

Teaching Assistant Level 1 – Specialist Resource Base

Full time, temporary contract

Commencing January 2026 (or sooner if possible) until 31st August 2026

Recruitment Pack



Introduction from the Headteacher

Thank you for your interest in this role.

We are very proud of our inclusive and aspirational school, and we have exceedingly high expectations of every single one of our students. We take great pride in enabling them to grow and to flourish. In order for that to happen, our students need to do two simple things - work hard and be kind. Our students and staff thrive in a community where consistency and routines go alongside us knowing each student well and supporting them to reach their potential.

We have the benefit of a magnificent award-winning school building that was recently completed under the 21st Century Schools programme. It is a wonderful modern facility that has education at its heart. Located in the centre of Monmouth, we serve our local community as well as other nearby areas in both Wales and England. We number around 1,700 students and 200 staff, and we are over-subscribed in every year group.

We are absolutely determined to provide an exceptional standard of education for every child that comes to our school, so that they have the opportunity to lead happy and successful lives. Our approach to Curriculum for Wales is founded on the importance of subjects and on the principle of powerful knowledge. Our work on this is the subject of a recent Estyn case study to share our practice more widely. Our pedagogy is founded on the research evidence of learning and on how to maximise student progress.

We are fully comprehensive and provide for a wide range of learning needs. Currently there are 14% of the school population on the Register for Additional Learning Needs. We also have an integrated Specialist Resource Base, which is also the subject of a recent Estyn case study for its exceptionally strong provision. Students come from a wide range of socio-

economic backgrounds and the rolling average for FSM is 13.8%.

We welcome applications from candidates whose personal qualities and values reflect those in the person specification, and whose experiences also place them in a strong position to deliver the job description. A full induction programme and meaningful professional learning is offered to all staff.

You will find us to be a supportive, collaborative group of colleagues, who work to provide an exceptional standard of education for all of the students in our care. We take great pride in what we do, and we continue to be wildly ambitious for what we can achieve together in the future. I look forward to reading your application, should you wish to apply.

Kind regards

Hugo Hutchison
Prifathro / Headteacher



Job Description

1 Title of Post: Teaching Assistant Level 1 – Specialist Resource Base

2 Salary Grade: TA1 – Band B – SCP 3-5
£24,796 - £25,583 pro rata per annum

Hours of Work: Term time, 32 ½ hours per week, 39 weeks per year
Monday to Friday, 7 hours per day, including ½ hour unpaid lunch break
Starting January 2026 (or sooner if possible) until 31st August 2026

3 Relationships

- 3.1 The postholder is responsible to the Headteacher through the SRB Lead Teacher.
- 3.2 The postholder works with the SRB team to support classroom provision both within the Specialist Resource Base smaller classes and when accessing mainstream provision.
- 3.3 The postholder works on a professional level with all colleagues (externally and internally) as appropriate to establish and maintain productive relationships.
- 3.4 The postholder liaises with parents, carers, and students as appropriate.

4 Purpose of the Job

- 4.1 To work with the SRB lead teacher and SRB team to meet the needs of learners through classroom support both within the Specialist Resource Base classed when accessing mainstream provision. This will involve working with the SRB class team to deliver prepared learning activities and reviewing progress within these.
- 4.2 To contribute to the implementation of strategies and support specific outcomes identified through Individual Development Plans / Statements of SEN / Educational Health Care Plans and the short-term targets associated, under the guidance of the class teacher.
- 4.3 To provide a secure, challenging and motivating environment for students.

5 Responsibilities

- 5.1 To work alongside the SRB Team to provide in-class support (local and national learning strategies, eg literacy, numeracy, KS3/4/5) to support the learning needs of all students.
- 5.2 To use provided resources and modify the approach as needed to support the access and progress of individuals or small groups of students within the classroom as agreed by the class teacher.
- 5.3 Provide accurate feedback as required on student achievement and progress to the classroom teacher with evidence as appropriate.
- 5.4 Maintain records of learning and contribute to reviews of systems/records and provision.
- 5.5 Promote positive values, attitudes and student behaviour in line with established policies and practices.

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- 5.6 To contribute to providing a secure, challenging and motivating environment for students.
- 5.7 Liaise with parents as agreed with the class teacher and SRB lead teacher and within your role/responsibility and participate in feedback sessions/meetings with parents and carers.
- 5.8 To support the implementation of the ALN Act 2018 and Additional Learning Needs Code for Wales 2021.
- 5.9 To provide support to meet the personal care needs of individuals with disabilities in-line with the Equality Act 2010.
- 5.10 To uphold and comply with the statutory provisions of the Health and Safety Work Regulations 1999, the Monmouthshire Safeguarding and Child Protection Policy 2014 and any other relevant Council and School policies relating to Safeguarding and Health and Safety.
- 5.11 To follow School and LA policies and procedures on Safeguarding and Child Protection in all work with children and families.
- 5.12 Be aware of and comply with policies and procedures relating to Behaviour Management, uniform, confidentiality and data protection, reporting all concerns to an appropriate person.
- 5.13 Uphold and promote the vision and ethos of the School.
- 5.14 Participate in training, learning activities and performance development as required.

6 Guidance

- 6.1 To have a current knowledge of learning programmes to support the learning of students/groups (national/local programmes, literacy, numeracy).
- 6.2 To be able to use information and planning prepared by the class teacher to deliver appropriate support to students and review progress with the class teacher.
- 6.3 To adapt resources as necessary to support learning of students, under the guidance of the class teacher.
- 6.4 To provide feedback on students' work with the class teacher to support the planning for next steps in learning.
- 6.5 To contribute to the review IDPs/ILPs to support students' learning across the Specialist Resource Base.
- 6.6 Attend review meetings (including annual reviews) and parent meetings to provide information on student achievement/progress, as agreed with the class teacher and the SRB lead teacher.
- 6.7 To work within the policies and practices of the School in supporting students' learning.

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7 Professional Development

The School is committed to supporting all in developing their practice to achieve the very best outcomes for all students. Our CPD policy outlines the provision and practice for this role.

8 Performance Management

Our performance Management policy and practice supports us in achieving the School's aims and objectives in raising standards. The Policy states how performance is measured in relation to the School's aims and priorities.

9 The duties and responsibilities of the post are subject to those details in the Statement and Conditions of Employment and will count as directed time as detailed in such statement and as defined by the Headteacher.

10 The job description does not define in detail all the duties/responsibilities of the post, will be reviewed at least once a year and may be subject to modification or amendment after consultation and agreement with the post holder.

Personal Specification

	Requirement	Essential or Desirable	How Tested (S) used at Shortlisting
Education/Qualifications			
1.1	Level 2 Qualification in literacy, numeracy and Science	E	Application Form
1.2	Teaching Assistant Qualification	D	Application Form
1.3	First Aid within the Workplace	D	Application Form
Experience			
2.1	Experience of working with students in an education setting	E	Application Form / Interview
2.2	Experience of supporting learners with identified additional learning needs and complex learning needs within a Resource Base or Specialist setting.	D	Application Form / Interview
Aptitudes and Skills			
3.1	Ability to demonstrate personal enthusiasm and commitment to the aims of the SRB	E	Application Form / Interview
3.2	Excellent interpersonal and communication skills with children and adults in a learning environment, as well as with parents and carers.	E	Application Form / Interview
3.3	A constructive and collaborative approach to teamwork, and an understanding of how different roles operate within a team such as the SRB.	E	Application Form / Interview
3.4	A commitment to meeting professional standards	E	Application Form / Interview
3.5	A knowledge of technology and how it can support learning	D	Application Form / Interview
3.6	An ability to prioritise, plan and organise effectively, including personal organisation.	E	Application Form / Interview
3.7	Flexibility, creativeness and positivity	E	Application Form / Interview
3.8	Ability to support all students with identified additional learning needs effectively	E	Application Form / Interview

Personal Specification

3.9	A commitment to provide support to students with intimate care needs and to support with dressing and undressing (e.g. for PE).	E	Application Form / Interview
Safeguarding			
4.1	Commitment to pupil wellbeing, safeguarding and child protection	E	Interview
4.2	Positive references	E	Post short-listing
4.3	Enhanced DBS	E	Post interview

Faculty Information – Specialist Resource Base

Monmouth Comprehensive School hosts an inclusive Specialist Resource Base (SRB) which is overseen by Monmouthshire Local Authority. Students within the SRB are part of the Monmouth Comprehensive School community and experience education alongside their peers. The SRB provides specialised support for students with identified additional learning needs, allowing students to access elements of mainstream where appropriate, alongside specialist teaching, learning and wellbeing delivery. Provision is developed through person centred practice in order to identify barriers to learning and approaches to overcome these. Staff within the SRB work closely with the Local Authority ALN Team, Educational Psychology Service, Health and Social Care Professionals and the Monmouthshire Network of SRBs.

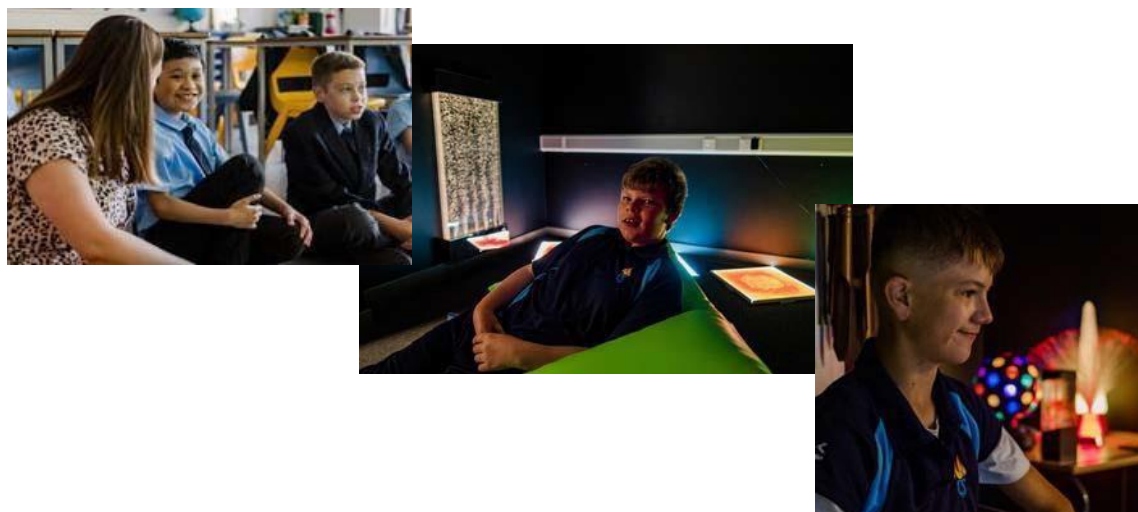
The SRB has an admission number of fifty five, with an age range of 11 to 19 years old. The designation of the SRB is identification of complex needs in one or more of the following areas:

- Severe learning difficulties;
- Autistic spectrum disorder;
- Speech, language and communication challenges;
- Physical and medical challenges

Admission to the SRB is determined by a team of professionals and is agreed by the Local Authority ALN Panel. In nearly all cases, students will be in receipt of a Statement of SEN / Education Health Care Plan / Individual Development Plan and will require specific additional learning provision in order to secure a place in the SRB.

The Lead for the SRB is Mr Michael Hobbs. There are a further seven specialist teachers, two HLTA's and a team of teaching assistants who work across the SRB. Each member of the team has a specialist skillset and on- going development in order to fully meet the needs of the students placed within the SRB. This includes training in areas such as ELKLAN, Step Back, Attention Autism, Word Aware, Makaton, Numicon, and Precision Teaching.

Our school is designed to allow the SRB to be at its centre. We have a suite of five classrooms within the SRB Hub, alongside small group rooms, a sensory room, sensory garden and a fully equipped hygiene room. There are small class rooms in our Core Faculty areas and smaller group rooms accessible throughout the building. This supports our inclusive ethos. Students within the SRB access all of the key facilities in the School, for example Catering, Design Technology, PE and the outdoor spaces.



Faculty Information – Specialist Resource Base

Students within the SRB experience the same opportunities as students across the mainstream setting, with adjustments as required. Timetables are developed around individualised needs through person-centred practice, with bespoke support in the identified areas, for example, speech and language therapy input and precision teaching. Students accessing the SRB are supported, as required, throughout their day, from point of entry into school each morning, through break and lunch times until they leave at the end of the school day. A focus is placed on developing functional skills, independence and resilience in-line with individual student progress. Access to the wider school environment and local community supports further development of essential skills to support our students as they progress into adulthood. Progress is tracked in a variety of ways to ensure success for each individual student. Each student will have targets which are tracked, monitored and reviewed on an on-going basis.

Learning programmes are reviewed on at least an annual basis. They consider the individual student's stage of development and aspirations. A range of qualification routes that support the development of personal and social, as well as functional and academic skills, are considered at Key Stage 4 and 5. The content of qualifications, as well as the assessment routes, are reviewed to ensure skill development, success and that we provide every opportunity to secure the next pathway. In order to ensure a holistic pathway, work placements and further experiences are explored at Key Stage 5.



The Recruitment Process

1. Application

Internal applicants can apply by way of letter, 2 sides maximum, outlining their suitability for the role. The letter of application, alongside the interview, will be used to determine whether candidates are appointable to the role.

Completed paper applications should be returned to: Mrs Laura Claypole, Monmouth Comprehensive School, Old Dixton Road, Monmouth NP25 3YT.

Emailed applications may be sent to: mcs.recruitment@monmouthshireschools.wales

Closing Date: Sunday 2nd November at 23:00

2. Interview Process

Interview Date: Week commencing 3rd November

3. Additional Information

Please contact: Mrs Laura Claypole mcs.recruitment@monmouthshireschools.wales for any further information.

4. Safeguarding

Appointment to this post is exempt from Rehabilitation of Offenders Act and is subject to an Enhanced Disclosure Check. Candidates must be aware of and comply with policies and procedures relating to child protection and safeguarding, health, safety and security, confidentiality, and data protection, reporting all concerns to the appropriate person.

Monmouthshire County Council is an equal opportunities employer and welcomes applications from all sections of the community. Applications are welcome in English or in Welsh, and will be treated equally.

