



Marton Manor Primary School

Level 3 SEND Teaching Assistant

Pay Scale: Grade E, SCP 8 (£21,239 actual salary)

Hours: 32.5 hours per week, Term Time plus 5 PD Days

Start Date: September 2026

Contract Type: Permanent

We are seeking to appoint a suitability qualified, enthusiastic and highly motivated L3 Teaching Assistant to join our ambitious and forward-thinking school where we pride ourselves on our inclusive family feel.

Marton Manor primary School are seeking an enthusiastic, self-motivated, highly numerate and literate Level 3 Teaching Assistant to work 5 days per week. The successful candidates will be expected to work as part of a team and to work alongside a range of outside agencies, as well as well as to support teaching staff. They must also have up to date knowledge of the curriculum, experience of working with children with SEND including an understanding of children with SEMH, ADHD, ASD and knowledge of meeting a wide range of individual needs.

We are looking for a dedicated, passionate professional who cares about making a difference to children's lives, from the very beginning of their educational journey. As a community we pride ourselves on giving the very best education to every child within our care.

The successful applicant must:

- Be an experienced and dedicated professional with a background in SEND and Inclusion
- Have a desire to make a difference to some of the most vulnerable children in society
- Love working with children; being able to forge positive relationships quickly and become a trusted adult during their first steps in to school
- Work well as part of a team, whilst also being able to use your own initiative to get things done
- Experience of working with children with SEND needs
- Excellent communication and team working skills
- Excellent organisational skills
- Primary Curriculum understanding across all age ranges
- Flexibility and willingness to work across a range of ages and the ability to cover whole classes when needed.

If you think this sounds like you and is a role you could succeed in, please look carefully at the following documentation and complete the application form.

The school is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. The post is subject to a successful DBS clearance (certificate of disclosure form from the Disclosure and Barring Service). Pre-employment checks including an online and social media search (KCSIE) will be undertaken before an appointment is confirmed.

The post will be based in Marton Manor Primary School however, the Trust reserves the right to require you to work at other schools within the Trust. As part of Lingfield Education Trust, there are exciting opportunities to work across the Trust and for career progression.

Application forms are available on the school website. All completed applications must be returned directly to the school via email to Lucy Rehbohm:

lrehbohm@martonmanor.lingfieldtrust.org.uk

Visits to the school are encouraged.

Closing Date: Friday 26th June 2026 Interviews: Week beginning 29th June 2026



JOB DESCRIPTION

POST:	SEND Teaching Assistant
GRADE:	Grade E, SCP 8
RESPONSIBLE TO:	Head Teacher / Senior Management Team
STAFF MANAGED:	None
JOB PURPOSE:	To work under the guidance of teaching/senior staff and within an agreed system of supervision, to implement agreed work programmes with individuals/groups & whole classes, in or out of the classroom. This could include those requiring detailed and specialist knowledge in particular areas and will involve assisting the teacher in the whole planning cycle and the management/preparation of resources. This may include providing support 1 to 1 support in addressing the needs of pupils who need particular help in overcoming barriers to learning. Staff may also supervise whole classes occasionally during the short-term absence of teachers. The primary focus will be to maintain good order and to keep pupils on task.
ACCOUNTABILITIES / MAIN RESPONSIBILITIES	
Supporting Learning & Development	<ul style="list-style-type: none"> • Supervise pupils with a range of needs, ensuring their safety and ability to access learning activities and understand the information presented. • Aid the execution of education plans suitable to each pupils' learning objectives. • Build a trusting relationship with all pupils and communicate according to their understanding. • Promote inclusion and acceptance, support diversity and ensure pupils have equal access to learning and development. • Promote class interaction and ensure pupils engage throughout the lessons. • Provide opportunities for developing independence. • Create a purposeful, orderly and supportive environment. • Assist with the display of pupils' work and the planning of learning activities. • Undertake administrative tasks as needed. • Assist pupils with practical activities using a variety of teaching aids. • Under the guidance of teaching staff, provide feedback to pupils, parents and carers about their progress, achievements and any problems that may have arisen. • Promote good behaviour and encourage pupils to take accountability for their actions. • Prepare, maintain and use learning resources and assist pupils to use them. • Assist with pupil supervision, including before and after school and in break times. • Be an active part of our OPAL Play Team at lunchtimes-including setting up of play zones and activities. • Assist with the supervision of pupils alongside other support staff during a class



	<p>teachers' absence.</p> <ul style="list-style-type: none"> • Within an agreed system of supervision, plan teaching and learning objectives, prepare and deliver learning activities and evaluate and adjust lessons/work plans according to pupil responses/needs. • Interact with pupils in ways that support the development of their ability to think and learn and work independently. • Support the development and implementation of appropriate behaviour management strategies, to anticipate and manage behaviour constructively, promoting self-control and independence. • Support pupils in their social and emotional wellbeing and develop and implement related social, health and physical programmes. • Take account of the effects of different parenting approaches, background and routines and be involved in home school liaison. • Encourage and motivate pupils to promote independence and resilience and increase self-esteem. • Accompany educational visits, with the class teacher, and other activities outside of the classroom, supervising the pupils. • Support and facilitate meaningful and productive child-initiated play during the school day. • Support children on a 1 to 1 basis who have complex needs. • Provide specialist care and support to children with medical needs, including intimate care and planned therapeutic interventions.
<p>Communication</p>	<ul style="list-style-type: none"> • Establish rapport and respectful, trusting relationships and communicate effectively with children, their families and carers, and other agencies professionals. • Communicate effectively with all children, families, carers and other agencies / professionals.
<p>Sharing Information</p>	<ul style="list-style-type: none"> • Share information confidentially about children with teachers and other professional as required. • Pay due regard to professional boundaries, maintaining appropriate levels of confidentiality. • Participate in staff meetings.
<p>Safeguarding and Promoting the welfare of Children/Young People</p>	<ul style="list-style-type: none"> • Carry out tasks associated with children' personal hygiene, (including personal intimate care) and welfare, including physical and medical needs, whilst encouraging independence. • Be responsible for promoting and safeguarding the welfare of children in line with policy and legislation, raising concerns as appropriate.
<p>Administration/Other</p>	<ul style="list-style-type: none"> • Prepare classroom materials and learning areas and undertake minor clerical duties e.g. photocopying and displaying children's work. • Support the use of ICT and adhere to relevant policies.



	<ul style="list-style-type: none"> • Participate in appraisal, training and other learning activities.
Data Protection	<ul style="list-style-type: none"> • To comply with the Lingfield Education Trust's policies and supporting documentation in relation to GDPR.
Health and Safety	<ul style="list-style-type: none"> • Be aware of and implement your health and safety responsibilities as an employee and where appropriate any additional specialist or managerial health and safety responsibilities as defined in the Health and Safety policy and procedure. • Work with colleagues and others to maintain health, safety and welfare within the working environment.
Equalities	<ul style="list-style-type: none"> • Promote inclusion and acceptance of all children within own area of responsibility work in accordance with the aims of the Equality Policy, treating individuals with respect for their diversity, culture and values.
Lingfield Education Trust	<ul style="list-style-type: none"> • To comply with wider Trust policies and procedures as well as Health and Safety policies, organisation statements and procedures, report any incidents/accidents/hazards and take a pro-active approach to health and safety matters in order to protect both yourself and others. <p><i>These duties are neither exclusive nor exhaustive, and the post holder will be required to undertake other duties and responsibilities, which the Trust Board may determine.</i></p> <p>PLEASE NOTE THAT SUCCESSFUL APPLICANTS WILL BE REQUIRED TO COMPLY WITH ALL SCHOOL POLICIES, INCLUDING THE NO SMOKING POLICY.</p> <p>The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment.</p> <p>The post will be based in Marton Manor Primary School however, the Trust reserves the right to require you to work at other schools in the Trust. As part of Lingfield Education Trust, there are exciting opportunities to work across the Trust and for career progression.</p>
Date of Issue:	June 2026

THE SUCCESSFUL APPLICANT WILL BE SUBJECT TO RELEVANT VETTING CHECKS, INCLUDING A SATISFACTORY ENHANCED DBS CHECK BEFORE AN OFFER OF APPOINTMENT IS CONFIRMED. FOLLOWING APPOINTMENT, THE EMPLOYEE WILL BE SUBJECT TO RE-CHECKING AS REQUIRED FROM TIME TO TIME BY THE SCHOOL.



PERSON SPECIFICATION – SEND Teaching Assistant

Essential upon appointment	Desirable on appointment (if not attained, development may be provided for successful candidate)
<p>Knowledge</p> <ul style="list-style-type: none"> • An awareness of child/young person's development and learning (AF / I / R) • An understanding that children/Young people have differing needs (AF / I / R) • A good knowledge and understanding of SEN (AF / I / R) • Knowledge of Child Protection and Health & Safety policies and procedures (AF / I / R) • Understanding of how to cover classes, under the direction of teacher, for the purposes of short-term absence (AF, I, R) 	<ul style="list-style-type: none"> • Good understanding of child development and learning processes (AF / I / R) • Knowledge of Behaviour management techniques (AF / I / R) • Knowledge of inclusive practice (AF / I / R)
<p>Experience</p> <ul style="list-style-type: none"> • Recent and relevant experience of working with children with SEND needs within an education setting (AF) 	<ul style="list-style-type: none"> • Experience of working with wider services including SEND services, health and social care, parents and carers to improve outcomes for pupils with SEND • Experience of OPAL Play approaches
<p>Occupational Skills</p> <ul style="list-style-type: none"> • Good written and verbal communication skills: able to communicate effectively and clearly and build relationships with a range of staff, children, young people, their families and carers (AF / I / R) • Good reading, writing and numeracy skills (AF / C) 	



Essential upon appointment	Desirable on appointment (if not attained, development may be provided for successful candidate)
<p>Qualifications</p> <ul style="list-style-type: none"> • Willingness to participate in relevant training and development opportunities (AF) • NVQ Level 3 or equivalent qualification in relevant discipline OR appropriate experience, preferably as a Teaching Assistant (AF) • Grade C English and maths at GCSE or equivalent (AF,C) 	<ul style="list-style-type: none"> • Appropriate paediatric first aid training (C) • British Sign Language or Makaton Qualification
<p>Personal Qualities</p> <ul style="list-style-type: none"> • Friendly, approachable and professional manner (I) • Calm approach (I / T) • A commitment to working as part of the whole school team and supporting the vision and aims of the school (I) • High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic backgrounds; and commitment to raising their educational achievements (AF) • Ability to build and maintain successful relationships with pupils; treat them consistently, with respect and consideration, and demonstrate concern for their development as learners (R) • Ability to work effectively on a 1 to 1 basis with children who have ASD • Demonstrate and promote the positive value, attitudes and behaviour they expect from the pupils with whom they work (R/ I/ T) <p>Ability to liaise sensitively and effectively with parent and carers, recognising their role in pupils learning (R)</p>	<ul style="list-style-type: none"> • Able to improve their own practice through observations, evaluation and discussion with colleagues (I)



Essential upon appointment	Desirable on appointment (if not attained, development may be provided for successful candidate)
<p>Other Requirements</p> <ul style="list-style-type: none"> • To be committed to the school's policies and ethos (AF, I, T) • To be committed to Continuing Professional Development (AF, I, R) • Motivation to work with children and young people (AF, R, I) • Ability to form and maintain appropriate relationships and personal boundaries with children and young people (AF, R, I) • Emotional resilience in working with challenging behaviours and attitudes (AF, R, I) • Ability to use authority and maintaining discipline (AF, R, I) • Enhanced DBS (D) • The ability to be an excellent spoken role model using accurate spoken English is essential for the post (I) 	

Key – Stage identified	
AF	Application Form
C	Certificates
P	Presentation
I	Interview
R	References
D	Disclosure