

## JOB DESCRIPTION

<b>Job title:</b>	<b>Teaching Assistant Level 3 – Pastoral Support (SEMH/Significant ASC)</b>
<b>Reporting to:</b>	<b>SLT/ under guidance of HLTA Pastoral Lead</b>
<b>Level of Supervision:</b>	<b>Left to work within school guidelines subject to scrutiny by Line Manager</b>
<b>Hours:</b>	<b>32.5 hours a week term time only</b>
<b>Grade:</b>	<b>Grade B plus SEN allowance</b>

*This role is subject to formal evaluation under the BCC Equal Pay Programme job evaluation process*

### MISSION

To enable all young people to lead meaningful and enjoyable lives

### VISION

We will have an enhanced recognition as a **centre for excellent practice** of autism, training and supporting others.

We will be **integrating with the wider community** to enhance lifelong learning for students with autism both locally and beyond.

Work consistently within Uffculme's social model of difference, recognising and valuing neurodiversity

Promote dignity, autonomy and pupil voice in all interactions

### Job Purpose

- To provide trauma-informed, needs-led pastoral and behaviour scaffold that enables pupils to develop independence, emotional regulation and self-awareness.
- To work as part of a structured pastoral model under the direction of the HLTA Pastoral Lead, contributing to consistent, preventative and reflective practice across the school.
- To support staff in understanding behaviour as communication, ensuring responses are aligned with individual pupil profiles and school approaches.

### Key Responsibilities

#### Support for students (either individually or in groups)

- Work under the guidance of the HLTA Pastoral Lead to ensure consistency of pastoral approaches across classes and pathways.
- Use specialist skills/training/experience to support the activities of individuals or groups
- Establish and maintain relationships with individual students and groups, acting as a role model and setting high expectations
- Contribute to individual EHCP / Risk Reduction / Behaviour Plans as appropriate.
- Promote the inclusion and acceptance of all students within the classroom

- Support students consistently whilst recognising and responding to their individual needs with the aim of fading support to promote independence
- Encourage students to interact and work co-operatively with others and engage all students in activities
- Promote independence and employ strategies to recognise and reward achievement of self-reliance and resilience
- Provide feedback to students in relation to progress and achievement
- Attend to students' personal needs and implement related personal programmes, including social, health, physical, hygiene, first aid and welfare matters as required
- Support children with specific needs (where appropriate to the focus of the role), for example, sensory and/ or physical impairment, cognitive or learning difficulties, behavioural, emotional and social development needs, communication and interaction difficulties.

### **Support for the Teacher**

- Model responses to behaviour as communication, using curiosity and reflection rather than control or sanction
- Model and reinforce agreed pastoral approaches within classrooms
- Engage in reflective discussions with colleagues about behaviour and pupil needs
- Implement strategies developed through coaching and training led by the HLTA Pastoral Lead
- Contribute to implementation of planned learning and pastoral strategies
- Provide feedback to inform planning but not lead planning independently (unless directed)
- Monitor and evaluate students' responses to learning through observation and planned recording of achievement against pre-determined learning objectives
- Provide objective and accurate feedback and reports as required, for example, to the teacher on students' achievement, progress and other matters, ensuring the availability of appropriate evidence
- Be responsible for keeping and updating records as agreed by the teacher/SLT
- Support the maintenance of students' safety and security.
- Undertake routine written feedback in line with school policy (as necessary)
- Promote positive values, attitudes and good student behaviour, support de-escalation and co-regulation strategies in line with trauma-informed practice in line with the school's policies and procedures, encouraging students to take responsibility for their own behaviour
- Liaise with parent/carers as agreed with the teacher/SLT within your role/responsibility and participate in feedback sessions/meetings with parents
- Contribute to restorative and reflective conversations following dysregulation
- Undertake joint home visits as appropriate and in line with LA policy

### **Pastoral and Behaviour Practice**

- Implement agreed behaviour/support strategies
- Assist in developing individual behaviour/support plans.
- Challenge and motivate students, promoting and reinforcing self-esteem.
- Support students who are not working effectively within usual classroom routines.
- Support students to make appropriate choices about their learning and behaviour and to learn from their choices.
- Contribute to the collection and accurate recording of behaviour and pastoral data (e.g. Behaviour Watch)
- Use guidance from senior staff to recognise emerging patterns, triggers and indicators of need
- Support implementation of pupil profiles (e.g. green/amber/red indicators)

- Prioritise strategies that develop pupil independence, emotional regulation and resilience over time
- Avoid creating dependency by using time-limited and goal-focused support
- Deliver structured, time-limited pastoral interventions with clear aims and review point
- Support reintegration back into learning following intervention

### **Support for the school**

- Support the development and effectiveness of team work within the school environment
- Develop and maintain working relationships with other professionals
- Contribute to consistent communication with families to support shared understanding of pupil needs
- Reinforce agreed approaches across school and home where appropriate
- Review and develop own professional practice
- Work as required across the pathways and in all Key Stages within the school in accordance with the role
- Supervise students on visits and out of school activities as required

### **All staff at Uffculme:**

1. have a responsibility for promoting and safeguarding the welfare of children and young people he/she is responsible for or comes into contact with.
2. ensure their tasks are carried out with due regard to Health and Safety
3. participate in appropriate professional development including adhering to the principle of performance management.
4. adhere to the ethos of the school
5. promote the agreed vision and aims of the school
6. set an example of personal integrity and professionalism
7. attend appropriate staff meetings and parents' evenings across all three sites
8. carry out any other duties as commensurate within the grade in order to ensure the smooth running of the school

Signed:

Date: (Role holder)

### LEVEL 3 QUALIFICATIONS

The following qualifications are accepted by Birmingham City Council as evidence for a Level 3 Teaching Assistant role. Successful candidates unable to provide proof of qualification may be offered a Level 2 Teaching Assistant post.

- NNEB
- National Diploma Caring
- BTEC National Diploma (2 years);
- Caring Services (Nursery Nursing);
- BTEC National Diploma in Childhood Studies (Nursery Nursing);
- BTEC National Diploma Early Years and Childhood Studies;
- BTEC National Diploma early Years Care and Education;
- BTEC Level 3 Certificate for Teaching Assistants;
- BTEC National Diploma Early Years;
- CACHE Level 3 NVQ in Supporting Teaching and Learning in Schools
- CACHE Level 3 Certificate in work with Children – Early Years (Accreditation of Prior Experiential Learning APEL);
- Certificate of Higher Education Learning Assistants;
- City & Guilds NVQ Level 3 Teaching Assistants
- City & Guilds NVQ Level 3 in Supporting Teaching and Learning in Schools
- Classroom Support Worker Qualification – secondary (NVQ Level 3 Teaching Assistant equivalent);
- NVQ Level 3 Teaching Assistants (Accreditation of Prior Experiential Learning (APEL)
- NVQ Level 3 Child Care and Education;
- NVQ Level 3 for Teaching Assistants;
- NVQ Level 3 Childcare and Education
- NVQ Level 3 Childcare Learning and Development
- National Occupational Standards for Supporting Teaching and Learning in schools NVQ Level 3
- Specialist Teaching Assistants (STA)
- Foundation Degree – Learning Support
- Foundation Degree Early Childhood Studies (or Early Years)
- BA – Early Childhood Studies

## Person Specification

### Method of Assessment (MOA)

AF Application Form	C Certificate	I Interview	T Test or Exercise	P Presentation
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Criteria	Essential	MOA
<b>Education/Qualifications</b> NB: Full regard must be paid to overseas qualifications.	NVQ Level 3 for Teaching Assistants or equivalent (from BCC agreed list)	AF/C
	A minimum of GCSE Grade C English & Maths or equivalent	AF/C
<b>Experience</b> Relevant work and other experience	Experience of supporting children in a classroom environment, including those with special educational needs	AF/I
	Experience of using Information Technology to support students in the classroom	AF/I
<b>Skills &amp; Ability</b> e.g. written communication skills, dealing with the public etc.	an ability to fulfil all spoken aspects of the role with confidence using the English Language as required by <b>Part 7 of the Immigration Act 2016</b>	AF/I/T
	A good standard of education particularly in English and Mathematics	AF/I/T
	Knowledge of the legal and organisational requirements for maintaining the health, safety and security of yourself and others in the learning environment	AF/I
	Knowledge of SEN Code of Practice	AF/I
	Knowledge of strategies to recognise and reward efforts and achievements towards self-reliance that are appropriate to the age and development stage of the students	AF/I
	Ability to provide classroom cover – with agreed parameters – in the absence of the class teacher	AF/I
	Ability to consistently and effectively implement agreed behaviour management strategies	AF/I
	Ability to use language and other communication skills that students can understand and relate to	AF/I

	Ability to demonstrate active listening skills	AF/I
	Ability to provide levels of individual attention, reassurance and help with learning tasks as appropriate to students' needs, encouraging the students to stay on task	AF/I
	Ability to monitor the students' response to the learning activities and, where appropriate, modify or adapt the activities as agreed with the teacher to achieve the intended learning outcomes	AF/I
	Ability to carry out and report on systemic observations of students' knowledge understanding and skills	AF/I
	Ability to assist in the recording of lessons and assessment as required by the teacher	AF/I
	Ability to offer constructive feedback to students to reinforce self-esteem	AF/I
	Ability to work effectively and supportively as a member of the school team	AF/I
	Be able to meet challenges with good humour, patience and resilience.	AF/I
	Ability to work within and apply all school policies	AF/I
	Basic understanding of trauma-informed and SEMH practice	
	Ability to follow structured pastoral systems and use data to inform practice	
	Ability to balance support with promoting independence	
	Willingness to engage in reflective practice and professional dialogue	
	Experience in autism-specific or specialist setting	
	Familiarity with behaviour recording systems (e.g. Behaviour Watch)	
	Team Teach (or willingness to train)	

<b>Training</b>	<b>Essential</b> Willingness to participate in further training and developmental opportunities offered by the school to further knowledge	AF/I
<b>Other</b>	A commitment to upholding the school's ethos, its policies and procedures  This post is exempt from the provisions of the Rehabilitation of Offenders Act 1974. A Criminal Record Disclosure will be required prior to appointment.	AF/I

All staff are expected to understand and be committed to Equal Opportunities in employment and service delivery.

Reviewed by: C Stubbs (Headteacher)

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Date: January 2026

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