



Astrea Academy Trust

LEARN, THRIVE, SUCCEED

Role Profile

Teaching Assistant

Castle Academy

ROLE SPECIFICATION

Academy / Department	Castle Academy
Post title	Teaching Assistant
Responsible to	SENDCO
Full time Salary	SCP 6-8 £25,989 - £26,824
Pro-Rata Actual Salary	£19,786 - £20,422 per annum
Working Pattern	Monday-Friday, Term Time Only, Permanent
Working Hours	32.5 hours per week
Line Management Responsibility	No

ROLE SUMMARY

The Teaching Assistant (Interventions and Inclusion) plays a vital role in supporting pupils to achieve their full potential through the targeted delivery of academic, pastoral and SEND interventions. Working in partnership with teachers, SEND staff, families and external professionals, the postholder will deliver high-quality interventions, contribute to the evaluation of pupil progress and provide personalised support that enables all pupils to access learning and thrive.

The role involves implementing and reviewing provision outlined within SEN Support Plans and Education, Health and Care Plans (EHCPs), delivering structured intervention programmes, supporting pupils with social, emotional and mental health (SEMH) needs, and providing timely feedback that informs teaching, provision planning and school improvement.

You will work alongside an exceptional and supportive team of professionals who are committed to ensuring every child succeeds academically, socially and emotionally.

KEY RESPONSIBILITIES AND DUTIES

Support for the Pupil

- Establish positive and professional relationships with pupils, acting as a consistent role model.
- Be aware of and respond appropriately to individual pupil needs, providing a high standard of pastoral, emotional, social and academic support.
- Deliver targeted intervention programmes to individuals and small groups to accelerate progress and address identified barriers to learning.
- Deliver provision detailed within SEN Support Plans and Education, Health and Care Plans (EHCPs), adapting approaches as necessary to meet individual needs.
- Support pupils with social, emotional and mental health (SEMH) needs through planned interventions and day-to-day strategies.
- Promote inclusion, independence, resilience and positive self-esteem.
- Encourage pupils to engage positively with learning and interact appropriately with others.
- Monitor pupil participation, engagement and progress during intervention sessions.
- Support pupils in developing emotional regulation, communication and social skills.
- Ensure the safety and wellbeing of pupils at all times.

Support for the Teacher

- Work collaboratively with teachers, the SENDCo and pastoral staff to identify pupils requiring additional support and intervention.
- Deliver intervention programmes as agreed and maintain accurate records of attendance, engagement and outcomes.
- Provide regular feedback to teachers regarding pupil progress, achievements and emerging needs.
- Contribute to the assessment, monitoring and evaluation of intervention impact through the collection and analysis of pupil progress information.
- Assist teachers and the SENDCo in the implementation, monitoring and review of SEN Support Plans and EHCP outcomes.
- Contribute to reviews and meetings relating to pupil progress, intervention outcomes and SEND provision where appropriate.
- Maintain records and evidence to support progress reviews, provision mapping and statutory requirements.
- Create and maintain a purposeful, supportive and inclusive learning environment.
- Promote positive behaviour and support pupils in meeting the school's expectations and behaviour standards.
- Establish constructive relationships with parents and carers when directed by the teacher, SENDCo or senior leaders.

Support for the Curriculum

- Deliver structured intervention programmes in literacy, numeracy, communication, social skills, emotional wellbeing and other identified areas of need.
- Adapt resources and activities to ensure accessibility and support successful learning outcomes.
- Support pupils in applying learning from intervention sessions within classroom contexts.
- Monitor and record achievement against intervention objectives and intended outcomes.
- Provide accurate written and verbal feedback to teaching staff to inform future planning and provision.
- Support the effective use of technology and specialist resources to enhance learning and independence.
- Prepare and maintain resources required for intervention and support programmes.

Support for Inclusion, SEND and Pastoral Provision

- Deliver personalised support programmes and interventions identified through SEND and pastoral systems.
- Implement strategies recommended by external agencies and professionals under the direction of the SENDCo and teaching staff.
- Contribute to the effective implementation of SEN Support Plans and EHCP provision.
- Support pupils experiencing social, emotional or behavioural difficulties to engage successfully with school life.

- Assist in monitoring, recording and evaluating the impact of SEND and pastoral interventions.
- Promote attendance, engagement, wellbeing and positive outcomes for vulnerable pupils.
- Contribute to a culture of inclusion where all pupils feel valued, supported and successful.

Support for the School

- Comply with all school policies and procedures relating to safeguarding, child protection, health and safety, confidentiality and data protection.
- Report concerns immediately in accordance with safeguarding and school procedures.
- Support the school's vision, values, ethos and improvement priorities.
- Work collaboratively as part of the wider school team and value the contributions of other professionals.
- Participate in relevant training and professional development, particularly in relation to SEND, interventions and SEMH support.
- Attend meetings, review sessions and training events as required.
- Support pupils during educational visits and off-site activities where required.
- Assist with the supervision of pupils out of directed lesson time, including before and after school if appropriate and within working hours
- Undertake first aid duties if appropriately trained.
- Fulfil any other duties commensurate with the grade and responsibilities of the post as directed by the Line Manager, SENDCo or Principal.

The above duties are not exhaustive and the post holder may be required to undertake other duties and responsibilities reasonably requested by the Principal, commensurate with the grade and purpose of the role.

PERSON SPECIFICATION

	Essential	Desirable
Education and Training		
GCSE Maths and English Grade C/4 or above education or equivalent	•	
Level 2/3 for Teaching Assistants		•
Experience		
Minimum of 2 years' experience of working with and/or caring for children within specified age range or NVQ2 or equivalent in teaching assistance		•
Experience of resources preparation to support learning programmes		•
Knowledge		
Training in the literacy/numeracy strategy	•	
Confident in supporting students with a range of behavioural needs	•	

General understanding of school curriculum and other basic learning programmes and techniques (within specified age range)	•	
General awareness of inclusion, especially within a school setting	•	
A good understanding of safeguarding and Keeping Children Safe in Education	•	
Professional Skills		
Ability to work effectively within a team environment, understanding classroom roles and responsibilities	•	
Ability to build effective working relationships with all pupils and colleagues	•	
Ability to promote a positive ethos and role model positive attributes	•	
Understanding of IT and other basic technology – video, photocopier	•	
First Aid trained or willing to undergo training	•	
Ability to build and maintain successful relationships with pupils, treat them consistently, with respect and consideration and demonstrate concern for their development as learners	•	
Ability to work collaboratively with colleagues and carry out role effectively, knowing when to seek help and advice	•	
Able to liaise sensitively and effectively with parents and carers recognising their role in pupil learning	•	
Able to improve their own practice through observations, evaluations and discussion with colleagues.	•	
Personal Qualities		
Confident, enthusiastic and motivated with a passion for people practice	•	
High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic background and a commitment to raising their educational achievements	•	
Commitment to self-development and continual improvement	•	
Strong relationship building skills with the ability to work as part of a team understanding Trust roles and responsibilities and own position within these	•	
Commitment to Diversity, Equity and Inclusion	•	
Ability to command credibility and respect	•	
Flexible and organised approach to work	•	
High levels of resilience and emotional maturity	•	

Inquisitive nature with sound problem solving skills, judgement and initiative	•	
Can-do attitude and solution focused approach with an ability to manage expectations	•	
Able to adapt to changing circumstances and new ideas	•	
High level of integrity with an ability to self-evaluate and reflect	•	

GENERAL RESPONSIBILITIES

- ★ ★ Contribute to the overall aims of the Trust and Academy Improvement Plans.
- ★ ★ Commitment to continual learning and development of skills.
- ★ ★ Behave in a manner that is professional, friendly and fair demonstrating and role modelling politeness and respectfulness.
- ★ ★ Demonstrate an excellent record of attendance and punctuality.
- ★ ★ Be aware of and comply with Trust policies and procedures including but not exhaustive of:
 - Acceptable Use of IT Policy
 - Code of Conduct
 - Keeping Children Safe in Education (KCSIE 2026)
 - Child Protection and Safeguarding Policy
- ★ ★ Work cooperatively as part of the Trust wide staff team.
- ★ ★ This role profile is not exhaustive and undertaking other duties may be required.

THIRD PARTY CHECK

Is this role subject to the following checks?

Disclosure Barring Service Enhanced Check (DBS)	Yes
Section 128 (S128) check	No
Is this role a Senior Leadership Role with management responsibility for the academy?	

APPLICATION PROCESS

Due to the Education sector requirements and that we must comply with Keeping Children Safe in Education (KCSIE) an application form must be completed. We are unable to accept a CV as form of application. We recognise that our application forms are comprehensive. If you have any difficulties completing, please do contact recruitment@astreaacademytrust.org