



# Teaching Assistant

Based in Specialist resource provision

**All Saints Bedworth C of E Academy & Nursery**

Off The Priors, Mitchell Road, Bedworth,  
CV12 9HP

**Candidate Information**

*Together, pursuing life in all its fullness*

# Teaching Assistant

## About the Role

The Trust is looking to appoint an inspirational and highly effective Teaching Assistant who is committed to supporting the All-Saints Bedworth to educational excellence and further developing the distinctive Christian character of educational provision and the school community.

In return we can offer:

- A support network of professional colleagues
- A strong culture of professional development
- The opportunity to be part of an aspirational organization and contribute to its development and growth plans
- We are offering an actual salary of £8,085 per annum (FTE £26,403, Grade F, Scale point 7-10)
- Working hours: 8:30am-3:30pm (TTO, 39 weeks per annum)
- 13hrs per week (2 days per week, flexibility around which days per week to be discussed at interview)
- Eligibility to join the Pension Scheme

## Applications

Thank you for your interest in this post. Interested candidates are welcome to speak to us for more information about this fantastic opportunity. Please contact the school office directly on 02476 313387 for an informal discussion about the post.

Please note that the closing date for applications is 17<sup>th</sup> May 2026.

We welcome all applications regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race religion and belief, sex and sexual orientation.

Interviews will take place on the 20<sup>th</sup> May 2026

# Job Description

## KEY PURPOSE

To provide consistent, nurturing and highly individualised support for pupils within the Specialist Resource Provision, enabling them to engage positively with learning, communication and early social development. The role focuses on implementing specialist strategies, structured routines and inclusive approaches so that each child can make progress, feel safe and be successful within both the SRP and wider school environment.

## ACCOUNTABILITIES

The appointee will be line managed by Kerry O'Grady, Head Teacher.

## PRINCIPAL RESPONSIBILITIES

### Curriculum Support

- Contribute to curriculum planning and evaluation within the SRP, helping adapt activities to meet pupils' developmental levels, sensory needs and EHCP outcomes.
- Assist in the delivery of structured lessons/sessions, using specialist approaches (e.g. visual supports, TEACCH-style organisation, communication systems) as directed by the teacher.
- Undertake agreed learning activities or teaching programmes, adjusting pace, structure and resources in response to pupils' communication, sensory or emotional regulation needs.
- Support and use ICT in learning activities, including assistive technologies, and help pupils develop early competence and independence in their use.

### Support for Pupils

- Provide highly individualised support for pupils during 1:1, small-group and structured play activities, explaining tasks, modelling language, reinforcing key concepts and maintaining engagement.
- Offer occasional support to whole-class activities when pupils are integrating into mainstream sessions, ensuring transitions are smooth and pupils feel safe and supported.
- Help pupils develop early communication skills using strategies such as visual timetables, Makaton, PECS or other agreed communication systems.
- Promote inclusion and acceptance of all pupils, encouraging positive peer interactions and supporting pupils to engage confidently in shared activities.
- Promote independence, emotional regulation and the development of self-esteem through consistent routines, predictable expectations and nurturing relationships.
- Assist in the personal, social and emotional development of pupils, including supporting sensory regulation, co-regulation and early social play.
- Support the development and implementation of IEPs, EHCP outcomes and behaviour or regulation plans, following agreed strategies consistently.
- Use specialist skills, knowledge or training to support pupils with SEND, including

- sensory needs, communication difficulties, physical needs or SEMH needs.
- Encourage and reinforce positive interactions between pupils, supporting them to work within any behaviour or regulation targets set.
- Identify and report uncharacteristic behaviour patterns, changes in presentation or emerging needs promptly to the class teacher/SENCo.
- Assist with supervision on trips or community-based learning, ensuring pupils' safety, regulation and inclusion.
- Monitor and provide for the general care, safety and welfare of pupils, including tasks connected with personal care, sensory regulation, social inclusion and physical wellbeing.
- Support and nurture small groups of children over the lunchtime period, using structured play, communication strategies and regulation approaches.

### **Support to Teacher**

- Assist with planning, delivery and evaluation of SRP learning activities, contributing observations that inform next steps and personalised provision.
- Monitor individual and group progress towards key objectives, providing clear feedback to the teacher and contributing to assessment through observation and reporting.
- Record information relevant to assessment, review of progress and EHCP monitoring, following school systems for secure and accurate record-keeping.
- Attend IEP and EHCP review meetings where appropriate, sharing observations that support accurate assessment of need and progress.
- Support the implementation of behaviour, regulation and communication strategies, helping maintain a calm, structured and predictable learning environment.
- Take an active role in the day-to-day organisation of the SRP learning environment, including preparing specialist resources, sensory tools, communication aids and differentiated materials.
- Undertake routine and non-routine administrative tasks such as preparing visual supports, producing worksheets or supporting with evidence collection for EHCP reviews.
- Liaise with parents/carers, specialist teachers, therapists and other professionals, sharing information appropriately to support joined-up provision for pupils.
- Engage in ongoing professional development to ensure practice remains aligned with current SRP, SEND and early years approaches.

### **SUPPORTING THE WORK OF THE MULTI ACADEMY TRUST**

As part of the Diocese of Coventry Multi Academy Trust, the Deputy CEO - Education will be expected to develop and maintain strong, positive relationships with colleagues in the Multi Academy Trust, within the family of Multi Academy Trust academies and the Diocesan family of schools.

### **STRENGTHENING THE COMMUNITY**

Academies exist in a distinctive social context, which has a direct impact on what happens inside the school. Academy leadership should commit to engaging with the internal and external school community to secure equity and entitlement. All staff should collaborate with other schools in order to share expertise and bring positive benefits to their own and other academies. They should work collaboratively at both strategic and operational levels with parents and carers and across multiple agencies for the well-being of all children.

### This will include:

- Building a school culture and curriculum which takes account of the Church Foundation and the richness and diversity of the school's communities.
- Creating and promoting positive strategies for challenging harassment of any kind.
- Ensuring learning experiences for pupils are linked into and integrated with the wider community, the local church and diocesan communities.
- Ensuring a range of community-based learning experiences, including building links with local churches and Coventry Diocese.
- Collaborating with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families
- Creating and maintaining an effective partnership with parents and carers, (including those who may be described as 'hard to reach', those with learning disabilities and those for whom English is an additional language), to support and improve pupils' achievement and personal development.
- Building bridges with the school's diverse communities, seeking opportunities to invite the whole range of parents and carers, community figures (including clergy and church representatives), businesses or other organisations into the school to enhance and enrich the school and its value to the wider community.
- Contributing to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative initiatives.
- Co-operating and working with relevant agencies to protect children.

### **SAFEGUARDING CHILDREN AND SAFER RECRUITMENT**

Our Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will be required to undertake an enhanced criminal record check via the DBS. Further information about the Disclosure and Barring Service is available from the DBS website at: [Disclosure and Barring Service - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

### The Trust will ensure that:

- The policies and procedures relating to safeguarding and safer recruitment are fully implemented and followed by all staff.
- Sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities in relation to safeguarding, including taking part in strategy discussions and other inter-agency meetings and contributing to the assessment of children.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing practices.

## **DATA PROTECTION**

The post holder must meet the requirements of the General Data Protection Regulation Act 2018 at all times, especially concerning confidentiality, treatment of personal information and records management.

## **ADDITIONAL DETAILS**

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Staff will be expected to comply with all Trust policies and procedures and any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. This job description will be reviewed annually and the Chief Executive reserves the right to alter the content of this job description, after consultation with the post-holder, to reflect changes to the job or services provided, without altering the general character or level of responsibility.

# Person Specification

		Measured By				
		Essential	Desirable	Application	Interview Process	References
<b>Personal Qualities, Qualifications and Experience</b>						
<b>Qualifications and Experience</b>						
	Hold a recognised relevant NVQ level 2 qualification	√		√		
	Minimum GCSE A – C (or equivalent) in English and Maths	√		√		
	Have a good level of knowledge and understanding of expected outcomes for pupils in line with the National Curriculum / Early Years framework	√		√		
	Evidence of continuous professional development relating to curriculum, teaching learning and SEN/inclusion		√	√	√	√
	Team Teach Trained		√	√		
	Be willing and able to take part in relevant training, ie safeguarding, play activities, etc	√				
<b>Professional Experience and Knowledge</b>						
	Substantial, successful, relevant and recent experience in a primary school or Academy	√		√	√	√
	Literacy skills to be able to complete accident book	√		√	√	√
	Knowledge and understanding of safeguarding requirements and good practice.	√		√	√	√
	Knowledge of recent developments in primary education	√		√	√	√
	Experience of using ICT effectively in classroom teaching		√	√	√	√
	Be able to understand, comply and work within policies: eg. school behaviour policy, child protection policy, health and safety, confidentiality and other school rules.		√	√	√	
	A commitment to and evidence of promoting diversity and equal opportunities within the workplace, classroom, curriculum and employment practice	√		√		
	Be aware of cultural differences	√		√		
	Can transfer theory/Training into practice	√	√	√		
	Experience of supporting children with Special Educational Needs in an inclusive environment	√		√	√	
	Understanding of the distinctive Christian character of a Church school		√	√	√	
<b>Teaching and Learning</b>						
	A proven track record in ensuring the highest possible standards in teaching and learning					
	Good understanding and application of best practice in teaching of phonics, reading, writing and maths					
	Successful experience of positive behavior management and developing a pupil Focused, inclusive and effective learning environment so that behavior and attendance are outstanding					
<b>Personal Qualities</b>						
	Has high expectations and personal integrity with the ability to promote and sustain the values, culture and Christian ethos of the school	√		√	√	

Is articulate and approachable with excellent interpersonal communication skills and be able to present information to others both verbally and in writing	√		√	√	
Is an outstanding, reflective practitioner with high quality teaching skills and high expectations for pupils' learning and attainment	√		√	√	√
Can work well as part of a team, and show initiative in offering ideas within a team setting	√		√	√	
Can solve problems and can exercise initiative and independent action	√		√	√	
Is pro-active in offering ideas	√		√	√	
An exemplary record of health and punctuality		√			√
<b>Skills &amp; Abilities</b>					
To provide a secure, stimulating and well organized learning environment	√		√		
To ensure effective curriculum delivery through differentiation	√		√		√
To work collaboratively and effectively as part of a team	√		√		√
To work with colleagues in providing for the intellectual, physical, social, spiritual and emotional needs of the children	√		√		√

**(name)** hereby confirm that I have received a copy of the Job Description for the post of **Teaching Assistant**

Signed .....

Date .....

