



Job Description: TA3

Job Title:	Teaching Assistant Level 3
Salary:	Actual £23,800 - £25,800 / FTE £28,781 - £31,200
Location:	Greater Manchester
Hours of Work:	Monday - Friday 8:15-16:00 – Term Time
Line Manager:	Head of School
How to apply:	www.firststepseducation.uk/apply
Contact Details:	0330 118 0974

Job Purpose

The Teaching Assistant Level 3 supports students with SEMH and SEN needs to access learning, achieve their potential, and participate fully in school life. Working under the direction of teachers and senior leaders, the postholder takes a proactive role in planning, delivering, and evaluating targeted interventions and learning activities, adapting provision to meet the individual needs of students.

The role involves building strong, professional relationships with students to support their emotional, social, and academic development, while applying advanced behaviour management strategies to reduce barriers to learning and promote self-regulation, independence, and resilience.

The Teaching Assistant Level 3 contributes to the development, implementation, and review of personalised support plans, including EHCP targets and behaviour strategies. They monitor, assess, and record student progress, providing detailed feedback to teachers and contributing to wider assessment processes.

The postholder may lead small group learning, deliver structured programmes, and support teaching within the classroom, using their knowledge and experience to adapt activities and resources. They also work collaboratively with staff, families, and external professionals to support consistent and effective provision. Through their initiative, expertise, and commitment to inclusion, the Teaching Assistant Level 3 helps create a safe, supportive, and aspirational environment where all students feel valued, engaged, and able to succeed.

Safeguarding

Here at First Steps Together, we are committed to safeguarding the welfare of children and young people and promoting that commitment. We expect all our staff and volunteers to share in it, too, which is why – as part of the selection process – we will conduct all the necessary checks to ensure you do not pose any risk of harm in your role here. Join us and you will be expected to actively contribute to our safeguarding commitment and promote child welfare in line with the school's Child Protection Policy.

If ever there is a concern or issue, you will be ready to report it to your Designated Safeguarding Lead or, in their absence, any Deputy Safeguarding Lead.

Key Responsibilities

- **1. Supporting Students**
- Build positive, professional, and trusting relationships with students to support their emotional, social, and academic development.
- Contribute to the development, implementation, and review of personalised plans, including behaviour plans, EHCP targets, ILPs, and risk assessments.
- Lead the management and de-escalation of challenging behaviour using advanced, trained strategies and a consistent, proactive approach.
- Plan, deliver, and evaluate individual and small-group interventions to address SEMH, learning, and wellbeing needs.
- Adapt learning approaches and resources to meet individual needs, removing barriers and promoting active participation and independence.
- Promote students' self-regulation, resilience, and engagement through structured support and

modelling positive behaviours.

- Provide regular, detailed feedback on student progress to teachers and contribute to communication with parents/carers where appropriate.
- Use and support others in applying agreed tools and approaches (e.g. iPads, Evidence for Learning, Zones of Regulation) to enhance engagement and emotional regulation.
- Support students both inside and outside the classroom, making informed decisions to maintain safety, wellbeing, and engagement.

- **2. Supporting Teaching Staff**

- Work collaboratively with teachers to plan and adapt learning activities, identifying and implementing effective strategies to meet diverse student needs.
- Lead aspects of classroom practice, including facilitating small group learning and delivering structured programmes.
- Contribute to creating and maintaining a calm, purposeful, and inclusive learning environment.
- Support effective transitions across the school day, particularly for students requiring additional structure or intervention.
- Design, adapt, and prepare learning resources tailored to individual and group needs.
- Monitor, assess, and record student progress, providing detailed feedback to inform teaching, planning, and intervention outcomes.
- Accurately log incidents and relevant information using agreed school systems (e.g. IRIS), analysing patterns where appropriate.
- Model and promote positive behaviour strategies, supporting colleagues in maintaining consistent expectations.

- **3. Supporting the School**

- Safeguard and promote the welfare of all students in line with statutory guidance and school policies, acting on concerns appropriately.
- Actively contribute to staff meetings, professional development, and training, and apply learning to improve practice.
- Maintain confidentiality and uphold all school policies, procedures, and professional standards.
- Supervise students at key times, taking responsibility for ensuring a safe and structured environment.
- Accompany students on trips, visits, and off-site activities, supporting planning and risk awareness where appropriate.
- Work collaboratively with colleagues, families, and external professionals to support consistent and effective provision.
- Contribute to wider school development by sharing expertise and supporting colleagues where appropriate.
- Undertake additional responsibilities, as directed by the Head of School, consistent with the level of the role.

Qualifications & Training

Essential:

- Good standard of general education, including GCSE (or equivalent) in English and Maths
- Relevant Level 3 qualification (e.g. Supporting Teaching and Learning) or equivalent experience
- Evidence of continued professional development relevant to the role
- Willingness to undertake further training to support advanced practice

Desirable:

- Training in behaviour management, SEMH support, or de-escalation strategies
- Safeguarding training in line with statutory guidance
- Training in delivering structured interventions (e.g. literacy, numeracy, SEMH programmes)

Experience

Essential:

- Significant experience of working with children or young people in an educational or similar setting
- Experience supporting students with additional needs (e.g. SEN, SEMH)
- Experience planning, delivering, and reviewing targeted interventions
- Experience working collaboratively with teaching staff to support learning and wellbeing

Desirable:

- Experience contributing to EHCPs, behaviour plans, or personalised learning plans
- Experience leading small group learning or structured programmes
- Experience tracking, monitoring, and evaluating student progress
- Experience of liaising with parents/carers or external professionals

Knowledge & Understanding**Essential:**

- Strong understanding of child development and barriers to learning
- Secure knowledge of inclusive practice and the needs of students with SEN/SEMH
- Good understanding of behaviour management strategies, including trauma-informed and proactive approaches
- Understanding of assessment for learning and how to monitor student progress
- Secure knowledge of safeguarding responsibilities, confidentiality, and statutory guidance

Desirable:

- Knowledge of specific intervention approaches (e.g. Zones of Regulation, nurture principles)
- Understanding of EHCP processes and statutory requirements
- Familiarity with school-based systems (e.g. Evidence for Learning, IRIS or similar platforms)

Skills & Abilities**Essential:**

- Ability to build and maintain positive, professional relationships with students, including those with complex needs
- Ability to plan, deliver, and evaluate small group and one-to-one interventions independently
- Ability to adapt learning activities and resources to meet individual student needs
- Strong behaviour management skills, including the ability to de-escalate effectively
- Ability to assess, monitor, and record student progress and use this to inform next steps
- Strong communication skills (oral and written), including providing clear feedback to staff and contributing to communication with families
- Ability to work independently using initiative, as well as collaboratively as part of a team
- Competent IT skills to support learning, assessment, and recording systems

Desirable:

- Ability to model effective practice and support colleagues
- Confidence in using a range of digital tools and strategies to enhance engagement and learning
- Ability to analyse patterns in behaviour or progress data to inform support strategies

Personal Qualities**Essential:**

- Patient, resilient, and empathetic approach, with the ability to build trust with students
- Strong commitment to inclusion, equality, and high expectations for all learners
- Professional, reliable, and able to maintain appropriate boundaries at all times
- Flexible and adaptable, responding positively to changing situations and student needs
- Reflective practitioner committed to continuous improvement
- Positive attitude towards teamwork, with a willingness to share knowledge and support others

Desirable:

- Proactive and solution-focused approach
- Willingness to take initiative and lead aspects of practice

Safeguarding**Essential:**

- Strong commitment to safeguarding and promoting the welfare of children and young people
- Secure understanding of safeguarding principles, including recognising concerns, responding appropriately, and following reporting procedures
- Ability to maintain professional boundaries, confidentiality, and safe working practices
- Ability to record safeguarding concerns accurately, clearly, and promptly using agreed systems
- Willingness to work closely with the Designated Safeguarding Lead and adhere to statutory and organisational safeguarding requirements

What We Offer

- Competitive salary and holiday pay
- Term-time working pattern with potential for additional hours supporting school trips
- Comprehensive induction and ongoing training in SEN awareness, first aid, and safeguarding
- A supportive team culture driven by shared purpose and continuous improvement
- Opportunities for career progression within our expanding SEN transport and care network

Review

The nature of this role means that this job description will be subject to an annual review with the potential for amendment or modification at any time after consultation directly with you. It by no means acts as a comprehensive statement of procedures and is just a way of setting out all the main expectations we'll have of you, here in the role as you deliver an impassioned and truly caring experience to our young people.