



Job Description

Job Title: SEND Teaching Assistant

Location: The Aspire Academy

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Job Title	SEND Teaching Assistant
Location:	The Aspire Academy
Hours per week:	37 hours per week
Weeks worked per year:	39 weeks per year (Term Time Only), including 5 INSET days
Reporting to:	SENDCo and Assistant Headteacher
Salary Scale:	Support Scale 3, Points 5-6

Main purpose of Role

- To act as an integral part of the Aspire Academy staff team, and as such to contribute to the overall aims of the school, working within agreed policies and procedures.
- To work under the instruction/direction of senior manager/teaching staff to support the delivery of quality learning and teaching of pupils with SEN.
- To work with students who have a range of significant and often complex needs, for example those with social, emotional, and mental health difficulties.
- To encourage the participation of pupils in the social and academic processes of the school and enable pupils to become more independent learners.

Principal Accountabilities:

Support for the pupils:	<ul style="list-style-type: none"> • Establish and maintain effective relationships with pupils: Work with identified pupils to help them achieve learning targets and develop their social and emotional skills. This involves understanding and respecting the learning styles and the individual needs of pupils and using this knowledge to support them when working on their own or in small groups. • Support pupils during learning activities: Working under the direction of the SENDCo to provide the appropriate level of support needed by pupils to promote independent learning, responding to any signs of distress or conflict, and feeding back to the SENDCo about progress made by pupils. This will include helping the pupils with the development of literacy and language skills, numeracy skills, and access to the curriculum. • Provide care and support for the pupils: Promote pupil well-being by encouraging them to develop good relationships with others, develop their self-reliance and self-esteem, and help them to adjust to new
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	<p>settings and to practice good standards of health and hygiene and support them in developing their overall emotional and social skills.</p> <ul style="list-style-type: none"> • Responsible for meeting the specific needs of pupils: <p>Provide specific learning support to individual pupils or a group of pupils, some of whom may have specific learning needs, considering their educational, cultural and/or religious background, in respect of:</p> <ul style="list-style-type: none"> ○ Social, emotional and mental health needs and development needs ○ Communication and interaction difficulties ○ Cognition and learning difficulties including developing reading skills ○ Sensory and or physical difficulties ○ Participate in pupil reviews: ○ Contribute to discussions concerning the educational and emotional development of pupils with whom there is day-to-day classroom contact. <ul style="list-style-type: none"> • Provide support for pupils being re-integrated back into mainstream schools or transferring to a different school/provision or post 16 provision. • Assist in the development of pupil support plans, including Twilight sessions. • Implement and contribute to planned learning activities/teaching programmes as agreed with the teacher and SENDCO, adjusting activities according to pupils' responses as appropriate. • Provide support for pupils with challenging behaviours taking account of support plans and risk assessments under the direct supervision of a teacher. • To ensure that the Management Information system is kept up to date detailing interventions and outcomes, therefore providing a provision map of support.
<p>Support for the School:</p>	<ul style="list-style-type: none"> • Develop and maintain working relationships with other professionals: Work effectively with teachers, support staff and other professionals, applying their own strengths and expertise to contribute positively to the overall aims and objectives of the Aspire Academy. Provide effective support for all other members of the school staff by sharing their own knowledge and expertise in a professional and constructive manner. • Contributing to the management of pupil behaviour and security: Provide consistency in behaviour management, contributing to the development and maintenance of school policies which encourage positive pupil behaviour and implement agreed behaviour management procedures in the classroom. Have an awareness of child protection issues and policies. • Undertake break-time and lunchtime supervision duties as required. Responsible for reporting situations which potentially pose danger to any pupil or member of staff in the school.

	<ul style="list-style-type: none"> • Liaise effectively with parents/carers: In agreement with the SENDCo communicate with parents and other designated carers about the care and education of their children. • Promote partnerships between home, referring schools and The Aspire Academy and help the teachers to develop and maintain parental interest in their child's education. • Participate in collective school activities: As requested by the Head Teacher, supervise pupils during fund raising events, school outings and other extra-curricular activities undertaken during the normal school day and help to prepare and contribute to associated risk assessments. • Review and develop own professional practice: Develop and maintain effectiveness as a member of the school staff by taking responsibility for own continuing professional development.
Support for the Curriculum:	<ul style="list-style-type: none"> • Support literacy and numeracy activities: • Work under the direction of the SENDCo and teachers to help pupils participate in whole class, group and individual learning activities for literacy/numeracy development, including Fresh Start Phonics intervention. • Discuss with the SENDCo/teachers how the learning activities are to be organised, agree on their own role and give feedback to the SENDCO and teacher about how well the activities went and how the pupils responded to them.
Contribution to School Ethos:	<ul style="list-style-type: none"> • Promote the school's values of respect, resilience, and inclusion in all interactions with pupils, families, and colleagues. • Support the wider life of the Academy by participating in school events, meetings, and professional development activities.
Professional Development:	<ul style="list-style-type: none"> • Opportunities to engage in ongoing professional development to enhance skills in family support, safeguarding, and multi-agency working. • Access to training aligned with the Academy's vision for transformational support and continuous improvement. • Participation in reflective practice, supervision, and appraisal processes to support personal and professional growth. • Encouragement to contribute to the development of best practises in family engagement and welfare within alternative provision education.
Other General Requirements	<ul style="list-style-type: none"> • Represent and promote the ethos and values of Esteem Multi-Academy Trust • To take and be accountable for all decisions made within the parameters of the job description • Participate with performance management and training and activities that contribute to personal and professional development

	<ul style="list-style-type: none">• Actively promote and act at all times in accordance with the policies of the MAT e.g. Safeguarding, Health and Safety, Equal Opportunities & GDPR.• Provide a high standard of customer service in all dealings internal and external to the MAT
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This Job Description is non-exhaustive and sets out the main expectations of the post holder. This Job Description can be altered with the agreement of the postholder and will be reviewed regularly. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description

The MAT will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

Esteem Multi-Academy Trust is committed to safeguarding and promoting the welfare of all its students. We expect all staff, volunteers and agency staff to share this commitment. The successful candidate will be required to undertake a Disclosure and Barring Service (DBS) check. The possession of a criminal record will not necessarily prevent an applicant from obtaining this post, as all cases are judged individually according to the nature of the role and information provided.

Signed:



Date: 23.04.2026