support the named student, flexibility to support the wider SEND provision will be required where appropriate and in line with the student's needs.

Student Support

- Provide dedicated one-to-one support throughout the school day, ensuring the student can fully access learning and participate in school activities.
- Promote the student's independence, confidence, dignity and self-esteem, encouraging them to make decisions and develop life skills wherever appropriate.
- Adapt support to meet the student's changing physical, emotional and educational needs.
- Support the student during lessons, transitions between classrooms, break and lunchtime, educational visits and other academy activities.
- Assist the student with mobility around the school site, always ensuring safe movement and access.
- Follow all care plans, risk assessments, Personal Emergency Evacuation Plans (PEEPs) and medical guidance.

Personal Care and Physical Support

- Provide appropriate personal care support where required, ensuring the student's dignity, privacy and wellbeing are always maintained.
- Assist with transferring, positioning and wheelchair use in accordance with moving and handling training.
- Support the student with specialist equipment or assistive technology where appropriate.
- Monitor the student's comfort, safety and wellbeing throughout the day and report any concerns promptly.
- Work in accordance with all manual handling, health and safety and safeguarding procedures.

Learning Support

- Support the delivery of learning activities under the direction of the class teacher.
- Adapt resources and learning materials to meet the student's individual needs.
- Encourage participation, engagement and inclusion within the classroom.
- Record observations and contribute to monitoring the student's progress against EHCP outcomes and individual targets.
- Deliver targeted interventions as directed by teaching staff or the SEND team.

Communication

- Liaise effectively with teachers, SEND staff, therapists, parents/carers and other professionals to ensure consistent support.
- Attend review meetings, EHCP reviews and training where required.
- Maintain accurate records relating to support, progress and any care provided.
- Report any safeguarding, welfare or health concerns immediately in accordance with academy procedures.

Support for the SEND/Inclusions Team

- Support the delivery of agreed learning activities/learning programmes, adjusting activities according to pupil learning styles and individual needs.
- Support the delivery of literacy/numeracy programmes, effectively utilising all alternative learning opportunities to support extended development.
- Support the use of ICT in learning activities and develop students' competence and independence in its use.
- Assist students to access learning activities through specialist support e.g., curriculum/SEN specialism.
- Determine the need for, prepare and maintain general and specialist equipment and resources.

Other Responsibilities

- a) To work consistently to uphold Academy's aims.
- b) To work in a co-operative and polite manner with all stakeholders.
- c) To work with students and parents in a courteous, positive, caring and responsible manner at all times.
- d) To take an active and positive role in the Academy's commitment to developing staff, and the annual review procedures.
- e) To work with visitors to the Academy in such a way that it enhances the reputation of the Academy.
- f) To seek to improve the quality of the Academy's service.
- g) To present oneself in a professional way that is consistent with the values and expectations of the Academy.

Other information

- This post is subject to an enhanced DBS check.
- The duties above are neither exclusive nor exhaustive and the post holder may be required by the Principal to carry out appropriate duties within the context of the job, skills and grade at any site within the school and Trust.

REVIEW ARRANGEMENTS: The details contained in this Job Description reflect the content of the job at the date it was prepared. However, it is inevitable that over time the nature of the job may change. Existing duties may no longer be required, and other duties may be gained without changing the general nature of the post or the level of responsibility entailed. Consequently, the Trust will expect to revise this Job Description from time to time and will consult with the post-holder at the appropriate time.

PERSON SPECIFICATION

Criteria		Essential	Desirable	Assessment Method
Relevant experience				
1	Proven experience of supporting children or young people with additional educational needs.	x		A/I/T
2	Experience of working with children with physical disabilities or complex needs.	x		A/I/T
3	Excellent communication and interpersonal skills.	x		A/I/T
4	Excellent communication and interpersonal skills, with the ability to build positive relationships with students, staff, parents, and external agencies.	x		A/I
5	Experience of supporting students with medical needs.	x		A/I/T
Qualifications				
6	Level 3 Teaching Assistant qualification (or equivalent) or willingness to work towards.	x		A

Knowledge				
7	Knowledge of Education, Health and Care Plans (EHCPs).		x	A/I
8	Experience implementing therapy programmes provided by occupational or physiotherapists.		x	A/I
Competencies				
9	Ability to handle sensitive information with discretion and maintain confidentiality.	x		A/I
10	Ability to build positive and trusting relationships with young people.	x		A/I
11	Flexible approach and readiness to respond to individual pupil needs.	x		A/I
12	Ability to work well as part of a team, and to build trust and openness	x		A/I
13	Good literacy, numeracy and ICT skills.	x		A/I
14	Discretion, courtesy, honesty and integrity.	x		A/I
15	Reliable, punctual, diligent and well-organised.	x		A/I
16	Commitment to safeguarding and the welfare of pupils.	x		A/I
17	Willingness to undertake training in moving and handling, personal care, first aid and medical needs as required.	x		A/I
Commitment to Equal Opportunities				
18	Understanding of and commitment to the principles and practice of equality, diversity and inclusion, both in relation to employment issues and to service delivery	x		A/I

Key: A = Application; I = Interview; T = Task

NOTE TO APPLICANTS:

Whilst all points on the specification are important, those marked as 'essential' are the key requirements for the role. You should pay particular attention to these points and provide evidence of meeting them. Failure to do so may mean that you will not be invited for interview.