



Teaching Assistant and Student Coach with RISE WILD

“RISE are Revolutionising SEND Education for aspirational learning, personal empowerment and confidence to shatter glass ceilings, reaching new levels of achievement with young people aged 16-18 years old. RISE prioritises understanding the whole person and uses this to inform the curriculum, programmes of support and to build a solid platform for future pathways.”

RISE SPACE currently run very successful provisions in Bedfordshire, Northamptonshire and Buckinghamshire delivering bespoke Educational Packages.

We are seeking a creative and energetic individual to support and deliver an innovative curriculum that is adapted and modified to not only meet the needs, outcomes, and aspirations of our young people, but also to nurture their character, confidence, well-being, and independence. We value team players who can inspire others, strengthen work-based and social connections, and promote productivity, happiness, balance, and opportunity. This role is based at our Forest School and Equine Therapy Centre and will include stable management, equine and small animal care as well as student support.

Job Description: Teaching Assistant and student coach in Equine and Animal Care

Responsible to: Provision Lead

Contract: 0.8 or FT. Year round work available.

Job purpose:

To differentiate, organise, deliver and support appropriate curriculums that meet the needs of students with varying special educational needs.

Assist pupils within the class, individually or in small groups (and sometimes outside the main classroom) in the completion and adjustment of a wider range of pre-defined learning, care and support activities to meet the requirements of pupils, their EHCP outcomes and the curriculum.

To deliver group support and interventions that provides high standards of engaging lessons and promotes rapid progress and a positive learning environment. To offer effective and transformative support and transitions for young people that support wellbeing and build resilient platforms for future pathways.

To support young people to aspirational future pathways and become independent members of the community.

Please note this role is based at our Forest School and Equine Therapy Centre. This role will include support for equine and animal care as well as student support. Please consider the additional responsibilities below before applying.



Main Duties and Responsibilities:

Working with the Teacher/HLTA/Provision Lead/SENDCo (as appropriate):

- Prepare and deliver lessons under the direction of the teacher, including covering for teacher absence and delivering specific interventions to pupils.
 - Assist pupils in making progress across various classroom settings, working with both individuals and small groups.
 - Support teachers by selecting and preparing teaching resources tailored to pupils' needs and interests. Collaborate with the class teacher to create complementary learning activities.
 - Establish clear expectations for student achievement and progress through effective target setting and monitoring against relevant national benchmark data.
 - Lead by example, establishing clear expectations and standards for both staff and students, in alignment with RISE SPACE policies.
 - Assist the classroom teacher in observing and recording behaviour, as well as tracking progress toward targets and outcomes.
 - Ensure all students receive appropriate instruction and preparation for external exams.
 - Monitor resource levels, contribute to ordering, and promote the efficient use of resources to minimise waste and maximise financial effectiveness.
 - Implement appropriate transition activities to maintain continuity in students' learning during periods of change.
 - Liaise effectively with the SENDCo to support student "catch up" interventions and address barriers to learning and progress.
 - Track and evaluate students' progress, comparing outcomes to national benchmark data.
 - Document and celebrate activities or events that highlight and acknowledge achievement.
 - Provide opportunities for students, parents, and carers to give feedback on progress and developments using an Assess, Plan, Do, Review model.
 - Maintain a purposeful, orderly, and supportive environment.
 - Support students during their transition to alternative sessions, work-based placements, or community activities.
 - Escort and supervise pupils during educational or out-of-school activities.
 - Undertake any additional tasks deemed necessary as directed by the class teacher or SLT.
-



Student Progress:

- Undertake activities with individuals or groups of students to support their social, emotional, physical, and educational development within a safe environment.
- Review pupil performance by monitoring, providing feedback, recording, and reporting on progress, including direct feedback to pupils. Participate in the completion of pupil profiles and attainment records to maximise development.
- Assist pupils, individually or in small groups (occasionally outside the main classroom), with the completion and adaptation of a range of pre-defined learning, care, and support activities to meet individual needs and curriculum requirements.
- Develop personalised learning programs and adapt materials as necessary.
- Monitor and support the social and emotional needs of students.
- Help create lesson plans and learning materials aligned with curriculum requirements and individual needs.
- Assist the classroom teacher in observing and recording behaviour and progress toward targets and outcomes.
- Ensure students are appropriately prepared for external exams, administer routine tests and invigilate exams.
- Implement transition activities to maintain learning momentum during changes.
- Liaise effectively with the SENDCo to facilitate student “catch-up,” interventions, and remove barriers to learning and progress.
- Monitor and evaluate student progress within the key stage against their potential using national benchmark data.

Communication:

- Support effective, high-quality communication among teachers, parents/carers, and other stakeholders.
- Inform parents of issues affecting their child's progress.
- Contribute to reporting progress to parents/carers.
- Support students in “catch-up” activities for those with extended absences.
- Facilitate opportunities for students, parents, and carers to provide feedback on progress using the Assess, Plan, Do, Review model.
- Participate in meetings, team development activities, and mentor less experienced colleagues when needed, to meet team and individual performance objectives.



Administrative arrangements, affecting student progress:

- Complete and disseminate Assess, Plan, Do, Review documentation to parents/carers.
- Maintain communication logs and record student progress against outcomes.
- Enter pupil attendance data and ensure accuracy.

Responsibilities:

- Uphold shared responsibilities for safeguarding and promoting the welfare of all children and young people.
- Demonstrate a commitment to safer recruitment practices through pre-employment checks prior to any appointment being confirmed.

Additional Duties and Responsibilities:

This role may also include:

Daily Horse & Stable Management

- Support the daily care of horses including feeding, watering, mucking out, turnout, rugging and general yard duties, under the guidance and oversight of the Provision Lead.
- Help to maintain clean, safe and well-organised stables, paddocks and equipment.
- Observe and report any changes in horse health or behaviour promptly to the Provision Lead, supporting treatment or monitoring routines as directed.

Exercise, Schooling & Lesson Preparation

- Carry out exercise routines such as lunging, hacking, groundwork and light schooling as directed or agreed with the Provision Lead, ensuring routines are suitable for each horse.
- Assist in preparing horses for student sessions and therapeutic activities, ensuring they are appropriately groomed, tacked up and safe.

Field, Grazing & Feeding Plans

- Support the implementation of grazing rotations, field checks and seasonal yard routines planned by the Provision Lead.
- Follow established feeding plans, assisting with hay, hard feed and supplements according to individual horse needs.



Health, Welfare & Professional Appointments

- Assist with veterinary, farrier, dentist, physiotherapy, clipping and worming appointments organised by the Provision Lead.
- Help with holding horses, preparing them, and following aftercare instructions as directed.
- Support the completion of basic welfare records (e.g., daily notes, exercise logs) in line with Provision Lead systems.

Ordering & Resource Management

- Support the monitoring of stock levels for feed, bedding, supplements and stable equipment.
- Report low supplies to the Provision Lead and assist with organising deliveries or storage as needed.

Animal Care (Small Animals)

- Assist with feeding, cleaning, enrichment activities and routine welfare checks for small animals.
- Support veterinary visits or treatments for small animals under the direction of the Provision Lead.

Weekend and Holiday Cover

- Contribute to a shared rota for weekend and school-holiday horse-care cover, ensuring consistent routines for the horses.
- Depending on contracted hours, the working pattern may include at least one regular weekend day to meet the operational needs of the provision.
- Assist with planned or emergency cover during holiday periods to maintain safe and consistent equine care.

We Will:

- Keep staff informed of curriculum and pedagogical developments at both local and national levels.
- Provide professional development opportunities, including performance management, coaching, and sharing best practices.
- Offer support in maintaining discipline and standards.
- Monitor key information provided by teachers and ensure appropriate action, including liaison with the RISE SPACE team, parents, or external agencies, as needed.



Additional Information:

References will be sought prior to the interview, and the appointment will be subject to an enhanced DBS check. A contract will be offered to the successful candidate.

RISE SPACE is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this dedication.



Person Specification Criteria

Criteria	Essential/ Desirable
Qualifications	
GCSE English and Maths at Grade 4 or equivalent	E
Studies undertaken beyond GCSE or equivalent.	D
Evidence of regular, relevant and recent professional development with Teaching and learning and or Special Needs	D
Evidence of regular, relevant and recent professional development with equine care	E
Evidence of Designated Safeguarding lead Training or willingness to undertake.	D
Experience	
Teaching assistant experience with a track record of high student achievement	E
Experience of equine care and stable management	E
Experience of supporting transitions to Post 16 settings Or 16+	D
Experience of work-based placements or support of community links	D
Experience of working with young people with SEND	E
Abilities, skills and knowledge	
A creative and innovative thinker, with a vision for the role, and work with others to deliver improvement to student outcomes	E
Reviewing pupils performance Monitor, feedback, record and report on pupil progress, including feedback to pupils, and participate in the completion of pupil profiles and records of attainment to maximise pupil development.	E
Ability to work with clear and measurable objectives to provide year on year improvement	E
Ability to inspire high levels of student engagement and trust	E



Demonstrate self-motivation and initiative, with the ability to gain the confidence and respect of staff and motivate them to achieve highly	E
Excellent standards of communication and interpersonal skills, with the ability to build strong relationships with students, parents, staff, and the wider community	E
Good knowledge of ICT systems	D
Professional knowledge and understanding	
In depth knowledge of SEND and a desire to extend this further	E
Experience of successfully removing student barriers, develop inclusive and improve student engagement	E
Experience of working across multi-agencies	D
Personal Qualities	
Monitor, record and make basic assessments about individual progress suggest alternative ways of helping children if they are unable to understand;	E
Ability to work co-operatively with colleagues as part of a team	E
Enthusiasm, energy and a positive approach toward work	E
A clear commitment to the principles of continuous professional development to raise achievement	E
The ability to work to deadlines and under pressure	E

The ability to give and receive feedback and act to improve own performance	E
Committed, reliable with high standards of professionalism	E
Excellent attendance and punctuality record	E
Commitment to form and maintain appropriate relationships with young people and their families	E
Demonstrate awareness and understanding of the implication of equal opportunities, inclusion and multicultural education.	E
Must hold a driving license and be able to travel	D