



Wath Central Primary School

Fitzwilliam Street, Wath Upon Dearne, Rotherham, South Yorkshire

Level 3

Teaching Assistant

Application Pack

Level 3 Teaching Assistant

Purpose of the Role

To support the delivery of high-quality teaching and learning that enables all pupils, including those with SEND and those who are disadvantaged, to make strong progress.

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

- Supporting inclusion and access to learning; promoting pupils' independence and self-regulation.
- Helping to maintain a safe, well-organised learning environment.
- Following all relevant policies, especially safeguarding, behaviour, SEND, health and safety, confidentiality and data protection.
- Leading agreed small-group and one-to-one interventions, adapting tasks and resources to meet individual needs.
- Provide limited supervision of classes during brief teacher absences, ensuring pupils engage with set tasks. This does not include planning, teaching new content, or regular timetabled cover.
- Contributing to assessment through accurate observations/records and sharing information with staff and parents/carers as appropriate.

Support for Teaching and Learning

The postholder will:

- Work under the guidance of the teacher to deliver and evaluate structured learning activities and targeted interventions.
- Adjust and scaffold learning to meet pupils' individual targets, including those with EHCPs.
- Prepare, organise and maintain resources and specialist equipment to enable access to the curriculum.
- Undertake accurate observation, recording and feedback to inform next steps and contribute to pupil profiles, plans and reviews.
- Support behaviour for learning, implementing agreed strategies and restorative approaches.

Support for Pupils

The postholder will:

- Provide tailored support to pupils with SEND, additional needs or barriers to learning; act as a key adult for identified pupils where required.
- Promote inclusion in all activities, facilitating social interaction, independence and resilience.
- Provide clear, constructive feedback that reinforces progress and celebrates achievement.
- Attend to personal care needs where required, supporting pupils' social, health and hygiene development.
- Liaise with the SENDCO and external professionals, implementing specialist advice and reviewing impact.

Support for Teachers

The postholder will:

- Help create and maintain an organised, purposeful classroom environment, including displays and learning areas.
- Contribute to short-term planning of learning activities and differentiate tasks under teacher direction.
- Provide regular, precise feedback on pupils' progress, behaviour and emerging needs.
- Carry out routine admin tasks (e.g. photocopying, preparation) linked to learning.
- Support effective communication with parents/carers, sharing agreed information sensitively and professionally.

Support for the Curriculum

The postholder will:

- Deliver agreed learning programmes and interventions, contributing to the evaluation of impact.
- Support pupils in developing literacy, numeracy and IT skills to promote independence and fluency.
- Organise and maintain resources and equipment, ensuring their safe and effective use.
- Implement SEND support strategies as advised by teachers, SENDCO or external specialists.

Support for the School

The postholder will:

- Uphold and model safeguarding, child protection, behaviour, health & safety, confidentiality and data protection procedures.
- Supervise pupils at unstructured times and accompany groups on educational visits, taking responsibility for a group as agreed.
- Participate in meetings, training, performance development and wider school activities.
- Work collaboratively with colleagues, parents/carers and external professionals to improve outcomes for all pupils.
- Promote equity, diversity and inclusion, ensuring equitable access to learning.

Cover Supervision (Level 3)

- Provide short-term supervision of whole classes in the absence of a teacher, ensuring pupils remain on task with pre-planned learning.
- Manage behaviour and maintain a safe, positive climate, following school policies and routines.
- Provide brief feedback to the class teacher on progress, behaviour and any issues arising during cover.
- Do not plan new content or assess beyond agreed parameters; escalate concerns to the appropriate staff member.

Level 3 Early Development Practitioner (TA) Additional Responsibilities

Supporting Children's Learning and Development

- Support the learning, development and care of children with special educational needs and disabilities (SEND), working predominantly with children functioning developmentally between birth and five years.
- Deliver individualised and small-group learning activities under the direction of the teacher and wider specialist care team, following personalised learning plans, engagement and motivator profiles and therapeutic programmes.
- Use play-based, child-centred approaches to promote communication, physical development, social interaction, emotional regulation and independence.
- Adapt activities, resources and the learning environment to meet a wide range of developmental needs, including sensory integration, communication, physical and cognitive needs.
- Support children to access the Early Years Foundation Stage (EYFS) framework at an appropriate developmental level.

SEND and Specialist Support

- Implement strategies advised by an integrated specialist care team such as speech and language therapists, occupational therapists, physiotherapists and educational psychologists.
- Support children with medical, personal care and physical needs in line with individual care plans, risk assessments and moving and handling guidance.
- Support positive behaviour and emotional regulation using agreed approaches, visual supports and routines

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

James Montgomery Academy Trust, Brampton Road, Wath Upon Dearne, Rotherham, S636BB

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	✓		A
Training in safeguarding /child protection	✓		A, I
Training related to SEND / behaviour/ de-escalation		✓	A, I
Additional qualifications relevant to supporting pupils in a primary setting		✓	A
First aid training (including paediatric)		✓	A

EXPERIENCE	Essential	Desirable	Source A- application I - interview R - references
Significant experience supporting pupils in a school setting	✓		A, I, R
Regular delivery of small group and 1:1 interventions with measurable impact	✓		A, I, R
Experience of supporting pupils with a range of SEND and those who are disadvantaged or face barriers to learning	✓		A, I
Leading short term cover supervision of classes using pre-prepared work	✓		A, I
Accurate record keeping, monitoring and providing feedback	✓		A, I
Liaison with SENCO and other external professionals		✓	A, I, R

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
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 parents / carers	✓		A, I
Able to adapt tasks/resources to meet varied needs and personalise support	✓		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
Confident to supervise whole classes and sustain learning during cover	✓		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.

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.