

JOB DESCRIPTION

Teaching Assistant

Reporting to:	Teacher
Salary :	£21,900- £24,334 Per annum (TCES Salary Band 8)
Location:	TCES Nurture Primary, E16
Contract and Hours:	Permanent, Term time only

Job Purpose

Under the guidance of the Class Teacher, the Teaching Assistant carries out specific educational and pastoral work with individuals or small groups of pupils within a classroom setting at TCES Nurture Primary. To support the classroom teacher in the delivery of lessons and related educational activities as specified in pupils' Education, Health and Care Plans (EHCP), supporting our pupils' learning using TCES's Principles of Therapeutic Education.

To promote the interests and well-being of pupils, role modelling the TCES Community Values and ensuring their safety in accordance with good practice and our Principles of Therapeutic Education.

Main duties and responsibilities

To support, encourage and motivate individual pupils and small groups working on educational tasks and activities, set by the supervising teacher, in accordance with the aims of each pupil's EHCP and to work towards good practice outcomes.

To assist in the identification of short-term achievable goals and targets within the context of EHCPs and Individual Education Plans (IEPs), contributing to the development of lesson plans and curriculum projects for each of the pupils.

Help prepare teaching and therapeutic resources, including the wider learning environment (e.g. classroom and displays), and ensure these are available when required by the teacher.

Support the teacher in the organisation and recording of diagnostic assessments for new pupils, and carry these out where appropriate.

To work with the teacher on establishing and maintaining a consistent system of rewards and positive reinforcement to encourage achievement and the development of self-esteem, in line with the TCES Community Values and the Four R's: Refocus, Reflection, Restorative Justice and Relationships.

To ensure the chronological records on pupils have been completed at the end of each day.

Promote the safety and well-being of pupils at all times and ensure that any Safeguarding/Child Protection/Family Protection concerns are communicated appropriately and swiftly to senior TCES staff so that all necessary measures may be taken to safeguard and support those concerned.

To keep accurate and up to date records of educational progress, in the form of termly reports to be prepared for the supervising teacher to an agreed format and in accordance with prescribed deadlines.

To support the formal Education Review process by contributing reports to the Class Teacher.

To assist in the preparation of breakfast where required, ensuring a high level of hygiene is maintained. To provide cover at lunchtimes and other designated break periods. To accompany pupils to external activities and educational visits.

Role model the TCES Community Values and support pupils in developing and demonstrating appropriate behaviours for learning and the building of positive relationships.

Ensure a healthy partnership between school, family and the pupil, and ensure that every pupil is helped to understand the TCES Complaints Procedure and their right to remain free from harm.

Support the Class Teacher in monitoring and addressing incidents of challenging behaviour, working alongside the Inclusion and Therapy teams to ensure pupils are supported through the FOUR R's: Refocus, Reflection, Restorative Justice and Relationships.

Since job descriptions cannot be exhaustive, the post-holder may be required to undertake other duties which are broadly in line with above key responsibilities.

The post-holder is expected to observe and comply with all TCES policies and regulations, for example Code of Conduct, Safeguarding, Keeping Children Safe in Education, Health and Safety, TCES Values, Equality and Diversity etc.

PERSON SPECIFICATION

Education and Qualifications

Numeracy and Literacy qualifications at level two or above (or equivalent qualifications).

Relevant Teaching Assistant/Learning Support qualification or willingness to work towards a qualification if not already held.

Relevant qualifications and certified training courses relating to Education/ Social Work/Youth Work (D).

Knowledge and experience

Clear understanding and knowledge of teaching, assessment and behaviour management strategies that facilitate effective learning and progress, with particular regard to pupils with ASC and/or SEMH.

Knowledge of child protection guidance and commitment to safeguarding pupils and staff.

Knowledge of the National Curriculum structure.

Minimum of one year's experience of working directly with pupils in a recognised educational or related setting.

Physical intervention trained or relevant experience.

Working knowledge of best practice in supporting neurodiverse pupils, particularly those with ASC and/or SEMH.

Skills and ability

Understanding of special educational needs and neurodiversity.

Understanding of child development.

Ability to work in a child-focused way and support pupils and their families to have genuine voice and participation in decisions that impact their own lives.

Ability to reflect on own practice and to seek self-improvement in teaching at all times.

Good organisational skills with the ability to plan workloads and prioritise tasks.

Good interpersonal skills and the ability to develop constructive and appropriate relationships with pupils.

Ability to engage in direct work with pupils, to include effective communication, good listening skills, understanding of children and young people's needs.

Other

Commitment to safeguarding and promoting the welfare of children and young people.

Commitment to Equality and Diversity

Commitment to TCES values

D = Desirable

July 2026