This is a maternity post and will be for the duration of the substantive post holders maternity leave.

We are looking for someone who truly wants to make a difference to young people's lives; someone willing to be and make a difference. Someone who wants to help our pupils with ASD and Severe Challenging Behaviour fulfil their potential to **SHINE**:

to be **S**uccessful **H**ealthy **I**ndividuals **N**urturing **E**xcellence

The successful candidate will be committed and prepared to deal with regular challenges as they arise. Resilience as well as an open and honest approach are essential in this role.

Reporting to the Class Teacher, the ideal candidate will have an NVQ level 3 qualification or equivalent. Be confident in supporting lessons and an excellent good team player. Positive approaches to behaviour support and considerable experience of working with young people with severe complex needs are essential.

As a teaching assistant within this school you will be supporting pupils with complex and profound Additional Learning Needs (ALN) on a 1:1 and small group basis. You will work alongside the class teacher to offer a stimulating and engaging learning environment for all pupils and implement positive behaviour strategies including sensory play/therapy, "Now & Next", distraction, and much more. As the classes within this school are small, with the largest class consisting of 12 pupils, you will have the full support of the class teacher and at a minimum 2 other teaching assistants. As you will be supporting complex ALN, you will closely monitor pupils' behaviours and emotional states, adapting your approach to best suit the individual pupils.

The role will require you to take responsibility for supporting small groups/sessions.. The successful candidate will be confident to supervise and lead whole classes during the short-term absence of teachers, managing behaviour and assisting pupils to undertake set activities.

A large number of our pupils have autism with profound learning difficulties and can present with extremely challenging behaviour. The role will require you to complete factual behaviour logs in a timely manner and discuss any issues and concerns with senior leaders. You will also be expected to contribute to pupils' Individual Support Plans.

We provide many personalised curriculums, designed to address the holistic needs of our pupils. Pupils have identified differentiation as part of their education and individual timetables as appropriate, as well as working on the key skills of literacy, numeracy,

and Curriculum for Wales areas of learning and experience. Some of our senior classes follow accreditations such as WJEC Pathways, ASDAN and the DofE Award.

We want everyone who works at Ysgol Penmaes to foster an attractive learning environment to ensure that our pupils spend their school life in stimulating surroundings.

As a teaching assistant you will be required to adhere to a code of conduct as well as the Assisting Teaching Standards for Wales. You will be provided with a robust induction as well any training deemed appropriate through performance management processes and procedures.

https://hwb.gov.wales/api/storage/1f42779c-2002-4bb3-8d8d-b7bd56fca32e/professional-standards-for-assisting-teaching-interactive-pdf-for-pc.pdf

https://www.ewc.wales/site/index.php/en/fitness-to-practise/code-of-professional-conduct-and-practice

To be considered in your application you must have full "Right to Work" in the UK as well as recent referenceable experience supporting children and young people with complex and profound needs, as well as:

- Minimum GCSE (or equivalent) in English, Welsh if required and Maths (A*-C)
- Hold a recognised and relevant qualification at NVQ 3 (or equivalent) or have evidence of equivalent knowledge and experience in a relevant discipline
- Have considerable experience of working to support children/pupils with Additional Learning Needs needs and/or working in a specialist environment
- Have experience of and/or training in the use of ALN Intervention Programmes
- Have excellent communication and listening skills

CYNGOR SIR *POWYS* COUNTY COUNCIL

JOB DESCRIPTION

Position Title:	**Teaching Assistant Level 3 – Special School**
Position Number:	**SSP0338**
JE Code:	**SCH102**
Service:	**Schools**
Location/Work Base:	**Ysgol Penmaes, Brecon**

(This is a place based worker position and therefore the post holder will be required to work from a specific base, as identified.)

Grade:	**Grade 7** **Point 15 to Point 19** **£31,015 to £33,119 per annum pro rata** **£16.07 to £17.16 per hour**
Contracted hours:	**32.5 hours, Fixed term Maternity Cover**
Reporting to:	**Headteacher and Governing Body**
Responsible for:	**None**

Summary

About the role:
Working under the overall supervision of the class teacher, to be responsible, on a day to day basis, for implementing specialised programmes of support to pupils aged 2-19 years old with severe or profound and complex learning difficulties including pupils with Autistic Spectrum Disorder.

If you have any questions about the role, please contact the school.

Your responsibilities will be:
Undertake specified work involving planning, preparing and delivering learning activities to small groups or individual pupils.

Monitor and provide for general care, safety and welfare of pupils, including tasks connected with their social inclusion and providing for their personal, physical and health care needs.

Be a member of a multi-disciplinary team, working under the leadership of the class teacher.

Responsibility for others: The post has considerable impact on the learning and well-being of individuals or groups through contributing to the assessment of pupil need and progress, the development and implementation of plans and providing appropriate care/support to pupils with complex learning and/or health care needs.

Responsibility for staff: The post will have limited responsibility for supervising other staff though will be expected to demonstrate/model tasks or advise/guide new employees, work experience students or trainees.

Responsibility for financial resources: The post has no responsibility for financial resources though could be involved in occasionally handling small amounts of cash, processing cheques, invoices etc.

Responsibility for physical resources: The post has some responsibility for physical resources, through safe and secure handling of confidential and sensitive individual pupil records, careful use of expensive equipment e.g. car/minibus and maintenance/ management of learning resources and specialist aids, resources and equipment e.g. hoists, wheelchairs, sensory/communication aids, specialised clothing, medical equipment, complex feeding equipment etc.

TYPICAL TASKS, DUTIES AND RESPONSIBILITIES

Curriculum support:

- Contribute to curriculum planning and evaluation and be instrumental in its implementation
- Deliver agreed learning activities/teaching programmes within an agreed system of supervision, adjusting activities according to pupil responses/needs
- Support and use ICT in learning activities & develop pupils' competence and independence in its use
- Advise on the appropriate deployment and use of specialist aids/resources/ equipment

Support to pupils:

- Work with children/pupils with complex special needs, to monitor and provide high level support for their care, safety and welfare, including tasks connected with their social inclusion and providing for their personal, physical and health care needs, including toileting and administration of medicine.
- Work within agreed parameters, continually adapt procedures often with immediate response to meet the needs of individual pupils
- In accordance with the Health Care Plan and under the direction of the school nursing service, administer reactive and preventative medication both on or off the school premises e.g. Percutaneous endoscopic gastrostomy (PEG) feeding, Jejunostomy feeding, Buccolam, Epipen, blood testing for diabetes, medication in respect of epilepsy
- Use specialist (curricular/learning) skills/training/experience to support pupils e.g. the Alpha to Omega Dyslexia programme, the Elklan programme for speech, language and communication difficulties, Makaton Sign Language, use of alternative augmentative communication aids

- Regular support to the whole class for specified periods or activities e.g. story reading, sports sessions, hydro-swimming, rebound/trampolining.
- Promote inclusion and acceptance of all pupils, encouraging them to interact and work co-operatively and engage in activities.
- Promote independence and development of self-esteem
- Assist with the development, review and implementation of plans, including Individual Education, Personal Care, Health Care and Behaviour Management Plans
- Work alongside specialist staff to deliver specialist programmes and support to individual pupils
- Supervise pupils off-site, with or without the class teacher but under the overall guidance and direction of the class teacher.

Support to teacher:

- Work with the teacher to establish an appropriate learning environment e.g. work station for ASD children
- As required, implement Team Teach intervention i.e. de-escalation physical restraint and/or removal of children
- Work with the class teacher in lesson planning, delivery and evaluation, adjusting lessons/work plans as appropriate
- Monitor and evaluate pupils' responses to learning activities through observations and planned recording of achievement against pre-determined learning objectives
- Establish constructive relationships and communicate with other agencies/ professionals to support the development and achievement of pupils, in liaison with the class teacher
- Provide objective and accurate feedback and reports, as required, to the class teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
- Be responsible for keeping and updating confidential and sensitive pupil records as agreed with the class teacher, contributing to reviews of systems/ records as requested
- Undertake marking of pupils' work and accurately record achievement/ progress
- Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
- Liaise sensitively and effectively with parents/carers as agreed with the class teacher within the role/responsibility and participate in feedback sessions/ meetings with parents with, or as directed by, the teacher
- Deal with queries from a range of organisations and individuals, within agreed policy and parameters
- Supervise small groups of pupils for short periods of time, when the class teacher is away from the classroom
- Administer and assess routine tests and invigilate exams/ tests
- Work within existing policies and procedures relating to child protection and safeguarding, health, safety and security, confidentiality and data protection
- Provide general clerical/ administrative support e.g. administer coursework, produce worksheets for agreed activities etc.
- Assist with lesson/activity planning, delivery and evaluation
- Maintain professional confidentiality at all times

DBS:

This position has a requirement for an Enhanced DBS Check, this position is classed as regulated activity under the Safeguarding of Vulnerable Groups Act 2006 as amended by the Protection of Freedoms Act 2012 and will be subject to a check to the list of those people barred from working with children.

Health and Safety Statement:

To co-operate with their employer and follow health and safety advice and instructions.

Equalities Statement:

To abide by the principles and practice of equality of opportunity as laid down in the Council's Equalities Policy.

Welsh Language Requirement:

Welsh language skills are desirable

NOTE;

Notwithstanding the detail in this job description, the job holder will undertake such work as may be determined by the Manager from time to time, up to or at a level consistent with the 'Principal Responsibilities of the Job'.

PERSONAL SPECIFICATION

Do you think you're the right person for the role? Then, demonstrate you meet the following criteria in your application.

Experience

- Have considerable experience of working to support children/pupils learning
- Have experience of working with children/pupils with special educational needs and/or working in a specialist environment
- Have experience of and/or training in the use of SEN Intervention Programmes

Knowledge

- Have a detailed understanding of school policies and how they relate to local and national frameworks / policies for learning
- Have a good understanding of and experience of ICT as a learning tool and be able to use this in the classroom
- Have relevant knowledge of first aid

Qualifications and Training

- Minimum GCSE (or equivalent) in English, Welsh if required and Maths (A*-C)
- Hold a recognised and relevant qualification at NVQ 3 (or equivalent) or have evidence of equivalent knowledge and experience in a relevant discipline

Personal Qualities

- Able to use a range of strategies and methods of support to improve outcomes for pupils
- Able to take responsibility for an area of learning/development
- Able to organise and lead activities for parents/carers and/or children
- Able to supervise and train NVQ or work experience students
- Relate well to children, parents/carers, staff and other professionals
- Able to exercise initiative and take independent action
- Be pro-active in offering ideas and contribute to whole school review

Skills

- Have excellent communication and listening skills and be able to present information both verbally and in writing to others
- Have high level caring skills to be able to provide for the personal, physical and health care needs of individual pupils

Other Requirements

- Able to take responsibility for an area of learning/development
- Able to organise and lead activities for parents/carers and/or children
- Able to supervise and train NVQ or work experience students
- Relate well to children, parents/carers, staff and other professionals
- Able to exercise initiative and take independent action
- Be pro-active in offering ideas and contribute to whole school review

Our values:

Professional
Whatever role we play in the council, we act with professionalism and integrity

Positive
We take a positive attitude in all we do

Progressive
We take a proactive and responsible approach to planning for the future

Open
We keep each other informed, share knowledge and act with honesty and integrity

Collaborative
We work constructively and willingly on joint initiatives

How to apply

You will need to complete the online application, it's simple, just follow the process step by step.

Top tips:

- Read the Job Description and Person Specification carefully and evidence that you meet all of the essential criteria in your supporting statement.
- Sell yourself and where possible give examples
- List your qualifications that are relevant for the position, as detailed in the person specification.
- Ensure one of your referees is from your most recent employer or if this is your first job why not ask a school teacher or tutor, just ensure you know them at a professional level.
- Be honest Tell us about any gaps in your employment history
- Complete the application in full

Next steps

The closing date for applications is 26/11/2026.
Once submitted we will email you to let you know we've received your application.
We will be shortlisting the applications on w/c 30/11/2026. We will email you either way if you have been successful. So, keep an eye out in your inbox!

The interviews will take place on w/c 07/12/2026.

We wish you luck with your application.