

JOB DESCRIPTION & PERSON SPECIFICATION

SECTION: PASTORAL **GRADE:** 5

JOB TITLE: Intervention Teaching Assistant **DATE PREPARED:** June 2026

JOB HOLDER: **REPORTING TO:** Inclusion Manager

DIGNITY AT WORK: To show, at all times, a personal commitment to treating all stakeholders and colleagues in a fair and respectful way, which gives positive regard to people's differences and individuality (for example, gender, gender identity, nationality or ethnic origin, disability, religion or belief, sexual orientation, age). Assists in ensuring equal access to services and employment opportunities for everyone and promotes the Equal Opportunities in Employment Policy adopted by the school.

PURPOSE:

The Specialist Teaching Assistant will work in partnership with teaching staff to promote high-quality teaching and learning, enabling pupils to achieve their full academic, social, and personal potential. The postholder will provide effective classroom support and deliver targeted interventions, working collaboratively with teachers and the Inclusion Manager to ensure that all pupils can access the curriculum and engage successfully in learning.

The Specialist Teaching Assistant will support and supervise pupils throughout the school day, helping to develop their independence, confidence, resilience, and social inclusion. Through the delivery of tailored support strategies and interventions, the postholder will contribute to creating a positive, inclusive learning environment that meets the diverse needs of pupils and promotes their overall wellbeing and achievement.

PRINCIPAL ACCOUNTABILITIES:

Please note decision making must be included within the Principal Accountabilities

Support for pupils

1	Be proactive in the promotion of the welfare, health and safety of children and young people, including assisting in the maintenance of a safe environment for pupils and staff
2	Supervises and provides particular support for individuals and groups of pupils, including, e.g. those with SEN, disabilities, personal needs ensuring their safety and access to learning activities
3	Supports children's growth and intellectual development
4	Establishes constructive relationships with pupils and interacts with them according to individual needs
5	Promotes the inclusion, engagement and participation of all pupils

6	Support pupils in their learning and development, e.g. through the acquisition of cognitive and learning skills, by speaking clearly and eloquently and answering questions.
7	Sets challenging and demanding expectations and promotes self-esteem and independence
8	Provide feedback to pupils in relation to progress towards academic, social, behavioural and learning to learn skills
9	Provide support, via coaching and mentoring, and modelling an enthusiasm for improving personal performance
10	To liaise closely with appropriate staff in relation to safeguarding, behaviour and wellbeing issues
11	Deliver and measure the progress of targeted intervention programmes to support students with specific learning difficulties.
12	Write succinct session plans and add subsequent evaluative comments.
13	Liaise with teachers and other support assistants about the needs and progress of children receiving support.
14	Work within their own competencies and level of development, under the guidance of the line manager.
15	Prepares, maintains and use equipment /resources required to meet intervention learning objectives and supports staff with the delivery of these sessions.

Support for Teachers	
16	Creates and maintains a purposeful, orderly and supportive environment
17	Carry out observations of pupils within classroom environments that have difficulties with their cognition and learning due to a specific learning difficulty.
18	Assists with the planning of learning activities and routine administration.
19	Contributes to planning and evaluation of learning and assists in the recording of pupils' progress
20	Encourages pupils to develop as independent learners with a thirst for learning
21	Promotes good pupil behaviour, dealing promptly with conflict and incidents in line with School procedures and encourage pupils to take responsibility for their own behaviour
Support for the curriculum	
22	Undertakes structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses
23	Under the direction of the Inclusion Manager delivers bespoke intervention and enrichment programmes, e.g. literacy, numeracy, spelling, language development, social skills, recording achievement and progress and feeding back to the Inclusion Manager.
24	Under the direction of the Inclusion Manager, supporting pupils on adapted timetables through one-to-one and small-group provision recording achievement and progress.
25	Planning and delivering structured phonics programmes to support literacy development for
26	Delivering core reading interventions, including the Just Reading programme.
27	Providing targeted support to individual pupils and small groups to facilitate access to learning and promote positive educational outcomes.
28	Meet regularly with the Inclusion Manager to review their intervention work.
29	Supports the use of ICT in learning activities and develop pupils' competence and independence in its use e.g. google classroom, touch typing intervention, Rodocodo.
30	Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assists pupils in their use.
Support for the school	
31	Awareness of and complies with all school policies and procedures, including those relating to child protection, safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
32	Awareness of the diverse needs of pupils to ensure equal access to opportunities to learn and develop.
33	Supports and challenges high levels of attendance and punctuality
34	Attends training events and / or planning meetings including the participation in performance development as required
35	Contributes to the overall ethos/work/aims of the school.
36	Appreciates and supports the role of other professionals.
37	Undertakes the supervision of pupils out of lesson times, including before and after school, at lunch times and at break times
38	Accompanies teaching staff and pupils on visits and out of school activities as required and takes responsibility for a group under the supervision of the teacher.

39	Play a vital role in helping pupils develop the skills, confidence, and independence required to succeed both within school and beyond.
40	The Health and Safety at Work etc. Act 1974 and associated legislation places responsibilities for health and safety on school, as your employer and you as an employee. In addition to the schools overall duties, the post holder has personal responsibility for their own health and safety and that of other employees; additional and more specific responsibilities are identified in the Schools Health and Safety policy.
<p>GENERAL: The above principal accountabilities are not exhaustive and may vary without changing the character of the job or level of responsibility. The post-holder must be flexible to ensure the operational needs of the school are met. This includes the undertaking of duties of a similar nature and responsibility, as and when required, throughout the various work places in the school and before and after the school day.</p>	

DIMENSIONS:**1. Responsibility for Staff:**

None.

2. Responsibility for Stakeholders/Clients:

Under the direction of the teacher responsibility for an identified group of pupils.

3. Responsibility for Budgets:

None.

4. Responsibility for Physical Resources:

Safe use, moving and storage of all equipment used in the course of the role.

WORKING RELATIONSHIPS:**1. Within Service Area/Section:**

Responsible for pupils in their daily care, colleagues within the school, parents and governors

2. With Any Other Areas (where applicable)

Educational support staff and educational support services
Other schools and educational establishments

3. With External Bodies to the School

Responsible for engaging in training
Public Services
Community Representatives
Local Authority

ORGANISATION CHART:

Executive Headteacher

Deputy Headteachers

Assistant Headteachers

Class Teachers

Teaching Assistants

	Tick relevant level for each category					Supporting Information (if applicable)	
	Not applicable	Low	Moderate	High	Very High		Intense
PHYSICAL DEMANDS: Physical Effort and/or Strain – (tiredness, aches and pains over and above that normally incurred in a day to day office environment).		√					
WORKING CONDITIONS: Working Conditions – (exposure to objectionable, uncomfortable or noxious conditions over and above that normally incurred in a day to day office environment).		√					
EMOTIONAL DEMANDS: Exposure to objectionable situations over and above that normally incurred in a day to day office environment.			√				Occasional rudeness and confrontational behaviour from pupils and very rarely, parents

PERSON SPECIFICATION		Tick relevant column		List code/s*
<p>The information listed as essential (the column that is shaded) is used as part of the job evaluation process. The requirements identified as desirable are used for recruitment purposes only.</p> <p><i>*Codes: AF= Application Form, I = Interview, EOI = Expression of Interest Form, CQ = Certificate of Qualification, R = References (should only be used for posts requiring DBS's), T = Test/Assessment, P = Presentation</i></p>		Essential	Desirable	How identified
		1. Qualifications:		
1.1	GCSE English and maths Grade A-C (or equivalent – eg Certificate in Adult Literacy / Numeracy Level 2)	√		AF/EOI
1.2	NVQ Level 2 Teaching Assistant Qualification		√	AF/EOI
1.3	Safeguarding Level 1		√	AF/EOI
1.4	First Aid / Paediatric First Aid		√	AF/EOI
1.5	Bespoke training relevant to role, including First Aid, Speech and Language etc.		√	AF/EOI
2. Relevant Experience:				
2.1	Experience of working with or caring for children of relevant age	√		AF/EOI
2.2	Assisting teachers in accurately assessing the performance of pupils and providing appropriate feedback to the teacher		√	R/I
2.3	Experience of assisting in the maintenance of pupils' records		√	R/I
2.4	Involvement in teaching of phonics in whole class and small group activities		√	AF/EOI
2.5	Effective use of ICT to support teaching and learning	√		R/I
2.6	Delivered intervention that support the learning needs of children that has had a positive measurable impact		√	AF/EO
2.7	Experience of working with children in the private, public or voluntary sector	√		R/I
3. Skills (including thinking challenge/mental demands):				
3.1	Ability to be flexible to adapt to changing workload demands and new school challenges	√		R/I
3.2	Motivation to work with children and young people.	√		R/I
3.3	Competent ICT skills	√		R/I
3.4	Ability to form and maintain appropriate relationships and personal boundaries with children and young people.	√		R/I
4. Knowledge:				
4.1	Developed understanding of children's social and emotional development and how children learn	√		R/I
4.2	A knowledge and commitment to safeguarding and promoting the welfare of children and young people	√		R/I
4.3	Understanding of National Curriculum, and other codes of practice e.g. SEN, Equalities	√		R/I
4.4	Sound knowledge of phonics and guided reading within school in order to raise attainment in reading		√	R/I
4.5	Working knowledge of ICT including use of I pads, Microsoft Office and email	√		R/I
4.6	Developed a knowledge and understanding of the barriers to learning relating to specific learning difficulties	√		I
4.7	Knowledge of Health and Safety requirements			I

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		5.	Interpersonal/Communication Skills:	
	Verbal Skills			
5.1	Relates well to children by recognising age/stage of development and individual needs	√		R/I
5.2	Ability to interact well using courtesy, tact and diplomacy and negotiation skills	√		R/I
5.3	Ability to establish professional, effective working relationships with a range of partners/colleagues and children and young people.	√		R/I
5.4	Speaks clearly and accurately using grammatically correct spoken English	√		R/I
5.5	Ability to work constructively and proactively as part of a team, understands classroom roles and working within this position as part of a team	√		R/I
5.6	Effective communication skills to model good practice for pupils and stakeholders	√		R/I
5.7	Ability to be flexible to adapt to changing workload demands and new school challenges	√		R/I
	Written Skills			
	Highly competent written skills, including spelling and grammar, including use of ICT	√		AF/EOI
<p>The requirements listed below are not considered during the job evaluation process but are essential requirements for the role that will be assessed during the recruitment process.</p>				
6	Additional Requirements:			
6.1	Maintains high levels of confidentiality at all times	√		R/I
6.2	Makes a commitment to the wider life of the school	√		R/I
6.3	Ability to present a smart professional image in line with the Dress Code of the School	√		R/I
6.4	Engage in additional training and development including being proactive in identifying own development needs	√		AF/EOI
6.5	Self-motivation and personal drive to complete tasks to the required time scales and quality standards	√		AF/EOI
6.6	Strives for excellence and ways to improve their own performance and the performance of the school	√		AF/EOI
	Disclosure of Criminal Record:			
	The successful candidate's appointment will be subject to the school obtaining a satisfactory Enhanced and Barring List Disclosure from the Disclosure and Barring Service (if ticked as an essential requirement).	√		DBS Disclosure

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		<p>If the post-holder requires a DBS disclosure the candidate is required to declare full details of everything on their criminal record.</p>	√	
<p>If the post-holder does not require a DBS disclosure the candidate is required to declare unspent convictions only.</p>		N/A	AF/EOI (After short listing)	