

Level 2 Teaching Assistant

Perryfields Academy



Title of Post	Level 2 Teaching Assistant
Status	Permanent
Salary/Grade	Grade 2 Point 3-8 (£24,796 - £26,824)
Start date	TBC
Advert Closing Date	9am, Monday 18th May 2026
Proposed interview date	Wednesday 20th May 2026

Inclusion / SEND Department

Perryfields Academy is a fully inclusive mainstream secondary school, which is committed to meeting the needs of all students, including those with special educational needs and disabilities (SEND). We aim to celebrate their success and increase their development through a diverse mainstream curriculum with integrated specialist support and varied teaching styles so that they gain the skills and confidence they need in their future lives. All members of Perryfields Academy are entitled to be valued equally and to enjoy respect as individuals.

Our aim is to identify any student's SEND as early as possible in order to put in place appropriate interventions and resources. Students who face challenges in their learning, despite receiving high-quality teaching, will be likely to need additional strategies, or different provision, in order to meet their needs, removing barriers to learning by deploying effective special educational provision. We also have a specialist team to support students with SEMH needs.

There is a wide range of interventions and provisions on offer at Perryfields and these are open to all students. We run over 20 intervention sessions per week. These range from: Sandwell Numeracy, VIP, Stairway to Spelling, CBT and socials skills. Additionally, we run a wide range of activities to support SEND students including Homework Club, Lunch and Break Time Social Clubs.

Job Description

Job Purpose

To support teaching staff in the development and education of students, in particular with the 1 to 1 provision of a named child in the development and education of the student, including the provision of specialist skills as appropriate.

- To support teaching staff in the development and education of students including the provision of specialist skills as appropriate.
- To support the learning of individuals who have SEMH needs through teaching useful strategies, such as; social skills, emotional wellbeing, and mental health.
- To assist in promoting the learning and personal development of students to whom you are assigned, to enable them to make best use of the educational opportunities.

Duties and responsibilities

Support for students

1. Support the activities of individuals or groups of students. Participate in the education of children, including contributing to their health and well-being.
2. Support children with special needs (if appropriate to the focus of the role)
 - Sensory and/or physical impairment
 - Cognition or learning difficulties
 - Social, emotional and mental health needs
 - Communication and interaction difficulties
 - Dealing with the personal care needs of children where appropriate in line with the guidance of the local authority.
3. Support with whole school homework club 4pm
4. Support for academically more able students.

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 student safety and security.
5. Contribute to the management of student behaviour by
 - a. promoting academy policies with regard to student behaviour
 - b. supporting the implementation of strategies to manage student behaviour
6. Undertake routine marking in line with academy policy.
7. Provide specific administrative support, e.g., photocopying

Support for the academy

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 Key Stages within the academy 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 academy:
 - a. To promote the agreed vision and aims of the academy.
 - 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 Inclusion Leader. 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 academy.

Reports to: SENDCo
Principal Contacts: Students, internal staff, parents and outside agencies

Special Conditions: Level 2 is the basic entry level for a Teaching Assistant. Those staff who are not already qualified to NVQ Level 2 are required to work towards it and a Training and Development plan linked to the requirements of the National Occupational Standards should be agreed.

Person Specification

Criteria	Essential	Desirable	How Assessed
Relevant Experience	Experience of working with children. Experience of using ICT effectively	Experience of working as a Teaching Assistant	AF/I AF/I
Professional Skills/Abilities	Experience of and the ability to deal positively with children and parents.		AF/I AF/I
Personal Skills	Ability to work with staff at all levels and have good communication skills Understand the need for confidentiality when dealing with sensitive information Ability to manage behaviour effectively		Interview Interview Interview AF/I

	<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>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	<p>Qualified to NVQ Level 2 Teaching Assistant or willing to work towards obtaining this qualification.</p> <p>GCSE English and Maths or equivalent Numeracy and Literacy qualification</p>		<p>AF/I</p> <p>AF/I</p>

Qualities and Skills

- Qualified to NVQ Level 2 Teaching Assistant, or be willing to work towards obtaining this qualification.
- Ideally some experience as a Teaching Assistant (although not essential) and/or working with children.
- To provide individual interventions and group work to support a variety of learning and SEMH needs.
- **To deliver WellComm. No prior experience is required, training will be offered. WellComm is a Primary toolkit used to quickly and easily identify children needing support with speech and language difficulties. Delayed language skills lead to under-performance later in life.** They're quick and simple to use (requiring no speech and language expertise), and the traffic light scoring format of the instant reports makes them quick to interpret.
- Ability to work within the existing team under the direction of the SENDCo and/or using own initiative to achieve results.
- An empathetic understanding of the needs of children with learning difficulties and/or other special educational needs, as appropriate.

- Imagination, creativity and initiative.
- Good standard of education essential, including the ability to support students aged 11-16 in all National Curriculum subjects.
- An ability to work with teaching staff developing programmes of work suitable for specific students.
- Produce a wide variety of good quality modified/adapted curriculum materials as required for students.
- Liaise closely with other members of the team to ensure that appropriate curriculum materials are available to meet every student's individual need.
- Meet deadlines for the production of curriculum materials and advise when items have been produced.
- Undertake any other duties that are commensurate with the post.
- Experience and knowledge of Microsoft Office programmes.
- Have good literacy and numeracy skills.
- Responsibility for promoting and safeguarding the welfare of children and young persons.

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.

This Job Description is current at May 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.

Closing Date: Monday 18th May 2026 at 9am
Interviews to be conducted: Wednesday 20th May

The successful candidate will be requested to apply for Enhanced Disclosure from the Disclosure and Barring Service (DBS), although a criminal record will not necessarily be a bar to obtaining the position. Broadleaf Partnership Trust is committed to the highest standards in protecting and safeguarding the welfare of the children and young people entrusted to its care at all times

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

