



## Job Description

- Post title:** SEND Level 3 Teaching Assistant
- Contract:** Permanent Contract (30 hours per week, Term Time only)
- Pay range:** Band 6, scale point 6-11  
£23,893 to £25,974  
(Actual salary £16234 to £17649)
- Line manager:** Mrs K HUTchinson
- Location:** Cottingley Village Primary School



---

### **Purpose of the Role:**

The primary role of the teaching assistant should be to work with teachers to raise the learning and attainment of pupils while also promoting their independence, self-esteem, and social inclusion. To undertake work/care/support programmes to enable access to and enhance learning for pupils and to assist the teacher in the management of pupils and the classroom. Work may be carried out in the classroom or outside the main teaching area.

---

### **Key Responsibilities**

#### **Support for the Pupils**

- Supervise and support pupils, including those with special needs, ensuring their safety, and access to learning, attend to the pupils' personal needs, and implement related personal programmes, including social, health, physical, hygiene, first aid and welfare matters.
- Establish good relationships with pupils, acting as a role model and being aware of and responding appropriately to individual needs.
- Promote, support and facilitate the inclusion of all pupils.
- Encourage pupils to interact with others and engage in activities led by the teacher or other professionals.
- Encourage pupils to act independently as appropriate.
- Communicate effectively and sensitively with pupils to adapt to their needs and support their learning.
- Set challenging and demanding expectations and promote self-esteem and independence.
- Provide feedback to pupils in relation to progress and achievement under guidance of the teacher.
- Assist with the development and implementation of IEPs and Personal Care programmes.



## Support for the Teacher

- Maintain a stimulating and safe environment as directed for lessons, organising resources and assisting with the display of pupils' work.
- Be aware of pupils' learning needs /progress/achievements and report to the teacher as agreed.
- Contribute to effective assessment by undertaking pupil record keeping as requested.
- Use effective behaviour management strategies consistently in line with the school policies and procedures.
- Liaising effectively with class teachers to communicate effectively with parents/carers and other professionals
- Provide clerical/admin support.

### 3. SUPPORT FOR THE CURRICULUM

- 3.1 Support pupils to understand instructions.
- 3.2 Support pupils in accessing the curriculum by demonstrating a level of subject and curriculum knowledge relevant to their role.
- 3.3 Support pupils in safely using basic ICT as directed.
- 3.4 Prepare and maintain equipment/resources as directed by the teacher and assist pupils in their use.

### 4. SUPPORT FOR THE SCHOOL

- 4.1 Be aware of and comply with relevant statutory guidance, alongside school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person in a timely manner.
- 4.2 Be aware of and demonstrate positive attitudes, values and behaviours towards equality, ensuring all pupils have equal access to opportunities to learn and develop.
- 4.3 Contribute to the overall ethos/work/aims of the school.
- 4.4 Appreciate and support the role of other professionals and the school community.
- 4.5 Attend relevant meetings as required.
- 4.6 Commit to improving own practice by participating in training and other learning activities related to continual professional development as required.
- 4.7 Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtimes.
- 4.8 Accompany teaching staff and pupils on visits, trips and out of school activities as required.
- 4.9 To support, uphold and contribute to the development of Equal Rights policies and practices in respect of both employment issues and the delivery of services to the community

## Fluency Duty

In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard.

For this role the post holder is required to meet the Advanced Threshold Level.



## Person Specification

ATTRIBUTES	ESSENTIAL	DESIRABLE	HOW IDENTIFIED
<b>EXPERIENCE</b>	<ul style="list-style-type: none"> <li>Provide evidence of having previously spoken fluently to customers at an Advanced Threshold Level.</li> </ul>	<ul style="list-style-type: none"> <li>Experience of working in a team situation.</li> <li>Working with or caring for children of relevant age or relevant experience eg voluntary organisation, parental caring responsibility.</li> <li>General technical / resource experience.</li> <li>Clerical / administrative experience.</li> </ul>	Application form & Selection process
<b>QUALIFICATIONS</b>	<ul style="list-style-type: none"> <li>GCSE English and Maths C or equivalent e.g. Adult Literacy/Numeracy at level 2</li> <li>A Level 3 qualification in a relevant area.</li> </ul>	<ul style="list-style-type: none"> <li>Qualifications relating to post eg health, children, practical skills, first aid.</li> </ul>	Application form & Selection process. Certificates.
<b>TRAINING</b>	<ul style="list-style-type: none"> <li>Willingness to participate in development and training opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>Completion of DfE Teacher Assistant Programme.</li> </ul>	Application form & Selection process
<b>SPECIAL KNOWLEDGE</b>		<ul style="list-style-type: none"> <li>An understanding of the needs of a multicultural society.</li> <li>An understanding of the issues relating to pupils who have additional learning needs, more able and</li> </ul>	Application form & Selection process



ATTRIBUTES	ESSENTIAL	DESIRABLE	HOW IDENTIFIED
		special educational needs. <ul style="list-style-type: none"> <li>• Knowledge of childcare.</li> <li>• Awareness of child development.</li> </ul>	
<b>EQUALITY</b>	<ul style="list-style-type: none"> <li>• Candidates should indicate an acceptance of and commitment to the principles underlying the Council's Equal Rights policies and practices.</li> </ul>		Selection process
<b>DISPOSITION - ADJUSTMENT/ ATTITUDE</b>	<ul style="list-style-type: none"> <li>• Ability to relate well to pupils and adults.</li> <li>• Work constructively as part of a team and on own initiative.</li> <li>• Ability to remain calm under pressure.</li> <li>• Demonstrate good co-operative, interpersonal and effective listening skills.</li> <li>• Demonstrate a commitment to working with children of the relevant age.</li> <li>• Flexibility and willingness to accept change.</li> <li>• Approachable, courteous and able to present a positive image of the school</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to understand classroom roles and responsibilities and your own position within these.</li> </ul>	Selection process



ATTRIBUTES	ESSENTIAL	DESIRABLE	HOW IDENTIFIED
	<p>to callers and visitors.</p> <ul style="list-style-type: none"> <li>Maintain confidentiality in matters relating to the school, its pupils, parents and carers.</li> </ul>		
<b>PRACTICAL &amp; INTELLECTUAL SKILLS</b>	<ul style="list-style-type: none"> <li>Good numeracy/literacy skills.</li> <li>Ability to use relevant technology after training if required.</li> <li>Keyboard / computer skills.</li> <li>In line with the Immigration Act 2016; you should be able to demonstrate fluency of the English Language at an Advanced Threshold Level.</li> </ul>		Application form & Selection process / test
<b>CIRCUMSTANCES PERSONAL</b>	<ul style="list-style-type: none"> <li>Will not require holiday leave during term time.</li> <li>Must be legally entitled to work in the UK (Asylum and Immigration Act 1996).</li> <li>No contra-indications in personal background or criminal record indicating unsuitability to work with children/young</li> </ul>	Willing to undertake Minibus training and to drive the school minibus for Educational Visits/Extra Curricular activities	Selection process.  Sight of appropriate documentation as specified in interview letter





ATTRIBUTES	ESSENTIAL	DESIRABLE	HOW IDENTIFIED
	<p>people/vulnerable clients/finance (DBS check required).</p> <ul style="list-style-type: none"> <li>If driving is a feature of this post – must be licensed and appropriately insured (e.g. business use)</li> </ul>		
<p><b>PHYSICAL/SENSORY</b></p>	<ul style="list-style-type: none"> <li>Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Disability Discrimination Act 1995.</li> <li>Ability to cope with requirements of the post, which may include working with pupils who have emotional and behavioural difficulties or physical difficulties.</li> <li>For posts working with pupils who have physical difficulties, it may be an unavoidable core component of the job for the postholder to be capable of lifting and carrying pupils, within school policies and practices.</li> </ul>		<p>Selection process.</p>



# Cottingley Village

---

## Primary School

**Headteacher:** Kirsty Hutchinson

**CEO:** Mr Duncan Jacques CBE

[office@cottingleyvillageacademy.co.uk](mailto:office@cottingleyvillageacademy.co.uk)  
[www.cottingleyvillageacademy.org.uk](http://www.cottingleyvillageacademy.org.uk)

The post holder must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act 2010.

In addition, the post holder must have the ability to cope with requirements of the post, which may include working with pupils who have emotional and behavioural difficulties or physical difficulties. For posts working with pupils who have physical difficulties, it may be an unavoidable core component of the job for the post holder to be capable of lifting and carrying. However, suitable training will be provided, should this be the case.