

# Moorland Primary School



*Together We Can*

## Job description: SEND teaching assistant

<b>Salary Range</b>	MKC Scale point B
<b>Reporting to</b>	Inclusion leader
<b>Main purpose of the role</b>	To provide learning support for pupils with special educational needs (SEND). This will involve working closely with the class teacher to deliver planned provision and support pupils with routines, transitions and behaviour.

### Our Mission

At Moorland Primary School, we are determined to give our children every chance to realise their potential. We have high aspirations for our children and want to equip them with the confidence, resilience and a passion for learning. We strive to transform the future for our children and are committed to give every young person the very best start so that every child leaves Moorland Primary school excited about their next stages of learning and determined to succeed.

### Job Context

Moorland Primary school is situated in a significantly deprived area where 58% of pupils receive pupil premium. SEND is well above national with Communication and Interaction and SEMH being our highest needs. Poor attendance and lateness remain a barrier for a small group of vulnerable pupils. However, we work tirelessly to improve this.

Many of our pupils join us significantly below age-related expectations, often facing complex barriers to learning and wellbeing. The progress they make is the result of a whole-school commitment to high-quality teaching, learning, and assessment, supported by a dedicated team of professionals. At the heart of this is our SEND Teaching Assistants, whose role is absolutely pivotal. They work in close partnership with teachers, leaders, and our wellbeing team to deliver targeted interventions, adapt learning experiences, and provide emotional and social support that enables every child to thrive. SEND TAs are champions for inclusion, ensuring that pupils with additional needs feel valued, understood, and empowered to achieve their full potential. Their impact goes far beyond academic progress—they help build confidence, resilience, and a sense of belonging for our most vulnerable learners.

## **Duties and responsibilities**

### **Supporting Pupils**

- Build positive relationships with pupils, promoting high self-esteem and independence
- Adapt communication style to respond to pupils according to their individual needs
- Support pupils with their social, emotional and mental health needs, escalating concerns where appropriate
- Promote high standards of behaviour, responding to incidents in line with the school's behaviour policy and guidelines on physical intervention
- Assist with the development and delivery of individual education and support plans

### **Teaching and learning**

- Contribute to the planning of adaptive learning for individual or small groups of pupils with special educational needs or disabilities (SEND), delivering activities inside or outside the classroom
- Support the teaching of a broad and balanced curriculum aimed at pupils achieving their full potential in all areas of learning
- Use ICT skills to advance pupils' learning
- Through observations, provide regular feedback to teachers on pupil progress, attainment and barriers to learning
- Support class teachers with maintaining good order and discipline among pupils, managing behaviour effectively to ensure a positive, safe learning environment
- Monitor, record and report on progress and attainment
- Contribute to the overall ethos, aims and work of the school

### **Working with staff, parents/carers and relevant professionals**

- Share knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision
- Communicate effectively with parents and carers under the direction of teachers
- Contribute to meetings with parents and carers by providing feedback on pupil progress, attainment and barriers to learning, as directed by teachers
- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Develop effective professional relationships with colleagues

## Professional development

- Help keep their own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school
- Take part in the school's appraisal procedures

## Other areas of responsibility

### 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

Please note, this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the postholder will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher or line manager.

## Person specification

CRITERIA	QUALITIES
<b>Experience</b>	<ul style="list-style-type: none"><li>• Experience working in a school environment or other educational setting</li><li>• Experience working with children / young people with special educational needs (SEND)</li><li>• Experience planning and delivering learning activities</li></ul>
<b>Skills and knowledge</b>	<ul style="list-style-type: none"><li>➤ Good literacy and numeracy skills</li><li>➤ Good organisational skills</li><li>➤ Ability to build effective working relationships with pupils and adults</li><li>➤ Skills and expertise in understanding the needs of all pupils</li><li>➤ Knowledge of how to help adapt and deliver support to meet individual needs</li><li>➤ Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils</li><li>➤ Excellent verbal communication skills</li><li>➤ Ability to work as part of a team and to be flexible in their approach to daily routines</li><li>➤ Active listening skills</li><li>➤ The ability to remain calm in stressful situations</li><li>➤ Knowledge of guidance and requirements around safeguarding children</li><li>➤ Good ICT skills, particularly using ICT to support learning</li></ul>
<b>Personal qualities</b>	<ul style="list-style-type: none"><li>➤ Enjoyment of working with children</li><li>➤ Sensitivity and understanding, to help build good relationships with pupils</li><li>➤ A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school</li><li>➤ Commitment to maintaining confidentiality at all times</li><li>➤ Commitment to safeguarding pupil's wellbeing and equality</li><li>➤ Resilient, positive, forward looking and enthusiastic about making a difference</li><li>➤ Capacity to inspire, motivate and challenge children and young people</li></ul>

## Safeguarding Statement

Moorland Primary School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. The responsibilities of the post require the post-holder to have substantial, unsupervised and daily contact with children, young people and their families and is subject to an enhanced DBS check.

*Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the teacher will carry out. In addition, you will be required to fulfil any reasonable expectations from the Headteacher. This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed.*

**Signature of Post holder** \_\_\_\_\_ **Date** / /

**Signature of Headteacher** \_\_\_\_\_ **Date** / /