

SEND LEARNING & TEACHING ASSISTANT **JOB PROFILE**

The Way We Matter at Hovingham

Our Culture Code

Introduction

At Hovingham, **relationships** are at the heart of everything we do. We believe that when children and adults feel **safe, seen, and valued**, they thrive—not just academically, but emotionally and socially. Our Culture Code, *The Way We Matter*, is a shared commitment to building a school culture rooted in **care, consistency, and high expectations**.

This code is more than a set of guidelines—it's a reflection of our values:

- **Respect** – treating everyone with dignity and kindness
- **Tolerance** – embracing difference and promoting inclusion
- **Creativity** – encouraging innovation, imagination, and problem-solving
- **Perseverance** – showing resilience, determination, and hope

Our Culture Code defines *how we do things here*. It captures the behaviours, attitudes, and shared understandings that make Hovingham unique. It's not just about policies—it's about the lived experience of being part of our school community.

It will:

- Align our daily actions with our values and vision
- Support consistency and clarity across the school
- Help new staff integrate into our culture
- Guide decision-making and professional reflection
- Celebrate what makes Hovingham special and unique

We talk a lot about a sense of belonging and a sense of **mattering**—and it's important to understand the difference:

- **Belonging** means feeling accepted and included. It's knowing that you're part of the team.
- **Mattering** means feeling important. It's knowing your presence, voice, and actions make a difference towards something bigger than yourself.

At Hovingham, we strive to ensure that every child and adult not only feels they **belong**—but that they **matter**. This means recognising individual strengths, listening deeply, and creating space for everyone to contribute meaningfully.

How Will the Culture Code Be Used?

The Way We Matter will be embedded in:

- **Staff Induction** – to welcome and orient new team members
- **Professional Development** – to guide reflection and growth
- **Daily Practice** – as a touchstone for behaviour, relationships, and decision-making

It will also be visible in shared spaces, referenced in meetings, and celebrated in our successes.

Relationships with Children

We said we would... because every child deserves to have the best experiences, we can give them.

We own this by:

- Creating a safe, happy, and emotionally supportive environment
- Modelling 'The Hovingham Way' through consistent, respectful behaviour
- Building strong, trusting relationships through clear routines and warm presence
- Supporting emotional development with compassion and guidance
- Championing inclusion and diversity, especially for children with complex SEND
- Adapting our approaches to meet individual needs and never underestimating potential
- Fostering a growth mindset—embracing mistakes and nurturing resilience
- Encouraging independence, confidence, and problem-solving
- Using shared experiences to build belonging and community

Relationships with Each Other

We said we would... because strong teams create strong outcomes and experiences for children.

We own this by:

- Being ready, adaptable, and committed to professional growth
- Collaborating openly—sharing ideas and supporting one another
- Showing resilience—seeing barriers as opportunities
- Welcoming new team members with kindness and shared purpose

Relationships with Our Space

We said we would... because our spaces reflect our values and help children feel they belong.

We own this by:

- Ensuring safe, inclusive, and welcoming spaces throughout the day
- Promoting care and respect through well-maintained facilities and purposeful routines
- Using high-quality resources that reflect our curriculum, community, and vision
- Working as a team to inspire pride and belonging in our shared spaces

Responsibilities

Supporting Learning

- Work under the direction of the class teacher and SENDCo, contributing to the delivery of provision outlined in the pupil's EHCP or SEN Support Plan and supporting communication with relevant professionals and parents/carers.
- Be fully aware of the pupils' strengths, difficulties and barriers to learning.
- Be fully aware of agreed outcomes, targets and agreed provision (as outlined in the child's EHCP or other similar document/report such as an SEN Support Plan).
- Contribute to and support planning and evaluation of learning activities with the class teacher, providing feedback to the teacher on pupil progress and behaviour.
- Establish positive relationships and maintain high expectations for pupils being supported.
- Ensure that the pupils being supported have full access to learning opportunities as appropriate.
- Support the pupils with activities which support literacy and numeracy skills.
- Support the use of ICT in the classroom and develop pupil's competence and independence in its use.
- Provide feedback to pupils in relation to attainment and progress under the guidance of the class teacher.
- Maintain records and contribute to the collection of evidence to support the review of provision and pupil progress.
- Review progress over time with the class teacher, SENDCo, any specialist working with the pupil and the pupil's parents/carers.
- Ensure good links with other members of staff who are working to support pupils.
- Attend regular reviews and relevant school meetings as appropriate.
- Attend training sessions as appropriate.
- Support pupils who require additional support with communication, including those pupils with a mechanical system of communication, training will be provided. May also be required to use Makaton (a form of sign language for SEN pupils).
- Under the direction and guidance of the Speech and Language Therapist and/or Assistant SENDCO, support pupils with speech, language and communication difficulties.
- May also be required to assist pupils with physiotherapy under the guidance of physiotherapist.
- Attend where necessary to pupils' personal needs including help with social, welfare and health matters, including first aid.
- Attend to pupil's personal needs and provide advice to assist in their social care, health and hygiene development. Where required, supporting pupils who need assistance with personal care e.g. feminine hygiene, changing nappies and assisting them to use the toilet if they are unable to use the toilet unaided.
- Where required, feeding pupils and assisting them with drinking.

Management of pupils and their behaviour

- Promote positive pupil behaviour in line with school policies and help keep pupil/s on task.
- Provide information and advice to enable pupils to make the right choices about their own learning, behaviour and attendance.

- Assist the teacher with the development and implementation of individual Education/ Behavioural/ Support/ Mentoring plans and behaviour management strategies and personal care programmes.
- Promote the speedy and effective transfer of pupils across phases and the integration of those who have been absent.
- May be required to use restrictive physical intervention, where appropriate, to ensure the safety of pupils, staff and others. On occasions, some pupils may present behaviours such as biting, kicking, nipping or punching towards themselves, staff or other pupils. Appropriate training will be provided in Positive Behaviour Management, including Team Teach Level 1 or Level 2.

General

- Support learning by arranging/providing resources for lessons/activities under the direction of the class teacher.
- Assist with the preparation, maintenance and control of stocks of materials and resources.
- Assist with the display and presentation of pupils' work.
- Supervise pupils for limited and specified periods including break-times.
- Assist with escorting pupils on educational visits.
- Assist with collecting money in the classroom.

Contribute to Growing Hovingham to Greatness

- Act as an advocate for pupils with cognition and learning needs, promoting inclusive practice and supporting the full participation of pupils with SEND.
- Engage in relevant professional development and implement, share and model strategies to improve outcomes for pupils with cognition and learning needs.
- Be willing to continue you own professional development and share your expertise with others.
- Promote our values – Respect, Tolerance, Creativity and Perseverance and act as a role model for our pupils, developing positive relationships with pupils, parents and other professionals.
- Be aware of and comply with policies and procedures relating to keeping pupils safe and happy.

Economic Conditions	
Grade:	Level 2 (B3)
Nature of Appointment:	Permanent position with an initial 6-month probationary period
Annual Leave:	Term time only working plus occasional training days for which additional payment is made
Hours:	37 hours per week
Conditions of Service:	NJC Conditions apply

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

SEND LEARNING & TEACHING ASSISTANT PERSON SPECIFICATION

This person specification outlines the key skills, knowledge, experience and behavior required to deliver this job profile and be the right fit within a high performing team.	Essential (E) or Desirable (D)
Qualifications	
NVQ Level 2 or equivalent in Early Years or Teaching Assistants or appropriate level of experience of operating in the classroom environment.	E
Good numeracy and literacy skills, to GCSE level 4/grade C or higher	E
Evidence of relevant professional development relating to supporting pupils with SEND.	E
Paediatric First Aid qualification, or willingness to undertake qualification.	E
First Aid and/or Mental Health First Aid qualification	D
Knowledge & Experience	
Knowledge and understanding of a range of Special Educational Needs and Disabilities and how to support pupils to access learning.	E
Experience of working with children in a school or similar setting.	E
Experience of supporting pupils with personal care needs, including intimate care where required.	E
General understanding and awareness of relevant policies, legislation and codes of practice related to working in a school environment i.e. safeguarding	E
Experience of working with a wide range of multi-agency partners.	E
Awareness of safeguarding requirements and key policies relevant to working with children in a school environment.	E
Experience of supporting pupils with speech, language and communication needs.	D
Experience of working alongside external professionals (e.g. SENDCo, therapists, other agencies).	D
Skills	
Ability to support the delivery of learning activities under the direction of the class teacher.	E
Ability to adapt approaches and resources to support pupils' access to learning.	E
Ability to build positive relationships with pupils to support engagement and inclusion.	E
Ability to maintain accurate records and contribute to monitoring pupil progress.	E
Ability to work effectively as part of a team to support agreed outcomes for pupils.	E
Ability to use a range of technology to support learning.	E
Ability to follow structured programmes and guidance provided by teachers and external specialists.	E
Professional Behaviours	E
Demonstrates a commitment to inclusive practice and high expectations for all pupils, particularly those with SEND.	E
Able to build positive, trusting relationships with pupils, including those with communication and behavioural needs.	E
Effective communicator, able to work positively with colleagues, parents and professionals.	E
Demonstrates initiative and a proactive, solution-focused approach.	E
Able to reflect on practice and respond positively to feedback and training opportunities.	E
Able to prioritise and manage a varied workload.	E
General	

Commitment to ensuring the safety and welfare of pupils by adhering to Keeping Children Safe in Education (KCSIE).	E
Commitment to upholding the school's ethos and values.	E
Acts with integrity, honesty and professionalism in all aspects of the role.	E

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