

## **Job Title: Specialist Inclusion Base Teaching Assistant**

### **Purpose of the Job**

To work as a specialist Teaching Assistant within the school's SEND Hub, supporting pupils with significant and complex special educational needs and disabilities.

The postholder will work closely with the SENCO and Assistant SENCO to support some of the school's most vulnerable pupils, including pupils who are autistic, non-verbal or have significant communication, sensory, social, emotional or learning needs.

The role involves providing high-quality individual and small-group support, helping pupils access learning, develop communication and independence, and engage safely and positively in school life. The postholder will also contribute to the preparation, adaptation and planning of learning activities and resources for pupils within the SEND Hub.

This is a specialist SEND role and is not a general classroom Teaching Assistant position.

### **Key Responsibilities**

#### **Supporting Pupils with Complex SEND**

- Provide targeted support for pupils within the SEND Hub, including pupils with complex autism, communication needs, sensory needs and/or significant learning needs.
- Support pupils who are non-verbal or have limited verbal communication, using appropriate communication approaches as directed.
- Build trusting, consistent and positive relationships with pupils who may find communication, regulation, change or social interaction challenging.
- Support pupils' access to learning, communication, emotional regulation, independence and wellbeing.
- Help pupils engage with personalised learning activities linked to their individual needs, learning plans, EHCP outcomes and support plans.
- Promote pupils' dignity, independence and inclusion at all times.
- Support pupils during transitions, unstructured times and changes in routine.
- Use calm, consistent and trauma-informed approaches to support pupils who may become distressed or dysregulated.
- Support pupils' social interaction and participation in wider school life, where appropriate.
- Maintain high expectations for pupils while recognising and responding to individual barriers to learning.

#### **Supporting Learning, Planning and Preparation**

- Work closely with the SENCO, Assistant SENCO and teachers to prepare, adapt and organise learning resources for pupils in the SEND Hub.
- Contribute to the planning and preparation of personalised learning activities under the direction of the SENCO, Assistant SENCO and teaching staff.

- Help implement individual learning plans, EHCP provision, communication strategies and regulation plans.
- Provide feedback to the SENCO, Assistant SENCO and teachers about pupils' learning, engagement, communication, behaviour and wellbeing.
- Support assessment for learning by observing pupils carefully and sharing relevant information with staff.
- Assist in creating a structured, calm and purposeful SEND Hub environment.
- Prepare visual supports, communication resources, sensory resources and adapted learning materials as required.
- Support pupils to generalise skills across different contexts, including the classroom, SEND Hub, playground and wider school environment.

### **Working with Staff and Families**

- Work closely with the SENCO and Assistant SENCO as part of the wider inclusion team.
- Liaise with class teachers to support consistency between the SEND Hub and classroom provision.
- Contribute to discussions about pupil progress, provision and next steps.
- Attend relevant meetings, briefings and training where required.
- Support positive communication between school and families, under the direction of senior staff.
- Work collaboratively with external professionals where appropriate and under the guidance of the SENCO.
- Maintain accurate and professional records as required.

### **Supporting Regulation, Behaviour and Safety**

- Support pupils to develop emotional regulation, communication and independence using agreed strategies.
- Follow individual behaviour plans, risk assessments, regulation plans and positive handling plans where applicable.
- Support pupils safely during periods of distress or dysregulation, following school policy and agreed procedures.
- Promote positive behaviour through calm, consistent relationships and clear routines.
- Support safe movement around the school site, including transitions between the SEND Hub, classrooms, outdoor spaces and other areas.
- Supervise pupils during breaktimes, lunchtimes and other unstructured times where required.
- Support the safe collection and supervision of pupils travelling by school transport, including escorting pupils to and from school buses where required.

### **Safeguarding and Professional Responsibilities**

- Safeguard and promote the welfare of children at all times.
- Follow all safeguarding, child protection, health and safety, confidentiality and data protection procedures.
- Report concerns promptly in line with school policy.
- Maintain professional boundaries and high standards of conduct at all times.
- Uphold the values and ethos of the school and federation.
- Engage positively in training, supervision, professional development and reflective practice.

- Carry out any other reasonable duties consistent with the role and grade at the direction of the Head of School, SENCO, Assistant SENCO or School Business Manager.

Carry out any other reasonable duties consistent with the role and grade at the direction of the Head of School or School Business Manager

## **Person Specification**

### **Essential**

#### **Qualifications**

- GCSE English and Maths at Grade C / 4–5 or above (or equivalent).
- Educated to degree level, working towards a degree, or able to demonstrate strong relevant experience and academic ability.
- Willingness to undertake relevant SEND, autism, communication, behaviour and safeguarding training.

#### **Experience**

- Experience of working with children or young people in a school, childcare, care, youth work or similar setting.
- Experience of supporting children with additional needs, communication needs, social and emotional needs, or barriers to learning.
- Experience of working collaboratively with other adults to support children's learning, wellbeing or development.

#### **Skills and Knowledge**

- A good understanding of how children learn and develop.
- An understanding of the needs of pupils with SEND, or a strong willingness to develop this knowledge.
- Awareness of autism, sensory needs and communication differences.
- Ability to build positive relationships with pupils who may be non-verbal, anxious, dysregulated or unable to communicate in typical ways.
- Ability to support pupils' learning, communication, regulation and independence.
- Ability to prepare and adapt learning resources to meet individual needs.
- Ability to follow individual plans, risk assessments and agreed strategies consistently.
- Strong communication and interpersonal skills.
- Ability to work effectively as part of a team, particularly with the SENCO, Assistant SENCO and class teachers.
- Ability to use initiative while working within clear professional direction.
- Ability to observe pupils carefully and provide useful feedback to staff.
- Understanding of safeguarding and child protection responsibilities.
- Commitment to confidentiality, professional standards and inclusive practice.

#### **Commitment**

- Commitment to safeguarding and promoting the welfare of children.

- Commitment to equality, diversity, and inclusion.
- Willingness to engage in training and professional development.

## **Desirable**

### **Qualifications**

- Degree in education, psychology, child development, speech and language, SEND, health, social care or a related field.
- Relevant Teaching Assistant, childcare, SEND or autism qualification.
- Training in communication approaches, autism, sensory processing, positive behaviour support or trauma-informed practice.

### **Experience**

- Experience working with autistic pupils.
- Experience supporting pupils who are non-verbal or have significant communication needs.
- Experience using visual supports, communication systems or sensory strategies.
- Experience contributing to learning plans, support plans, EHCP provision or individual targets.
- Experience working in a specialist provision, SEND Hub, nurture provision or enhanced resource base.
- Experience supporting pupils during dysregulation or distress.
- Experience liaising with families or external professionals under the guidance of senior staff.

### **Skills and Knowledge**

- Knowledge of SEND strategies and interventions.
- Understanding of EHCPs and individual provision.
- Confidence using ICT and digital tools to support learning and communication.
- Understanding of regulation, sensory needs and structured teaching approaches.
- Ability to contribute creative ideas to support personalised learning.

### **Personal Qualities**

- Calm, patient and emotionally resilient.
- Warm, caring and consistent.
- Reflective and open to feedback.
- Proactive, organised and reliable.
- Flexible and adaptable to pupils' changing needs.
- Able to remain calm in challenging or unpredictable situations.
- Positive about working with pupils with complex needs.
- Committed to high expectations, dignity and inclusion for all pupils.
- Willing to learn, develop and contribute to a specialist SEND team.