



## Job Description and Person Specification - Teaching Assistant Level 3 (Phonics and Academic Interventions)

<b>Job Title</b>	Teaching Assistant Level 3 (Phonics and Academic Interventions)
<b>Grade</b>	NJC 14-18 + SNA (pro-rata TTO + 5 days) FTE £29,540 - £31,537 (actual pro rata salary; £25,436 - £27,156)
<b>Location of Work</b>	Arbour Academy
<b>Responsible to</b>	Assistant Headteacher (Teaching and Learning)

### Scope of the Role

Arbour Academy is a specialist SEMH provision within the Kings Academy Trust, offering a small, nurturing school environment for young people who are unable to access mainstream education. The academy supports a cohort of learners with a wide range of social, emotional and mental health needs, many of whom have experienced disrupted education and require a personalised, supportive approach to re-engage with learning.

As a Teaching Assistant Level 3 (Phonics and Academic Interventions), you will play a key role in supporting pupils to develop essential literacy and academic skills through the delivery of targeted interventions. Working under the direction of teaching staff and the Literacy Lead, you will deliver structured phonics sessions and other academic programmes to individuals and small groups, helping pupils to build confidence, independence, and success in their learning.

The role requires a strong understanding of how pupils learn, particularly those with additional needs, and the ability to adapt approaches to meet a range of learning profiles. You will support pupils to engage positively with learning, overcome barriers, and make measurable progress, particularly in reading, writing, and communication.

You will work as part of a wider team, contributing to a consistent and supportive environment where high expectations, strong relationships, and a trauma-informed approach underpin practice. Alongside your intervention work, you will support the monitoring of pupil progress, providing feedback to teaching staff and the Literacy Lead to ensure interventions are responsive and effective.

This role does not include leadership or line management responsibilities; instead, it is focused on the skilled delivery of high-quality interventions and the day-to-day support of pupils' academic development.

This is an opportunity to make a meaningful difference to the lives of young people by supporting them to re-engage with education, develop key skills, and achieve positive outcomes for their future.

## **Main responsibilities**

### **General**

- To recognise that she/he is appointed as a member of staff at Arbour Academy and that she/he may be deployed in any situation appropriate to her/his qualifications, experience and/or skills.

### **Knowledge and Skills**

- Good understanding of phonics teaching and early reading development (e.g., systematic synthetic phonics).
- Experience of supporting pupils through targeted interventions (literacy and/or numeracy).
- Understanding of SEND and strategies to support a range of learning needs.
- Ability to adapt learning activities to meet the needs of individual pupils.
- Competent literacy, numeracy, and ICT skills to support learning and record progress.
- Ability to build positive relationships with pupils and staff.
- Ability to work independently within an agreed framework and as part of a team.
- Understanding of safeguarding, child protection, and behaviour management expectations.

### **Positive reinforcement of school behavior management strategies**

- To develop and maintain positive reinforcement of school behavior management strategies among the pupils and safeguard their health and safety, both on the school premises and when they are engaged in authorised activities elsewhere.

### **Pastoral and communication**

- Build positive, consistent relationships with pupils, acting as a role model.
- Support pupils' emotional regulation and readiness to learn.
- Promote inclusion and ensure all pupils feel safe, valued, and supported.
- Communicate effectively with teaching staff regarding pupil progress and needs.
- Liaise with parents/carers as directed by teaching staff.
- Work collaboratively with colleagues to support the holistic needs of pupils.

### **Assessment, Reporting and Monitoring (with the Literacy Lead)**

- Support baseline and ongoing assessment of pupils within phonics and academic interventions.
- Monitor and record pupil progress using agreed school systems.
- Provide accurate and timely feedback to teachers and the Literacy Lead on pupil progress and engagement.
- Use assessment information to adapt intervention delivery to meet pupil needs.
- Contribute to reviews of pupil progress and the impact of interventions.

### **Staff Meetings**

- Participate in school meetings relating to the curriculum, pedagogy, administration and general organisation of the school.

### **Professional Development**

- Engage in relevant training to develop knowledge and skills, particularly in phonics and intervention delivery.
- Actively reflect on practice and seek opportunities to improve effectiveness.
- Keep up to date with relevant policies, procedures, and educational practices.
- Contribute positively to team development and the wider school ethos.

### **Equal Opportunities**

- Promote equal opportunities within the school and to seek to ensure the implementation of the academy's Equal Opportunities policy.

### **Other duties**

- Job descriptions are expected to give candidates clear guidance on what they are expected to achieve; however, they rarely capture all tasks and responsibilities. All members of staff are expected occasionally to undertake other duties not detailed above, but within the scope of the job.

**This job description may be amended at any time after discussion with you, and in any case will be reviewed annually. For the full Conditions of Employment please refer to the relevant pages of the Support Staffs' Pay and Conditions Document.**

## Teaching Assistant Level 3 (Phonics and Academic Interventions) Person Specification

Attributes	Essential	Desirable	Application	Interview
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>GCSE (or equivalent) in English and Mathematics (Grade C/4 or above).</li> <li>Relevant Level 3 qualification (e.g., Teaching Assistant Level 3 or equivalent) or willingness to work towards.</li> </ul>	<ul style="list-style-type: none"> <li>Additional qualifications or training in phonics (e.g., Read Write Inc. or similar programme).</li> <li>Training in SEND, literacy interventions, or behaviour support.</li> <li>First Aid qualification.</li> </ul>	√	
<b>Experience</b>	<ul style="list-style-type: none"> <li>Experience working with children in an educational setting.</li> <li>Experience supporting pupils through small group or 1:1 intervention.</li> <li>Experience working with pupils with additional needs (e.g., SEND, communication difficulties).</li> <li>Demonstrates commitment to safeguarding and promoting the welfare of children.</li> </ul>	<ul style="list-style-type: none"> <li>Experience delivering structured phonics programmes.</li> <li>Experience supporting literacy and/or numeracy catch-up interventions.</li> <li>Experience working within a specialist or alternative provision setting (e.g., SEMH).</li> </ul>	√	√
<b>Professional Understanding, Knowledge and Skills</b>	<ul style="list-style-type: none"> <li>Understanding of the role of a Teaching Assistant in supporting teaching and learning.</li> <li>Awareness of safeguarding, child protection procedures, and professional responsibilities.</li> <li>Understanding of behaviour management strategies and the importance of consistency.</li> <li>Ability to build positive, professional relationships with pupils and staff.</li> <li>Ability to work independently within an agreed framework and collaboratively as part of a team.</li> <li>Good organisational skills and ability to manage time effectively.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding of trauma-informed or relational approaches to behaviour.</li> <li>Awareness of multi-agency working and supporting vulnerable learners.</li> </ul>	√	√

<p><b>Specific Knowledge Understanding and skills</b></p>	<ul style="list-style-type: none"> <li>• Good understanding of phonics and early reading development.</li> <li>• Awareness of the national curriculum and basic learning strategies in literacy and numeracy.</li> <li>• Ability to adapt learning activities to meet the needs of individual pupils.</li> <li>• Competent literacy, numeracy, and ICT skills to support learning and record progress.</li> <li>• Ability to remain calm under pressure and respond appropriately to challenging situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of SEND Code of Practice.</li> <li>• Understanding of assessment processes and progress tracking.</li> <li>• Experience using school systems to record and monitor pupil progress.</li> </ul>	<p>√</p>	<p>√</p>
<p><b>Intervention Delivery</b></p>	<ul style="list-style-type: none"> <li>• Experience delivering targeted interventions to individuals and small groups.</li> <li>• Ability to follow structured programmes and deliver them with consistency and fidelity.</li> <li>• Ability to engage and motivate pupils who may be reluctant learners.</li> <li>• Ability to monitor, record, and report on pupil progress within interventions.</li> <li>• Ability to adapt delivery in response to pupil needs and progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience delivering phonics interventions (e.g., Read Write Inc. or equivalent).</li> <li>• Experience delivering literacy and/or numeracy intervention programmes.</li> <li>• Understanding of how to use assessment information to inform intervention delivery.</li> </ul>	<p>√</p>	<p>√</p>
<p><b>Professional values, qualities and skills</b></p>	<ul style="list-style-type: none"> <li>• Able to establish and develop good relationships with all involved in the school</li> <li>• Able to work effectively as a team member</li> <li>• Ability to communicate effectively in writing and orally. Competent in the use of ICT</li> <li>• Flexible and approachable</li> <li>• Resilient under pressure and motivated by challenge.</li> <li>• Able to deal sensitively with people and resolve conflicts</li> <li>• Positive and energetic approach to work</li> </ul>	<ul style="list-style-type: none"> <li>• Bring personal interests and enthusiasms to the school community</li> <li>• Commitment to continuous professional development.</li> <li>• Ability to contribute positively to a collaborative and supportive staff team.</li> </ul>	<p>√</p>	<p>√</p>