



Position:

Intervention and Inclusion Para-Educator

Welcome to Waingels

Job Description for Intervention and Inclusion Para-Educator (SEND Unit)			
Pay Range	NJC Grade 4 SCP 7 to 11 (£26,403 to £28,142 FTE)	Actual Salary	£22,375.94 to £23,849.70 per annum
Employment Type	Permanent, term time only plus 3 inset days	Working Pattern	Full time, 37 hours per week
Reporting to	Thrive Centre Manager	Responsible for	N/A
Start Date	ASAP	Application Deadline	Friday 19 th June 2026

About Waingels Thrive Centre

Waingels Thrive Centre is a specialist SEND Designated Unit for up to 25 students with complex Speech, Language and Social Communication Needs, including those with a diagnosis of autism or currently on an assessment pathway.

As an integral part of Waingels, the Thrive Centre shares the mainstream school's vision to be a fully inclusive community where everyone belongs, thrives and succeeds. We are committed to enabling every student to feel valued, understood and empowered to achieve their full potential.

At the heart of Thrive is a personalised, aspirational approach to education. Students follow a broad and balanced curriculum that is carefully adapted to meet their individual needs. Alongside academic learning, the curriculum is enriched through the Autism Education Trust framework, supporting progress in communication, social understanding and independence.

Students typically spend around 70% of their time within the Thrive Centre and 30% accessing mainstream lessons, with this balance tailored to individual strengths, needs and aspirations. Through close collaboration with subject specialists from across the school, we ensure students benefit from high-quality teaching and inclusive opportunities, both in the Thrive Centre and in the mainstream, supported by careful preparation and ongoing review.

Job Purpose

- ❖ To support the Thrive Centre Manager and visiting teachers with educational and instructional activities and non-teaching tasks
- ❖ To work effectively as part of the Thrive Centre team to ensure the best possible outcomes for key students and their personalised provision
- ❖ To cover occasionally for absent teachers to maintain the effective running of the centre
- ❖ To provide pupils with wider curriculum opportunities in the mainstream school before, during and after school

Role Clarification: The Para-educator and the Supervising Teacher

A clear understanding of the roles of the teacher and the para-educator is important for a successful programme and helps ensure that ethical and legal requirements are being addressed. This also serves as a guide in supervision and evaluations.

Actual delivery of instruction to the student may be carried out by the para-educator under supervision of the teacher. However, the teacher's responsibilities to the learning include:

- ❖ Assessing the student's entry level performance
- ❖ Planning instruction for individual students
- ❖ Implementing the goals and objectives of the individualised educational plan
- ❖ Supervising and co-ordinating work of para-educator and other support staff
- ❖ Evaluating and reporting student progress
- ❖ Involving parents in their child's education, and
- ❖ Co-ordinating and managing information provided by other professionals.

Suggested duties for Para-educators (this is not all-inclusive and is given as a guide)

- ❖ Educating individual students (one-on-one or small group)
- ❖ Provide assistance with individualised programmed materials
- ❖ Assisting with group educational activities that include students with personalised provisions
- ❖ Carry out tutoring activities designed by the teacher that include students with personalised provision
- ❖ Monitoring supplementary work and independent study that include students with personalised provision
- ❖ Conferring and planning with teachers related to individual pupils targets and/or modifications, and providing documentation.
- ❖ Working with the teacher to develop classroom schedules.
- ❖ Managing students (more specifically, those with personalised provision).
- ❖ Assist the teacher in observing, recording and charting behaviour, learning and progress
- ❖ Assist the teacher with crisis problems and behaviour management.
- ❖ Preparation of classroom materials related to personalised provision or modifications/accommodations.
- ❖ Preparation of the classroom environment for learning activities.
- ❖ Assisting students with physical needs (mobility, toileting, eating, physiotherapy etc)

- ❖ Participating in professional activities and meetings.
- ❖ Working with audio-visual equipment, computers and/or assistive technology as related to individual student personalised provision/accommodations and modifications.
- ❖ Maintain classroom (housekeeping chores)
- ❖ Clerical activities and office machines
- ❖ Supervise children at lunchtimes and/or breaktimes
- ❖ Score objective tests and papers and maintain appropriate records for teachers.
- ❖ Cover for absent teachers to supervise work provided by the teacher for the students.
- ❖ Act as readers, amanuensis etc for pupils with examinations.
- ❖ Mentoring of students.

Instructional duties the para-educator may not perform:

- ❖ Be responsible for the diagnostic functions of the classroom.
- ❖ Be responsible for initially preparing lesson plans and initiating instruction.
- ❖ Be used as a substitute for teachers on long term absence (more than five days) unless he or she possesses the appropriate qualifications to be paid as an unqualified teacher.
- ❖ Assume full responsibility for supervising assemblies or field trips.
- ❖ Be assigned to work with only one student for the majority of the day.

Non-Instructional duties the para-educator may not perform:

- ❖ Shall not assume full responsibility for supervising and planning classroom activities.
- ❖ Shall not take children to appointments outside of school unless permission is granted by authorised personnel.
- ❖ Shall not prescribe educational activities and materials for children unless directed by the Assistant Principal – Inclusion & Intervention
- ❖ Shall not grade subjective or essay tests.
- ❖ Shall not regulate pupil's behaviour by sanctions without the agreement of the teacher.

A Quick and Basic Code of Ethics for Para-educators:

The para-educator should discuss the student's limitations only with the supervising teacher and those directly involved with the student's education program in an appropriate setting.

Other Duties and Responsibilities

- ❖ To carry out any other duties as required under the remit of the capabilities of your position
- ❖ To be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality, and data protection, reporting all concerns to an appropriate person
- ❖ To provide support for student's emotional and social needs by encouraging and modelling positive behaviour in line with the School's Behaviour policy and demonstrating high expectations of work and behaviour

- ❖ To attend relevant Inclusion & Intervention and Full Staff meetings and participate in training opportunities and performance development as required
- ❖ To comply with school policies and procedures with regard to Health and Safety, equal opportunities, race equality, conduct and dress
- ❖ To attend training as and when necessary
- ❖ To assist with the general day to day administration of the school where deemed appropriate by the Principal
- ❖ To support and supervise students during social times as directed by the Assistant Principal – Invention and Inclusion/SENCO.

This Job Description is written with the purpose of ascertaining the main duties of the position but is not necessarily exhaustive as the postholder may be required to undertake other duties as directed within the range of duties reasonably expected of a member of support staff.

Additionally, this position commences with a probationary period of 6 months from your start date of employment. During this time, your performance, conduct and suitability for the role will be assessed. We reserve the right to extend this period if performance does not meet the required standards.

Person Specification

Qualities and Attributes	Essential	Desirable
Qualifications		
5 GCSEs including English and Maths at grade C or above	✓	
Level 3 qualification or equivalent in a relevant subject area (Level 2 qualifications cannot be considered)	✓	
Experience		
Previous experience of working with SEND pupils, particularly those with autism		✓
Previous experience of working in a secondary school		✓
Previous experience of working with children & young people	✓	
Experience with Microsoft Office Tools		✓
Experience of taking responsibility, working effectively with others and contributing to a team	✓	
Knowledge / Skills / Abilities		
Ability to offer 'cover' when teaching staff have commitments that take them away from the lesson	✓	
Act as a role model, be well presented and hold students to account for your same high standards	✓	
Adaptability and willingness to learn new skills, systems and applications	✓	
Ability to show resourcefulness, motivation and diligence when engaging students in learning or wider curriculum activities	✓	
Ability to communicate clearly and effectively, both orally and in writing, with parents, children, colleagues and other professionals	✓	
Ability to plan, organise and manage workload effectively, work under pressure and meet deadlines	✓	
Respect the need for discretion, sensitivity and confidentiality when handling student information	✓	

A willingness to adopt a flexible and tolerant approach to supporting young people.	✓	
Know when to seek help or ask for advice	✓	
General		
A commitment to safeguarding & promoting the welfare of children and young people, participating in training and adherence to school policies	✓	
A Commitment to the school's ethos, aims and its whole community.	✓	
A willingness to undertake additional training, keep up-to-date with developments and changes in good practice	✓	
Awareness and adherence to relevant health & safety regulations and a commitment to equality of opportunity	✓	
Excellent attendance and punctuality record	✓	
DBS Checked	✓	

Making Your Application

All of our vacancies are advertised on My New Term and we can only accept applications that are submitted via this platform. Before submitting an application, we would encourage you to:

- Review this recruitment pack in detail to ensure you are the right person for the job and the job is right for you
- Visit our website to learn more about our school community, ethos and values
- Review our staff welcome brochure that you will find alongside this application pack to learn more about what it's like to work at Waingels

Should you have any questions regarding the role or the recruitment process, please don't hesitate to contact us via:

Contact name: Mollie Williams (HR Administrator)

Email: hrandrecruitment@waingels.wokingham.sch.uk

Phone: 0118 969 0336

Post: Mollie Williams, Waingels, Waingels Road, Woodley, Berkshire, RG5 4RF

We will review applications as they are submitted, so you are encouraged to apply as soon as possible.

The school is committed to safeguarding, equal opportunities and to promoting the welfare of all staff and students

