



Recruitment Pack

Teaching Assistant
Level 3 (Forest School)

Teaching Assistant - Level 3 (Forest School)

32.5 hours per week

(term time only - plus 5 days)

8.45pm - 3.30pm with one staff meeting until 4.30pm and one half an hour class meeting (either in the morning or after school).

Millwood is an outstanding primary special school for pupils who have significant additional educational needs.

What our pupils say about Millwood:

"I belong at Millwood"

"Millwood is a magic school"

"I love Millwood"

What our parents say about Millwood:

"My son wakes me every morning at 5am saying school and clapping. He can't wait to put his uniform on."

"O loves school to the point he wakes me up every weekend holding his uniform he loves it so much"

"Teachers and staff are lovely, friendly and helpful"

"Millwood really is a fantastic place to work. Everywhere you turn there is always a friendly smile and support readily available; all you need to do is ask."

"Being a teacher at Millwood is an absolute privilege. From the moment you walk through the doors you are welcomed by everyone. The children make each day so wonderful and to see them smiling and enjoying school brings me so much happiness. It is a joy to work alongside like-minded, enthusiastic colleagues at Millwood who really do strive to bring out the best!"

"We are led by an incredible leadership team who ensure that work life balance is an absolute priority and they are all extremely supportive in all aspects of teaching life."

"Millwood has and will continue to be my dream job, I feel very lucky to be able to teach the most wonderful children."

Our School Vision:

'To open up the world for our school, family and community. Driven by our values we will ensure a magical journey and memorable discoveries through our aspirational, engaging curriculum. We will inspire confidence and a love of learning in a happy, safe and nurturing environment with respect for all.'

Our values:



Successful candidates will demonstrate the ability to work across the school within a team under the guidance of the teacher to contribute to, and implement, agreed programmes of study and individual learning objectives; programmes of therapy to support communication and physical development; individual behaviour plans.

Millwood can offer:

- Wonderful children who will make you smile everyday.
- A robust induction and comprehensive professional development programme
- An inclusive, nurturing and friendly working environment.

Employees of Millwood Primary Special School have a responsibility for, and must be committed to, safeguarding and promoting the welfare of children and young people and for ensuring that they are protected from harm. Our safeguarding policy can be found here: <https://www.millwoodschool.co.uk/school-information/policies>

Millwood is a Disability Committed School.

Appointment is subject to a satisfactory enhanced disclosure from the Disclosure and Barring Service (DBS), two suitable references, health clearance and right to work in the UK. We will conduct an online search of shortlisted candidates in line with KCSIE 2026

Application Forms are downloadable from this page and returnable via email to recruitment@millwoodschool.co.uk

Teaching Assistant – Level Three

Post Hours 32.5 - Grade 9 (term time only, plus 5 days)

Special Conditions of Service Attendance at evening or morning meetings may be required, holidays to be taken when school is closed.

Purpose and Objectives of Post:

To work under the instruction/guidance of teaching / senior staff to undertake work/care/support programmes (inclusive of specific individual learning needs), to enable access to learning for pupils and to assist the teacher in the management of pupils in the classroom. Leading the Forest School programme by planning, preparing and delivering purposeful and productive activities for children under Forest School guidelines, qualifications and relevant risk assessments. Work may be carried out in the classroom and outdoors. A Forest School qualification is required for this role.

Accountable to

Headteacher, Immediately responsible to Class Teacher

Relationships:

Governing Body, Head Teacher, Teachers, Support Staff, Pupils

Duties/Responsibilities:

SUPPORT FOR THE PUPIL

- Use specialist (curricular/learning) skills/training/experience to support pupils with severe and diverse behaviours. eg. ADHD, Autism, challenging behaviour, ASD, complex learning difficulties.
- Using specialist knowledge and skills contribute to the development and implementation of Individual Education/Behaviour/Handling Plans.
- Implement feeding programmes as required following specialist advice/training.
- Administer medication to pupils and undertake medical procedures to ensure the safety of the pupils (eg. tracheotomy) in line with the Medical Policy of the school.
- Establish good working relationships with pupils, acting as a role model and setting high expectations.
- Promote inclusion and acceptance of all pupils within the classroom.
- Encourage pupils to interact with others and work cooperatively with others and engage all pupils in activities.
- Promote self-esteem and independence, employing strategies to recognise and reward achievement within established school procedure.
- Provide feedback to pupils in relation to progress and achievement under the guidance and direction of the teacher.
- Undertake toileting and personal care programmes, promoting self-help skills and independence, in line with school policy and procedure.

SUPPORT FOR THE TEACHER

- Establish and maintain an appropriate learning environment with the teacher.
- Contribute to lesson planning, evaluating and adjusting lessons/work plans as appropriate
- Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives (assessment).
- Provide objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Be responsible for keeping and updating records in agreed format with the teacher, contributing to reviews of systems/records as necessary.
- Work with pupils on achieving individual targets as part of the ILP and accurately record achievement/progress.
- Promote positive values attitudes and good pupil behaviour, dealing promptly with conflict and incidents and encouraging pupils to take responsibility for their own behaviour in line with established school policy.
- Liaise sensitively and effectively with parents/carers as agreed with the teacher within role/responsibility and participate in feedback sessions/meetings with parents under teacher's direction.
- Provide general clerical/admin support eg..produce resources for agreed activities etc.
- Create displays of children's work
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SUPPORT FOR THE CURRICULUM

- Implement agreed learning activities/teaching programmes, differentiating between the activities according to pupil learning styles and individual responses/needs.eg. Reading Recovery, PECS, TEACCH.
- Implement local and national learning strategies eg literacy, numeracy, Foundation Stage effectively utilising all alternative opportunities to support extended development.
- Support the use of ICT/communication aids in learning activities and develop pupils' competence and independence in its use.
- Assist pupils to access learning through specialist support.
- With advice from specialist staff eg. OT, speech therapy, help pupils to use and access specialist equipment.

SUPPORT FOR THE TEACHING GROUP/CLASS

- Establish constructive relationships/partnerships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.
- Be aware of and comply with school policies and procedures relating to child protection, equality, health and safety, risk assessments and security, confidentiality and data protection. Report all concerns to the appropriate person (as named in the policy concerned).
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Attend and participate in regular meetings as appropriate.
- Participate in training and other learning activities as required
- Recognise own strengths and areas of expertise and use these to advise and support others.
- Supervise pupils and ensure their safety on visits, trips and out of school activities as required in line with the Educational Visits Policy.
- Deliver specific areas of curriculum to individual, small groups and whole classes including delivering teacher pre-planned work to classes during the short-term absence of teachers in line with the school's Cover Policy.
- Contribute to the overall ethos/aims/work of the school as identified in the Mission Statement.

SUPPORT FOR THE SCHOOL

- Liaise with parents/carers including home visits to help maintain good relationships between pupils, school and parents/carers.
- Undertake lunchtime supervision.
- Carry out assessments on new pupils to ascertain educational ability of pupils and pass results to the teacher.
- Use behaviour management control techniques as necessary.
- Undertake planned supervision of pupils during out of school hours learning activities.
- Carry out risk assessments on pupils to ascertain if a pupil is safe to be in a particular learning environment eg. educational visits.
- Undertake necessary training eg. risk assessments.
- Take minutes of meetings as required.
- Undertake administrative support as necessary.

SUPPORT FOR INCLUSION

- Under direction of the class teacher support pupils on inclusion placements.
- Provide logs, visit records, and contribute to reports.
- Attend meetings on pupils in school.
- Accompany individual or groups of pupils offsite to join in with activities taking place at other institutions eg. schools and colleges.
- Work with pupils from the other institution whilst visiting on site.
- Where an employee is asked to undertake duties other than those specified directly in his/her job description, such duties shall be discussed with the employee concerned who may have his/her Trade Union Representative present if so desired. (See paragraph 203 of Supplemental Conditions of Service)

Employees of Millwood Primary Special School have a responsibility for, and must be committed to, safeguarding and promoting the welfare of children and young people and for ensuring that they are protected from harm.

ASSESSMENT METHOD	PERSON SPECIFICATION SHORTLISTING CRITERIA	ESSENTIAL	DESIRABLE
APPLICATION FORM / INTERVIEW	QUALIFICATIONS/TRAINING NVQ 3 in Teaching Assistance or equivalent qualification (DNN, NVQ in Childcare and Education, BTEC National Diploma in Childhood Studies, CACHE Level 3 Teaching Assistants) Competent in Maths and English – proof of certificate either GCSE C/4 or above or equivalent e.g. functional skills level 2 Forest School Level 3 qualification (or commitment to achieve within specified timeframe).	√	
APPLICATION FORM / INTERVIEW	Training in the relevant strategies e.g. Team Teach, PECS, sign language, TEACCH, MSI, National and EYFS curriculum, P Levels, Paediatric First Aid, MOVE, Gastrostomy Feeding		√
APPLICATION FORM / INTERVIEW	EXPERIENCE A minimum of one year experience of working with children with additional needs.	√	
APPLICATION FORM / INTERVIEW	SKILLS Ability to work effectively within a team environment, understanding classroom roles and responsibilities	√	
APPLICATION FORM / INTERVIEW	Ability to promote a positive ethos and role model positive attributes	√	
APPLICATION FORM / INTERVIEW	Ability to build effective working relationships with all pupils and colleagues	√	
APPLICATION FORM / INTERVIEW	Ability to adapt own approach in accordance with pupil needs	√	

ASSESSMENT METHOD	SHORT-LISTING CRITERIA	ESSENTIAL	DESIRABLE
APPLICATION FORM /INTERVIEW	Ability to work with children at all levels regardless of specific individual need and learning styles as appropriate	√	
APPLICATION FORM /INTERVIEW	Ability to use technology to support teaching and learning including the preparation of high-quality resources	√	
APPLICATION FORM /INTERVIEW	KNOWLEDGE AND EXPERIENCE Working knowledge and understanding of national/EYFS curriculum and other relevant learning programmes/strategies.	√	
APPLICATION FORM / INTERVIEW	Working knowledge and general understanding of principles of child development, learning styles and independent learning for children with additional needs.	√	
APPLICATION FORM / INTERVIEW	Working knowledge of relevant policies/codes of practice and awareness of relevant legislation	√	
APPLICATION FORM /INTERVIEW	Understanding of inclusion especially within a school setting	√	
APPLICATION FORM / INTERVIEW	Experience of resources preparation to support learning programmes	√	
APPLICATION FORM / INTERVIEW	Can use ICT effectively to support learning and communication including keeping up to date with emails and school communication systems. Can produce interactive, engaging resources as required	√	
APPLICATION FORM /INTERVIEW	PROFESSIONAL VALUES AND PRACTICE High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic backgrounds; and commitment to raising their educational achievements	√	

ASSESSMENT METHOD	SHORT-LISTING CRITERIA	ESSENTIAL	DESIRABLE
APPLICATION FORM /INTERVIEW	Ability to build and maintain successful relationships with pupils, treat them consistently, with respect and consideration, and demonstrate concern for their development as learners	√	
APPLICATION FORM /INTERVIEW	Demonstrate and promote the positive value, attitudes and behaviour they expect from the pupils with whom they work	√	
APPLICATION FORM /INTERVIEW	Able to improve own practice through observations, evaluation and discussion with colleagues	√	
APPLICATION FORM / INTERVIEW	Ability to work collaboratively with colleagues, and carry out role effectively, knowing when to seek help and advice	√	
APPLICATION FORM / INTERVIEW	Ability to liaise sensitively and effectively with parents and carers, recognising role in pupils' learning	√	
APPLICATION FORM /INTERVIEW	Willingness to participate in relevant training and professional development opportunities.	√	