

Job Description

Job title: Teaching Assistant (Inclusive Practitioner)

Reports to: SENDCo, Class Teacher, Assistant Headteachers, co-Headteachers

Pay Scale:

Overall Job purpose:

To support the education and welfare of all pupils, including those with Special Educational Needs and Disabilities (SEND), as directed by the Class Teacher and SENDCo. The post holder will work flexibly across the school to support the delivery of the curriculum, promote the inclusion of all children, and provide targeted 1:1 or small group support for pupils with additional needs. You will share in the corporate responsibility for the well-being and discipline of all pupils, having due regard to the school's aims, objectives, policies, and relevant national requirements.

Principal Duties and Responsibilities

Learning and Classroom Support

- To take every opportunity to develop pupils' language, reading, numeracy, and related skills as directed by class teachers.
- In the presence of the teacher, present agreed learning tasks in a clear and stimulating manner to help maintain pupils' interest and motivation.
- To help create and maintain a purposeful, orderly, and supportive environment for pupils' learning, ensuring that pupils are able to use equipment and materials provided.
- To produce and maintain classroom resources, displays, and classroom layout in consultation with the teacher.
- To help train pupils in the individual and collaborative study skills necessary for learning.
- To supervise pupils during breaks and lunchtimes, ensuring a safe and positive social environment.
- To carry out routine clerical tasks (e.g., collecting trip money, distributing letters, and producing class lists).

Special Educational Needs and Inclusion

- To provide 1:1 or small group support to pupils with additional needs, implementing strategies identified in Education, Health and Care Plans (EHCPs) or Individual Support Plans.
- To work with teachers and the SENDCo to identify and respond appropriately to pupils' individual needs, assisting pupils in areas of specific difficulty.

- To promote the inclusion and acceptance of all pupils within the classroom, ensuring those with SEN have full access to the curriculum.
- To help promote and reinforce pupils' self-esteem, encouraging independence and resilience.
- To provide information that supports the preparation and review of EHCPs and to action appropriate tasks from external professionals (e.g., Educational Psychologists, SALT, or Occupational Therapists).
- Under the direction of appropriate professionals and after adequate training, to assist in meeting a particular pupil's needs (e.g., physical development, speech/language development, and medical needs identified in an approved care plan).
- After adequate training, to carry out welfare duties in relation to the physical and care needs of pupils, including dressing, feeding, and toileting, while encouraging independence wherever possible.

Monitoring, Assessment, and Feedback

- To assist in monitoring and recording the progress of individual pupils in accordance with school procedures and reporting findings to class teachers.
- To give oral and written feedback to pupils on their attainment in order to promote further progress.
- To use a range of supporting techniques, including ICT and sensory resources, and consider in consultation with the teacher when and how to deploy them.
- To maintain confidentiality at all times with regard to both supported pupils and the wider school community.

General Duties

- To have due regard to the provisions of Health and Safety at work legislation.
- To ensure systems to support pupil welfare, including safeguarding and Prevent duties, are strictly adhered to.
- To have due regard to the Trust's Equal Opportunities Policy and GDPR requirements.
- To work alongside other adults, including teachers, trainee teachers, and other support staff, to ensure a cohesive approach to pupil progress.
- To undertake any other duties that are within the grade and scope of the post, as determined by the Headteacher(s).

Developing Self and Working with Others

- To take part in in-service training (INSET), relevant performance management arrangements, and other meetings as directed during contracted hours.



- Promote and maintain a culture of high expectations for self and others.
- Regularly review own practice, set personal targets, and take responsibility for own development, seeking advice and support from relevant colleagues.

Scope:

The post-holder will be based at one of the Trust schools and may be expected to work across the Trust, travelling from time to time to other Trust sites. This job description needs to be considered in the context of a developing and evolving situation and, therefore, responsibilities described here may be adapted to meet changing needs.

A key feature of this role is its interchangeable nature. The post-holder is expected to move fluidly between general classroom support and dedicated 1:1 or small-group SEN provision as directed by leadership. This flexibility ensures that the school can respond dynamically to the changing profile of our pupils' needs, including the implementation of new Education Health Care Plans (EHCPs) or shifts in classroom requirements.

Safeguarding:

Eko Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. Employees are expected to have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the Trust

Person Specification for the post of Teaching Assistant

Criteria	Essential	Desirable
Education, Training and Qualification	<ul style="list-style-type: none"> ● GCSE Grade C/4 or above in English and Maths. 	<ul style="list-style-type: none"> ● NVQ Level 2 or 3 for Teaching Assistants (or equivalent). ● Evidence of recent, relevant professional development (e.g., Autism awareness, ELSA, Team Teach).
Experience	<ul style="list-style-type: none"> ● Experience of working with or caring for children of a relevant age. ● Experience supporting children with a range of needs (e.g., ASD, ADHD, SEMH). ● Experience working in a primary school setting. 	<ul style="list-style-type: none"> ● Experience of delivering specific interventions (e.g., Phonics, Nurture groups).
Knowledge and Skills	<ul style="list-style-type: none"> ● Demonstrate a clear understanding of the school's role in fostering children's Spiritual, Moral, Social, and Cultural (SMSC) development and British Values. ● A deep understanding of the Teaching Assistant's role and how to work collaboratively within a multi-disciplinary team, including teachers, SENCOs, and external support staff. ● Ability to apply literacy and numeracy knowledge to support pupils' 	<ul style="list-style-type: none"> ● Strong knowledge and understanding of the Primary National Curriculum, with a specific focus on Literacy and Numeracy frameworks. ● Awareness of the various factors that can affect a child's progress and an understanding of how children learn and develop at different stages. ● Ability to adapt resources and delivery styles "in the moment"

	<p>learning effectively, including the ability to assess and track progress against specific learning objectives.</p> <ul style="list-style-type: none"> • Demonstrate an understanding of, and ability to use, diverse teaching approaches to support different groups, including those with Special Educational Needs (SEND) and English as an Additional Language (EAL/Bilingual) 	<p>to ensure all pupils, regardless of their starting point, can access the curriculum.</p> <ul style="list-style-type: none"> • Skill in observing pupil engagement and behavior, and the ability to provide clear, objective feedback to the class teacher to inform future planning.
<p>Commitment to and understanding of:</p>	<ul style="list-style-type: none"> • The Equal Opportunities practice throughout the school including the Authority's policy of inclusive education. • The promotion of community involvement in the school in order to raise achievement. 	