

JOB DESCRIPTION AND PERSON SPECIFICATION



EMPLOYMENT DETAILS	
JOB TITLE:	Teaching Assistant
GRADE:	KSA
ALL STAFF RESPONSIBILITIES:	<ul style="list-style-type: none"> To live our values of collaboration, citizenship, sustainability and achievement. To follow our schools' and Trust's policies and procedures. To value lifelong learning and develop skills and knowledge. To adhere to the highest level of safeguarding and child protection.
MAIN PURPOSE OF THE ROLE:	To provide high-quality, targeted support to children working within the Early Years Foundation Stage/ KS1 curriculum, working under the direction of the class teachers and senior leaders to enable all pupils—particularly those with additional needs—to access learning, develop independence, and make strong progress. The role includes 1:1 and small-group intervention support both in the classroom and in enhanced provision spaces, tailored to children requiring personalised strategies.

MAIN RESPONSIBILITIES	
<p>SUPPORTING TEACHING AND LEARNING</p> <p>PROMOTING INCLUSION</p>	<ul style="list-style-type: none"> Deliver high-quality, targeted 1:1 and small-group support based on developmental needs, IEP's and where applicable EHCP-linked provision. Support children to access play-based and structured learning activities in line with the EYFS framework / KS1 curriculum. Reinforce learning through modelling, repetition, language support, and scaffolded interaction to build early communication, literacy, and numeracy foundations. Assist pupils in understanding instructions, staying engaged, and developing independence and confidence as learners. Adapt and personalise activities in response to children's developmental stage, SEND needs, and individual responses. Build warm, responsive, and trusting relationships with pupils, supporting positive behaviour, emotional regulation, and social interaction skills. Encourage inclusive play and peer engagement, modelling language, turn-taking and co-operation. Support the development of children's self-help skills, independence and early routines. Report concerns regarding wellbeing, behaviour, attendance or safeguarding promptly following school procedures.



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<p>SUPPORTING THE LEARNING ENVIRONMENT</p> <p>OBSERVATION</p> <p>ADDITIONAL</p> <p>SAFEGUARDING</p>	<ul style="list-style-type: none"> • Help create a safe, stimulating and enabling learning environment in indoor and outdoor spaces. • Prepare, organise and maintain resources, equipment and learning areas. • Support with displays and the presentation of children's learning. • Carry out observations of children's learning, interactions and progress to provide accurate information to teaching staff. • Contribute to monitoring progress against early learning goals and personalised targets. • Support in recording basic pupil data, learning evidence and behaviour/wellbeing notes. • Supervise pupils during play, lunch and transitions, ensuring safe, purposeful and positive experiences. • Support children during educational visits and outdoor learning activities. • Assist with personal care routines (toileting, hygiene, dressing or feeding) where required and in line with policy. • Use digital tools to support early learning and communication development. • Recognise and report any concerns about pupils' safety, wellbeing, behaviour or development, following school safeguarding procedures. • Maintain safe working practices, professional boundaries and confidentiality when working with pupils. • Support pupils' wellbeing, inclusion and positive behaviour, ensuring a safe and secure learning environment for all.
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- This job description outlines the duties of the post at the time of publication.
- The post holder may be asked to carry out other reasonable duties without changing the role's general responsibilities.
- Priorities will be reviewed annually through performance management.



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PERSON SPECIFICATION	
Qualifications and training	
Essential	Desirable
<ul style="list-style-type: none"> Supporting Teaching and Learning in Schools 	<ul style="list-style-type: none"> Level 3 Early Years /Teaching Assistant Qualification CPD relevant to the role i.e. therapies and supporting behaviour
Skills and experience	
Essential	Desirable
<ul style="list-style-type: none"> Experience working with children in EYFS, nursery or primary settings. Experience supporting pupils with SEND or developmental delays. 	
Knowledge	
Essential	Desirable
<ul style="list-style-type: none"> Ability to work effectively with individuals and small groups. Strong communication and interpersonal skills. Warm, nurturing and patient approach. Ability to build positive relationships with children, families and staff. Flexible, resilient and committed to inclusive practice. Understanding of children learn and develop. 	<ul style="list-style-type: none"> Knowledge of Individual Education Plans (IEPs) and Behaviour Plans; Familiarity with statutory frameworks such as the Early Years Foundation Stage (EYFS) or National Curriculum; Awareness of strategies to support emotional wellbeing and social development;
Personal traits	
The successful candidate will be	
<ul style="list-style-type: none"> Willingness to take on additional responsibilities; Interest in professional development and continuous learning; Creative approach to engaging pupils in learning activities Reliable, punctual, and flexible; 	



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- Team player with the ability to take initiative;
- Enthusiastic, approachable, and resilient;
- Positive role model for pupils.

Additional requirements

The successful candidate will have

- Evidence of an enhanced DBS check, or willingness to undertake one.
- Suitable references from their previous employer.

➔	Signed:	Date:
	Name:	School:

