**JOB DESCRIPTION and PERSON SPECIFICATION**

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| **Job Title:** | Level 3 Teaching Assistant | **Grade:** | NJC SCP 5-8 |
| **Area/Section:** | Holy Family Catholic Academy | **Salary:** | £24,790 to £25,992 per annum pro- rata  (£17,928 to £18,798 per annum actual salary) |
| **Date Prepared:** | August 2025 | **Hours:** | 31.25 hours per week (8:30am until 3:15pm, Monday to Friday) |
| **Reporting to:** | Headteacher | **Contract:** | Temporary for the duration of child’s attendance at our school (anticipated to be 3 years) |

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| **Role Purpose** |
| To provide dedicated 1:1 support for a child with a physical disability, by helping them to access the curriculum and participate fully in school life. |

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| **Role Purpose** |
| * Provide 1:1 support for a child who has a physical disability in the classroom and during transition. * Provide support for them in reaching their academic goals, helping them to access the curriculum and participate fully in school life. * Assist teachers with lesson delivery and classroom management. * Adapt learning materials to suit individual needs, particularly for children with additional learning requirements. * Help foster a positive, inclusive classroom atmosphere and promote student well-being. * Monitor student progress and report to the class teacher, contributing to lesson planning and assessments. * Assist with classroom setup, ensuring resources are prepared and organised. |

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| **Key Responsibilities and Accountabilities** |
| * Provide 1:1 support to a child with a physical disability in the classroom and during transition. * Assist with physical needs, including mobility (e.g. use of a wheelchair during transition). * Promote independence, inclusion and self-advocacy for the child in the school setting. * Liaise with external professionals e.g. physiotherapist, occupational therapist) and maintain confidentiality and professionalism at all times. * Contribute to positive relationships with children and adults through communication and interaction and encourage positive behaviour. * Monitor student progress and report to the class teacher, contributing to lesson planning and assessments. * Support access to the curriculum through modification of learning under the direction of the teaching staff. * Support children’s development (e.g. physical, emotional, social, communication and intellectual development needs) * Use information and communication technology to support pupils’ learning. * Encourage children’s positive behaviour. * Help to keep all children safe, including maintaining a safe environment, dealing with accidents, supporting safeguarding. * Escort and supervise pupils on educational visits and out-of-school activities. |

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| **General Responsibilities** |
| * Follow all Trust policies and procedures relating to legislative and statutory requirements, including on Health and Safety and Safeguarding, including those required by Company, Education and Charity law, Data Protection, and funding agreements. * To participate in performance and development review process, taking personal responsibility for identification of learning, development, and training opportunities in discussion with the line manager. * To be aware of and support difference and ensure equal opportunities for all. * To attend meetings within the Trust and external events as required. * To maintain constructive relationships and communicate with other agencies, professionals, parents, and students. * To recognise own strengths and areas of expertise and use these to support others. * To maintain confidentiality always in respect of Trust-related matters and to prevent disclosure of confidential and sensitive information. * Promote a safe and healthy environment for students, staff, and visitors. * Other duties commensurate with the grade of the post as directed by the Headteacher. |

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| The above principal accountabilities are not exhaustive and may vary without changing the character of the job or level of responsibility. The postholder must be flexible to ensure the operational needs of the Trust and Academies are met. This includes the undertaking of duties of a similar nature and responsibility as and when required, throughout the various workplaces in the Trust. |

**PERSON SPECIFICATION**

| The information listed as essential (the column that is shaded) is used as part of the job evaluation process. The requirements identified as desirable are used for recruitment purposes only. |
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|  | | **Essential** | **Desirable** |
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| 1. **Qualifications and Training** | | | |
|  | GCSEs (A\*-C/5 or above) in Maths and English or equivalent OR relevant qualification at level 2 (or equivalent). | ✓ |  |
|  | Level 3 qualification in supporting Teaching and Learning (or equivalent). | ✓ |  |
|  | Willingness to work towards relevant qualifications as appropriate. | ✓ |  |
|  | Willingness to undertake training in systems implemented by the Trust. | ✓ |  |
| 1. **Experience, Knowledge and Skills** | | | |
|  | Ability to support the teacher in planning, delivering and evaluating learning activities to ensure effective teaching and learning. | ✓ |  |
|  | Ability to listen and observe children/young people and share observational findings effectively. | ✓ |  |
|  | Ability to keep children and young people safe during day-to-day work activities. Ability to assess the balance between safety and risk, challenge and protection, and adjust own behaviour and accordingly. |  | ✓ |
|  | Ability to praise and encourage children/young people according to their age, needs and abilities. Ability to deal sensitively with challenging behaviour (in line with school policy and procedures). Act as a role model for positive behaviour. | ✓ |  |
|  | Ability to interact and respond positively to children, young people and adults. Ability to establish and maintain rapport with pupils. Ability to demonstrate verbal and non-verbal communication skills when dealing with children, colleagues, parents, carers, families and other practitioners. | ✓ |  |
|  | Ability to become an effective member of staff. Ability to work effectively with colleagues and other practitioners. Ability to take an active role in developing own skills and expertise. | **P** |  |
|  | Ability to help pupils, under the direction of the teacher, to participate in whole class, group and individual literacy and numeracy learning activities. | **P** |  |
|  | Ability to operate ICT resources safely and effectively as a learning resource. Ability to access and use learning programmes and information. | **P** |  |
|  | Ability to encourage and support pupils in using ICT during learning activities and feedback on their progress and response. | **P** |  |
|  | Value people equally, supporting an inclusive ethos. | **P** |  |
|  | Ability to support a child with disabilities or special educational needs (specifically ASD/non-verbal children) by providing care and encouragement, enable them to participate in activities according to the procedures of the setting | **P** |  |
|  | Awareness of assessment and intervention frameworks for children with special educational needs | **P** |  |
|  | Knowledge and understanding of legislation and codes of practice affecting provision for disabled children and young people and those with special educational needs and awareness of specialist local and national support and information | **P** |  |
| 1. **Professional and Personal Qualities** | | | |
|  | Commitment to the Trust’s Catholic ethos and to providing an excellent education for all students, regardless of background. | **P** |  |
|  | Willingness and commitment to Professional Development, with an ability to self-evaluate learning needs and actively seek learning opportunities. | **P** |  |
|  | To have excellent attendance and punctuality. | **P** |  |
|  | Customer-focused and committed to the delivery of excellent customer service. | **P** |  |
|  | Flexible and adaptable team player, committed to leading and supporting change while remaining highly organised. | **P** |  |
|  | Ability to work accurately and methodically. | **P** |  |
|  | Proven planning and organisational skills and an ability to take initiative. | **P** |  |
|  | Commitment to high educational, professional, and personal standards, acting with integrity, confidentiality, discretion and honesty to safeguard the financial probity and reputation of the Trust. | **P** |  |
|  | Understanding of promoting positive relationships with the wider Trust community. | **P** |  |
|  | Thinks and acts strategically by reflecting and analysing and making sound ethical judgements. | **P** |  |
|  | Pursues a shared vision with enthusiasm and determination. | **P** |  |
|  | Willingness to continually improve own and team performance. | ✓ |  |
|  | Strong communicator with empathy, influence, and the ability to inspire. | ✓ |  |
|  | Commitment to ensuring the best outcomes for all students. | ✓ |  |
|  | A calm manner and a good sense of humour. | ✓ |  |
|  | Approachable, committed, and resourceful. | ✓ |  |
|  | Professional appearance and presentation. | ✓ |  |
|  | Tenacity and the ability to work effectively under pressure. | ✓ |  |
|  | Proven capacity to work innovatively and independently. | ✓ |  |

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| **The requirements listed below are not considered during the job evaluation process, but are essential requirements for the role that will be assessed during the recruitment process.** | | | |
| **Disclosure of Criminal Record:** | | | |
|  | The successful candidate’s appointment will be subject to the Trust obtaining a satisfactory Enhanced and Barring List Disclosure from the Disclosure and Barring Service (if ticked as an essential requirement). | ✓ |  |
|  | If the post-holder requires a DBS disclosure the candidate is required to declare full details of everything on their criminal record. | ✓ |  |
|  | If the post-holder does not require a DBS disclosure the candidate is required to declare unspent convictions only. |  | N/A |
| **The employment checks are required:** | | | |
|  | Evidence of entitlement to work in the U.K. | ✓ |  |
|  | Evidence of essential qualifications – section 1 of PS | ✓ |  |
|  | Two satisfactory references | ✓ |  |
|  | Confirmation of medical fitness for employment | ✓ |  |
|  | Registration with appropriate bodies (where applicable) | ✓ |  |