



Impington Village College
Job Description

Post Holder:	
Post Title:	Level 3 Teaching Assistant
Post Purpose:	Teaching Assistants are appointed to work with students as part of Special Needs Team under the direction of the SENCO. Teaching Assistants work is primarily to: • foster the participation of students with complex needs in the college, including through the implementation of behaviour plans/risk assessments. • work with students with complex needs in a 1:1, 2:1, small group, or classroom capacity • seek to enable students to become more independent learners and help to raise standards of achievement • help to raise standards of achievement for all student • To be responsible for safeguarding and promoting the welfare of students and to ensure that teaching and learning takes place in a safe environment. • To develop knowledge, the skills and expertise to support students with SEND (including those with complex behaviour needs) throughout the College • To share knowledge and experience to lead on training and developing other teaching assistants in area of expertise.
Reporting to:	SEND Manager
Working Time:	Full Time, Term Time Only plus 5 days (1 week) training days
Place of Work:	Your principal place of work will be Impington Village College but you may be required to work at other schools and sites within ELA trust by mutual agreement
Salary/Grade:	TA Scale 3 Point 7-11
Disclosure Level:	Enhanced DBS + Barred List Check

Principal Accountabilities:

Support for Students

- work with individual students with complex needs in a 1:1, 2:1, small group, or classroom capacity
- supervise and support some specific students to follow a curriculum as required, including through the implementation of behaviour plans/risk assessments
- provide specialist care and support (requiring in depth expertise, SEN knowledge and experience) to students with significant, long-term special needs, including

de-escalation and physical intervention where required, as indicated on individual student's behaviour plans/risk assessments (training will be provided)

- supervise the class or small groups to follow a programme of study as required.
- Planning, teaching and overseeing small group teaching for interventions or courses of study such as BTEC, ASDAN, literacy/numeracy, social skills etc for small groups of SEND students
- Support within Alternative Provision to support challenging students and act as a tutor to students who are currently not in lessons/attending College.
- provide specialist care and support (requiring in depth expertise, SEN knowledge and experience) to students with significant, long-term special needs.
- take responsibility for delivering learning activities with groups who would benefit from a different learning approach as agreed with a teacher.
- establish and maintain supportive relationships with individual students, small groups and parents/carers to ensure they understand and can achieve tasks.
- liaise directly with specialist services on behalf of individual students by agreement with the SEND team
- encourage and promote inclusion in the classroom, ensuring all students feel involved with tasks and activities.

. Support for Teacher

- keep accurate, up-to-date records as requested by your line manager, clearly reflecting targeted support for student, progress and any specialist agency/parent liaison.
- contribute to reports on student progress and development .
- contribute to the development of student profiles/IEPs.
- contribute to the planning and evaluation of work plans for individual students and groups.
- provide feedback on learning activities and contribute to college review and development planning.
- organise the learning environment and develop appropriate classroom resources as required.
- contribute to behaviour management within the school and take charge of situations to allow the teacher to work with the rest of the class.

Support for the Curriculum

- enable students to develop their literacy and numeracy skills to improve attainment in all curriculum areas.
- provide additional tuition for students who need extra support with social skills, ICT, literacy or numeracy.
- arrange and deliver special classes for students to improve the range or quality of subjects offered as agreed with the SEND team
- provide targeted support to enhance learning and improve attainment.

Support for the School

- develop and maintain effective working relationships with other staff.
- contribute to the maintenance of a safe and healthy environment.
- attend and actively participate in staff meetings..
- contribute to the development of less experienced teaching assistants.
- act as a mentor for less experienced teaching assistants on best practice and methods of overcoming difficulties.

Trust Ethos

To play a full part in the life of the ELA Trust and College community, to support its distinctive vision and ethos and to encourage staff and students to follow this example.

To support the Trust in meeting its legal requirements for worship.

To promote actively the Trust's corporate policies.

To comply with the Trust's Health and Safety policy and undertake risk assessments as appropriate.

Safeguarding

To be aware of safeguarding and promoting the welfare of children and vulnerable adults and to report any concerns in accordance with the Trust's Safeguarding/Child Protection policies.

To undertake regular safeguarding/child protection/prevent training, adult protection training as required by the Trust.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. The post holder may be required to carry out any other duties as directed, the responsibility level of any other duties not exceeding those outlined above.

The Trust will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date below but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.

Date: September 2025