



Studley St Mary's CofE Academy

1:1 Teaching Assistant

Specialist Resource Provision

Central MAT Office
The Diocese of Coventry Multi Academy Trust
St James' C of E Academy
Barbridge Road
Bulkington

Candidate Information

Together, pursuing life in all its fullness

1-1 Teaching Assistant

Specialist Resource Provision

The Trust is looking to appoint an inspirational and highly effective 1-1 Teaching Assistant in our Specialist Resource Provision who is committed to supporting Studley St Mary's CofE Academy to deliver educational excellence and further develop 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 organisation and contribute to its development and growth plans
- We are offering a salary of £25,583 - £25,989 per annum FTE, Actual Salary £19,585 to £19,896. This is Grade E, points 5-6, 32.5 hours per week, 8.15 am – 3.15 pm with half an hour unpaid break
- Eligibility to join the Pension Scheme

The position is to support pupils with EHCP/additional needs.

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 Mrs Rachel Power, SENCo, or Mr Adam Clark, Headteacher, via the school office on 01527 852153.

Completed applications and supporting documents should be submitted via My New Term.

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.

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 with barred list check via the Disclose and Barring Service. An online/social media check will also be undertaken for all shortlisted candidates.

Closing date: Friday 11 September 2026 at 12 noon

Interview date: Week commencing 14 September 2026

Anticipated start date: As soon as possible

Job Description

KEY PURPOSE

To support the learning, communication, and social development of pupils aged 7–11 with Communication and Interaction needs within a Specialist Resource Provision (SRP). The role involves working closely with teaching staff to provide structured, personalised support that enables pupils to access the curriculum, develop independence, and achieve positive outcomes in a safe and inclusive environment.

ACCOUNTABILITIES

The appointee will be line managed by the Specialist Resource Provision Teacher

PRINCIPAL RESPONSIBILITIES

To contribute effectively to the planning, delivery, and evaluation of learning within the Specialist Resource Provision, ensuring that all activities are inclusive, structured, and responsive to pupils' individual needs. The role involves promoting a safe, supportive, and communication-friendly environment, consistently applying agreed strategies and routines, and working collaboratively with staff and external professionals to support pupil progress, wellbeing, and engagement.

Support for pupils:

- Provide 1:1 and small group support tailored to pupils' communication and interaction needs (e.g., autism spectrum condition, speech and language difficulties).
- Use visual supports, structured routines, and specialist strategies (e.g., PECS, Makaton, social stories, now/next boards) to aid understanding and communication.
- Support pupils in developing functional communication, social skills, and emotional regulation.
- Adapt learning activities to ensure accessibility and engagement.
- Facilitate participation in classroom routines, sensory circuits, and structured play opportunities.
- Promote positive behaviour using consistent approaches and individualised behaviour support plans.
- Support pupils' personal care needs where required, ensuring dignity and respect at all times.
- Encourage independence and self-confidence in learning and social situations. Occasional support to whole class for short periods (eg story reading).
- Help pupils to develop communication skills and role play activity.
- Promote inclusion and acceptance of all pupils, encourage them to interact and work co-operatively and engage in activities.
- Promote independence and development of self-esteem
- Assist in the personal, social, emotional development of pupils and development of self-esteem.
- Assist with the development and implementation of IEPs/behaviour plans.
- Use specialist skills/ knowledge/ training to provide support in specialist areas
- Encourage and reinforce positive interactions between pupils working within any behaviour targets set
- Identify and report uncharacteristic behaviour patterns

- Assist with pupil supervision on trips off the premises, under overall guidance of the teacher. Monitor and provide for general care, safety and welfare of pupils, including tasks connected with their social inclusion and personal/physical care.
- Occasional support of child(ren) over the lunchtime period.

Support to teacher:

- Assist with lesson/activity planning, delivery and evaluation
- Monitor individual/group achievements of key objectives and provide feedback to the teacher
- Contribute to pupil assessment through observation and reporting
- Record information relevant to assessment and review of pupils' progress
- Support implementation of strategies to manage pupil behaviour and help manage pupil behaviour
- Active involvement in day-to-day management of the learning environment including responsibility for the care and preparation of teaching aids, equipment, materials and differentiated resources.
- Undertake routine and non-routine administrative tasks, eg produce worksheets, administer coursework
- Liaise with parents/carers, specialist teachers and other professional staff, share and provide information.
Assist in the preparation and adaptation of teaching materials and resources.
- Support the delivery of differentiated lessons and activities under teacher guidance.
- Observe and record pupil responses, progress, and behaviour to inform planning and assessment.
- Help maintain an organised, structured, and visually supportive learning environment.
- Contribute to review meetings, including EHCP reviews where appropriate.
- Support transitions between activities, lessons, and environments.
- Liaise effectively with teaching staff and specialists (e.g., Speech and Language Therapists, Educational Psychologists).
- Assist in risk assessments and contribute to maintaining a safe and supportive classroom environment.

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 \(www.gov.uk\)](https://www.gov.uk/government/organisations/disclosure-and-barring-service)

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

Personal Qualities, Qualifications and Experience		Measured By				
		Essential	Desirable	Application	Interview Process	References
Qualifications and Training						
1	Hold a recognised relevant NVQ Level 2 qualification	√		√		
2	Minimum GCSE A – C (or equivalent) in English and Maths	√		√		
3	Have a good level of knowledge and understanding of expected outcomes for pupils in line with the National Curriculum	√		√		
4	Evidence of continuous professional development relating to curriculum, teaching learning and SEN/inclusion		√	√	√	√
5	Team Teach Trained		√	√		
6	Be willing and able to take part in relevant training, ie safeguarding, play activities, etc	√				
7	Awareness of, or training in, autism-specific approaches (e.g. TEACCH, SCERTS)		√			
8	Training or willingness to train in AAC systems (e.g. PECS, Makaton)		√			
9	Training or awareness of sensory processing and regulation strategies		√			
Professional Experience and Knowledge						
1	Substantial, successful, relevant and recent experience in a primary school or Academy	√		√	√	√
2	Experience of supporting children with Special Educational Needs in an inclusive environment	√		√	√	
3	Understand school's policies and how they relate to local and national frameworks/policies eg. Child protection, health & safety, equal ops, SEN etc.	√		√	√	√
4	Knowledge and understanding of safeguarding requirements and good practice.	√		√	√	√
5	Knowledge of recent developments in the national curriculum and primary education	√		√	√	√
6	Experience of using ICT effectively in classroom teaching					
7	Be able to understand, comply and work within policies: eg. school behaviour policy, child protection policy, health and safety, confidentiality and other school rules.		√	√	√	√

8	A commitment to and evidence of promoting diversity and equal opportunities within the workplace, classroom, curriculum and employment practice	√		√		
9	Be aware of cultural differences	√		√		
10	Can transfer theory/Training into practice	√	√	√		
11	Understanding of the distinctive Christian character of a Church school		√	√	√	
12	A commitment to professional development					
13	Experience of supporting pupils with Autism Spectrum Condition (ASC) and/or Speech, Language and Communication Needs (SLCN)		√	√	√	
14	Experience using visual support strategies (e.g. now/next boards, visual timetables, social stories)		√	√	√	
15	Understanding of how communication needs impact behaviour, learning, and social interaction		√	√	√	
16	Experience supporting pupils with emotional regulation needs using structured and consistent approaches		√	√	√	
17	Knowledge of EHCPs, including supporting and monitoring individual targets		√	√	√	
18	Experience of working alongside external professionals (e.g. Speech and Language Therapists, Educational Psychologists)		√	√	√	
19	Awareness of sensory environments and how to adapt them to support engagement and reduce anxiety		√	√	√	
Teaching and Learning						
1	A proven track record in ensuring the highest possible standards in teaching and learning	√		√	√	√
2	Good understanding and application of best practice in teaching of phonics, reading, writing and maths	√		√	√	
3	Successful experience of positive behaviour management and developing a pupil Focused, inclusive and effective learning environment so that behaviour and attendance are outstanding	√		√	√	√
4	Ability to adapt learning activities to support individual communication needs and learning styles		√	√	√	√
5	Experience delivering structured, small group or 1:1 interventions		√	√	√	√
6	Ability to promote functional communication and social interaction skills within learning activities		√	√	√	√
7	Use of multi-sensory approaches to support engagement and understanding		√	√	√	√
Personal Qualities						
1	Has high expectations and personal integrity with the ability to promote and sustain the values, culture and Christian ethos of the school	√		√	√	
2	Is articulate and approachable with excellent interpersonal communication skills and be able to present information to others both verbally and in writing	√		√	√	

3	Is an outstanding, reflective practitioner with high quality teaching skills and high expectations for pupils' learning and attainment	√		√	√	√
4	Can work well as part of a team, and show initiative in offering ideas within a team setting	√		√	√	
5	Can solve problems and can exercise initiative and independent Action	√		√	√	
6	Is pro-active in offering ideas	√		√	√	
7	An exemplary record of health and punctuality		√			√
8	Demonstrates a calm, consistent, and patient approach when supporting pupils with complex needs	√		√	√	
9	Highly skilled in observing and interpreting non-verbal communication	√		√	√	
10	Flexible and responsive to changing routines and pupil needs	√		√	√	
11	Committed to promoting independence, inclusion, and dignity for all pupils	√		√	√	
Skills & Abilities						
1	To provide a secure, stimulating and well organised learning environment	√		√		
2	To ensure effective curriculum delivery through differentiation	√		√		√
3	To work collaboratively and effectively as part of a team	√		√		√
4	To work with colleagues in providing for the intellectual, physical, social, spiritual and emotional needs of the children	√		√		√

I hereby confirm that I have received a copy of the Job Description for the post of 1-1 Teaching Assistant in the Specialist Resource Provision.

Signed Dated

