

# Job Description

<b>Role</b>	SEND Teacher Assistant
<b>Reports To</b>	Headteacher
<b>Location</b>	Woodpecker Hall Academy
<b>Working Pattern</b>	Monday to Friday – 36 hours per week
<b>Contract Type</b>	Permanent and Full Time Term Time + 1 week – 39 weeks per year
<b>Salary</b>	NSCT Pay Range 14 – 17 FTE Salary: £26,502 – £27,767 per annum Actual Salary: £22,668.27 – £23,750 per annum SEN Allowance: £1361 per annum NSCT Health Cash Plan + Generous Pension
<b>Annual Leave</b>	24 days + 8 Bank Holidays Holiday year runs from 1 <sup>st</sup> September – 31 <sup>st</sup> August. Annual leave entitlements are calculated in your salary. No additional paid leave is provided and leave is taken during school closures.

## Job Purpose

To create a nurturing, supportive, inclusive and engaging learning environment where every pupil feels safe, valued and empowered to succeed. Working closely with teachers and wider school staff, the Teaching Assistant will bring learning to life through hands-on, adaptable support that ensures all pupils can access the curriculum, develop confidence and reach their full potential. A core part of the role is to promote pupil well-being and independence by adapting activities to meet a range of learning styles and abilities. As a Teaching Assistant supporting children with SEND, you also provide consistent, personalised support, implement individual learning plans (EHCPs), deliver targeted interventions and assist with emotional regulation or sensory strategies as directed by specialist staff. Through collaboration, care and a commitment to inclusive education, the Teaching Assistant will contribute positively to pupils' academic, social and emotional development within a safe and structured environment.

Employees will be expected to comply with any reasonable request from their line manager and senior leadership team to undertake work of a similar level and grade that is not specified in this job description. Following consultation with you, this job description may be changed by management to reflect or anticipate changes in the job which are commensurate with the salary and job title.

## Key Responsibilities

### Classroom support

- Provide targeted support to pupils as directed by teachers or senior staff, encouraging independence and responsibility for learning and behaviour.
- Assess pupil progress regularly using appropriate technology during group work, whole-class support and interventions.
- Assist teaching staff in preparing and maintaining an effective learning environment, including setting up and clearing away materials and apparatus.
- Participate in lesson planning where appropriate, following rigorous training and induction.
- Help develop tailored work programmes for pupils, adapting to different learning needs.

- Keep accurate records of pupils' development and progress.
- Demonstrate flexibility by covering classes at short notice if required by the senior leadership team.

### **Pupil support and welfare**

- Promote and reinforce children's self-esteem and positive behaviour through praise and encouragement.
- Supervise pupils during break times (morning, lunch and afternoon), breakfast club, and after-school care sessions as required, following the behaviour policy and reporting any issues to teaching staff.
- Encourage pupils to engage in organised games and develop their own games, ensuring adequate supervision.
- Organise appropriate indoor activities during wet play, following school procedures.
- Design activities that promote confidence, teamwork, and independence through play.
- Ensure pupils wear suitable clothing and footwear for outdoor play, maintaining good behaviour and safety standards.
- Support the integration of pupils with special educational needs or disabilities into group activities.
- Monitor and encourage positive movement of pupils around the school in line with the behaviour policy.
- Promote healthy eating and good table manners during mealtimes, encouraging independent eating and social skills.
- Provide appropriate support for pupils with special needs, disabilities, or restricted diets during mealtimes, ensuring pupils tidy up satisfactorily afterward.
- Clean spillages promptly and in line with health and safety procedures.
- Deliver basic or paediatric first aid within the classroom, during breaks and at clubs as needed.

### **General duties**

- Set up and store play equipment before and after lunchtime periods.
- Assess the safety of play equipment before use and report any faults to senior staff.
- Establish a supportive relationship with pupils and parents to support learning and development.
- Liaise with colleagues regularly and participate in planning meetings, INSET days and other professional development events.

## **Ethos:**

- Support the Trust’s vision, mission and strategic priorities, contributing to the achievement of “Stronger Together”.
- Act as a professional ambassador for the Trust, representing its values within your role and wider community.
- Demonstrate and uphold the Trust’s values of inclusion, ambition, support, kindness and integrity in all aspects of practice.
- Build and maintain positive, respectful and professional relationships with colleagues, parents, carers, stakeholders and the wider community.
- Actively contribute to Trust-wide initiatives, events and community engagement, reflecting the Trust’s commitment to Education, Community and Opportunity (ECO).
- Work collaboratively with colleagues across the Trust to support high standards and continuous improvement for all pupils.

## **Professional development and collaboration:**

- Engage fully in professional development activities and performance management processes, demonstrating a commitment to continuous professional growth.
- Collaborate effectively with colleagues across the Trust to share good practice and contribute to sustained improvement in teaching and learning.
- Remain open to new ideas, evidence-informed approaches, technologies and strategies in line with Trust priorities and educational developments.
- Contribute constructively to quality assurance and internal review processes, working with senior leaders to support professional learning and improvement.

## **Safeguarding and well-being:**

- Promote and uphold a culture where safeguarding and the welfare of children and young people is everyone’s responsibility.
- Comply fully with statutory safeguarding requirements, including Keeping Children Safe in Education (KCSiE) and all Trust safeguarding policies and procedures.
- Act promptly on any safeguarding concerns or disclosures, following Trust reporting procedures without delay.
- Contribute to the creation of a safe, secure and supportive environment for pupils and staff, both physically and emotionally.
- Engage in all mandatory safeguarding training and ensure knowledge is kept up to date in line with role requirements.
- Promote inclusion, mental health awareness and well-being, recognising their importance in supporting positive outcomes for pupils and staff.

## **Professional conduct and compliance:**

- Adhere to all Trust and academy policies, procedures and codes of conduct, ensuring consistency with organisational expectations.
- Comply with health and safety requirements to maintain a safe working environment for pupils, staff and visitors.
- Promote equality, diversity and inclusion in all aspects of practice, ensuring a culture free from discrimination or harassment.

- Uphold British Values and comply with the Prevent Duty in line with statutory guidance.
- Contribute to the Trust’s strategic priorities through professional behaviour, attitude and practice.
- Engage positively with audits, inspections and quality assurance processes to support accountability and continuous improvement.
- Maintain high standards of professionalism in conduct, communication and appearance, acting as a role model at all times.
- Build and maintain positive relationships with parents, carers, stakeholders and the wider community in support of Trust objectives.
- Participate in outreach and engagement activities that strengthen links between the Trust, families and the wider community.

## Acknowledgment and Agreement

I acknowledge that I have read and understood the job description and the Trust Expectations Framework. I agree to carry out the duties of the role to the best of my ability and in accordance with the Trust’s policies and procedures.

<b>Employee Name:</b>	<b>Employee Signature:</b>	<b>Date:</b>
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# Job Specification

<b>Qualifications (or equivalent qualification)</b>	<b>Essential</b>	<b>Desirable</b>
Grade 4 (C) or above GCSEs in English / Mathematics (science desirable)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Education to A level or degree standards	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Level 2 Certificate in Supporting Teaching and Learning in Schools or equivalent	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Level 3 Diploma in Supporting Teaching and Learning in Schools or equivalent	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Level 3 + SEND focus qualification / training	<input checked="" type="checkbox"/>	<input type="checkbox"/>
First Aid / Paediatric First Aid qualification	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Evidence of ongoing Continuous Professional Development (CPD)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Professional Experience</b>	<b>Essential</b>	<b>Desirable</b>
As a teaching assistant or similar role within primary education	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Working with children with SEND, EAL and other additional needs	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Managing and supporting small groups or one-to-one interventions	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Support classroom routines, behaviour management and pastoral care	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Actively involved in extracurricular activities and enrichment programmes	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Engaging with stakeholders to build strong, collaborative relationships and aligned goals	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Skills and Knowledge</b>	<b>Essential</b>	<b>Desirable</b>
Understanding of child development	<input checked="" type="checkbox"/>	<input type="checkbox"/>
First aid skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Positive behaviour management techniques suitable for young children	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ability to engage and inspire young children across a diverse range of abilities and needs	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Awareness of potential learning barriers and strategies to address them	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Proficient in IT, including Microsoft 365 applications	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Familiarity with role-specific platforms, digital tools and resources to enhance teaching and learning experiences	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Awareness of online safety and responsible use of digital tools	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Understanding of safeguarding, child protection and health & safety	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Knowledge of equality, diversity and inclusion	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Understanding of GDPR and data protection regulations in education	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Attributes</b>	<b>Essential</b>	<b>Desirable</b>
Communicate professionally and respectfully with pupils, staff and the wider community, using clear verbal, written and interpersonal skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Work collaboratively and constructively with colleagues and the wider academy community to support a positive environment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Handle disagreements and challenging situations calmly and professionally, promoting respect and resolution	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Remain calm, approachable and solution-focused under pressure and when challenged	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Prioritise the safety, wellbeing and development of pupils and staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Take the initiative and respond proactively to the needs of pupils and colleagues	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Be punctual, reliable and committed to professional responsibilities	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Manage time effectively, meet deadlines and adapt to changing demands	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Demonstrate strong organisational skills with accuracy and attention to detail	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Exercise discretion and maintain confidentiality when handling sensitive information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Uphold ethical standards and demonstrate high levels of trust and integrity	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Aligned with Trust values demonstrate a positive attitude and act as a role model	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Value diversity and actively contribute to an inclusive environment for all	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Engage in self-reflection, embrace professional development and use creativity and technology to enhance practice	<input checked="" type="checkbox"/>	<input type="checkbox"/>