

## JOB DESCRIPTION

<b>Post Title</b>	Teaching Assistant
<b>Main Job Purpose</b>	Provide support for pupils who have special educational needs to enable them to access the curriculum and make progress.
<b>Grade</b>	Grade 5, Point 11 - 14
<b>Working hours</b>	27 Hours Per Week, Monday to Friday Term Time only + 1 week for Inset

Main Duties	
<b>Teaching &amp; Learning</b> <ul style="list-style-type: none"> <li>➤ Demonstrate an informed and effective approach to supporting pupils with Education, Health and Care Plans (EHCPs) by <b>reading, understanding and implementing the provision and outcomes specified</b> within each plan.</li> <li>➤ Take time to <b>learn the individual pupil</b>, including their strengths, needs, triggers, interests and preferred communication or learning styles, adapting support accordingly.</li> <li>➤ Adopt relevant evidence-based strategies to support the work of the teacher and increase the achievement and independence of all pupils, including those with special educational needs and disabilities (SEND).</li> <li>➤ Promote, support and facilitate inclusion by encouraging the meaningful participation of pupils with EHCPs in all learning and extracurricular activities.</li> <li>➤ Provide tailored in-class support by <b>scaffolding tasks</b>, breaking down instructions, modelling expectations and offering appropriate prompts to enable access to the full curriculum.</li> <li>➤ Be proactive in <b>seeking guidance, clarification and feedback</b> from the class teacher, SENDCo or specialist staff to ensure support is consistently aligned with pupil needs and school policy.</li> <li>➤ Liaise sensitively and professionally with parents/carers of pupils with EHCPs, where appropriate, to share relevant information and build strong, collaborative relationships.</li> <li>➤ Use effective behaviour regulation and support strategies consistently, in line with the school's policy and with reference to any behaviour or sensory plans included in an EHCP.</li> <li>➤ Assist class teachers in maintaining good order and a safe, supportive learning environment for all pupils, including managing behaviour in line with individual needs.</li> <li>➤ Organise and manage teaching space and resources to ensure they are accessible to pupils with diverse needs and contribute to a positive learning environment.</li> <li>➤ Observe and monitor pupil performance, engagement and wellbeing, and accurately pass on observations to the class teacher and SENDCo, including noting progress toward EHCP outcomes.</li> </ul>	

- Supervise a class when necessary if the teacher is temporarily unavailable, maintaining a calm and structured learning environment.
- Undertake any other relevant duties as directed by the class teacher, SENDCo or senior leaders, in line with supporting pupils with EHCPs effectively.

#### Planning (Updated to reflect EHCP responsibilities)

- Contribute to effective assessment and planning by monitoring, recording and reporting pupil performance, progress and behaviour, particularly in relation to EHCP targets and interventions.
- Read and understand lesson plans shared prior to lessons, as well as **any relevant EHCP-linked plans** (e.g., provision maps, risk assessments, therapy programmes) to ensure preparation for individual support needs.
- Prepare the classroom and resources for lessons, adapting materials or providing differentiated resources when appropriate to support pupils with EHCPs.

#### Safeguarding

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies
- Promote the safeguarding of all pupils in the school

#### Supervision and Management

The jobholder does not have responsibility for staff.

#### Creativity and Innovation

The jobholder contributes to the design and delivery of work adapted to pupils' special needs/abilities across the curriculum.

#### Decision Making

There will not regularly be a need to make decisions without initial referral to the SENDCo. Any immediate decisions without initial referral to teachers, will be in relation to the care, control and safety of pupils. Such decisions must be taken in accordance with school policies but the job holder must select the appropriate decision.

#### Key Contacts and Relationships

The jobholder will support pupils within a lesson. There is a need to tailor communication to the needs of the pupils. Other key contacts are with other school staff mainly teachers and members of the Learning Support team.

#### Resources

The jobholder is expected to use school resources appropriately and with care. The maintenance of stock control within Learning Support is important however the jobholder is not personally accountable for their overall security.

#### Working Environment

The jobholder works across the school where there are health and safety hazards. The correct systems and controls must be adhered to.

### Person Specification

#### Experience

- Experience working in a school or educational setting, demonstrating a commitment to *excellence through inclusive practice*.
- Experience working with children and young people, showing a *relentlessly optimistic belief* in their potential and progress.
- Experience planning and delivering learning activities that remove barriers, enable participation and reflect a *solution-focused approach* to meeting diverse needs.

## Qualifications

- GCSEs in English and Maths at Grade 4 (C) or above, or a commitment to actively securing funding and completing these qualifications within one year.

## Skills & Knowledge

- Strong literacy and numeracy skills, used to support high-quality, inclusive learning.
- Good organisational skills, with the ability to prioritise and remain proactive in ensuring all pupils can access learning.
- Ability to build trusting, respectful and positive relationships with pupils and adults, rooted in the belief that *every learner can succeed*.
- Skills and expertise in understanding the diverse needs of pupils, including SEND, and the ability to apply inclusive strategies that promote independence and achievement.
- Knowledge of how to adapt and scaffold support so learning is accessible, ambitious and appropriately challenging for all.
- Relevant subject and curriculum knowledge, and the ability to use this to enhance the teacher's work and promote excellence for every pupil.
- Excellent verbal communication skills and the confidence to engage positively with pupils, staff, parents and external professionals.
- Active listening skills, showing empathy, respect and a commitment to understanding each pupil as an individual.
- Ability to remain calm and solution-focused in challenging or pressured situations.
- Secure understanding of safeguarding guidance and statutory requirements, with a commitment to promoting pupil safety and wellbeing.
- Effective ICT skills, with the ability to use technology to support and enhance inclusive learning.
- Understanding of classroom roles, wider school systems and the importance of collaborative approaches to achieving *excellence through inclusion*.

## Personal Qualities

- Genuine enjoyment of working with children and seeing them thrive.
- Sensitivity, empathy and emotional intelligence to build strong and supportive relationships with pupils.
- A deep commitment to securing the best outcomes for all pupils, and to promoting the school's ethos of **Excellence Through Inclusion**.
- A *relentlessly optimistic* outlook, with the belief that every child can make meaningful progress.
- A *solution-focused mindset*, consistently seeking ways to remove barriers and create opportunities.
- High aspirations and ambition for all pupils, regardless of starting point, background or need.
- A strong commitment to confidentiality, professionalism and equality.
- Resilience, positivity and enthusiasm for making a sustained difference to children's lives.
- Capacity to inspire, motivate and challenge children and young people to believe in themselves and aim high.

