



St. George's CE Primary Academy Newtown



SEND Teaching Assistant

To start September 2026

Salary – Pay Scale 5 to 9 or 11 to 17 depending on experience and qualifications



St. George's CE Primary Academy

Newtown

Welcome

We are delighted that you are considering a role at St George's CE Primary Academy. We hope this application pack provides you with a clear understanding of our ambitious, inclusive, and nurturing school community.

Located in the heart of Newtown, Birmingham, we are proud to serve a vibrant and richly diverse community. Our school reflects the strength, energy, and cultural richness of the families we serve, and we celebrate this diversity as one of our greatest assets. At St George's, we believe that every child's background and experience strengthens our shared learning and enriches school life.

We are committed to maintaining high standards in pastoral care, teaching and learning, and curriculum provision, alongside a strong moral purpose. Equally, we take pride in being a warm and welcoming community, where pupils, families, and staff feel valued, respected, and supported. A strong sense of belonging underpins everything we do.

Working at St George's means being part of a dedicated and aspirational team that places children at the heart of every decision. We strive to unlock the potential within every child, nurturing their talents, broadening their horizons, and raising their aspirations for the future. We are proud of our academic achievements and equally committed to providing a rich and engaging school experience, full of opportunities that inspire curiosity, creativity, and joy.

At St George's, our staff share a deeply held belief: the education we provide must be good enough for our own children. This principle drives our commitment to excellence and ensures that every child receives the highest quality of care and education.

About St. George's CE Primary Academy

About

St. George's CE Primary Academy, located in the heart of Newtown, Birmingham, is a welcoming and inclusive school for children aged 4–11. As part of the Birmingham Diocesan Multi-Academy Trust, we are committed to delivering high-quality education within a strong Christian framework.

Our school serves a diverse community and warmly welcomes children of all faiths and backgrounds. We work in close partnership with parents, carers, the local church, and the wider community to ensure every child thrives. Our dedicated staff provide a broad, engaging curriculum that supports pupils' academic achievement while fostering their personal, social, and spiritual development.

Vision and Values

At St. George's, our vision is rooted in the Christian belief that every child should experience "life in all its fullness" (John 10:10). We are committed to nurturing each pupil academically, spiritually, and socially within a caring and inclusive community, where God's love inspires hope, dignity, and ambition for the future.

Our values are centred on our Christian ethos and are captured through our "Growing together in Newtown" vision. These values include:

- Taking every opportunity
- Opening hearts and minds
- Growing in confidence and independence
- Enriching and inspiring others
- Thoughtfulness and forgiveness
- High aspirations
- Engagement with our community
- Reaching out to God and to one another

Together, these values shape a culture where all members of the school community are supported to flourish and succeed.

Ofsted

The most recent Ofsted inspection in November 2024 recognised St. George's as a Good school across all key areas, including quality of education, behaviour and attitudes, personal development, leadership and management, and early years provision.

Inspectors highlighted the school's positive learning environment, strong leadership, and commitment to supporting pupils' development. This reflects the dedication of staff and the strong sense of community that underpins daily life at St. George's.

About Birmingham Diocesan Multi-Academy Trust (BDMAT)

The Birmingham Diocesan Multi-Academy Trust (BDMAT) is a collaborative network of schools in Birmingham, dedicated to providing high-quality education within a supportive and inclusive Christian ethos environment. The Trust encompasses a variety of academies from across three local education authorities – Birmingham, Solihull and North Warwickshire. Each school – 18 primaries and 1 secondary - retains its unique character and ethos while adhering to the overarching values of BDMAT, which include promoting "Life in all its fullness," success, and positive wellbeing for all students. BDMAT schools work together on leadership, curriculum design, teaching, and pastoral support, ensuring a holistic approach to education.

Job Information

Purpose of the Job

To work under the instruction and guidance of teaching and senior staff to provide specialist support for pupils with complex communication needs, the majority of whom have a diagnosis of Autism Spectrum Disorder (ASD). The postholder will support pupils to access learning, develop communication, social interaction and independence skills.

Duties and Responsibilities: Teaching and Learning Support

- To be an active and effective member of the SEND team.
- Support learning for pupils with complex communication needs under the direction of the class teacher, SENCO and senior leaders.
- Develop a thorough understanding of the individual needs, strengths and communication profiles of pupils, including EHCP and SSPP outcomes and individual targets.
- Support pupils in developing functional communication, social understanding, emotional regulation and independence skills.
- Implement communication approaches and strategies, including visual supports, structured teaching approaches and personalised communication systems.
- Support pupils to access learning within the nest and mainstream classroom
- Help pupils develop personal, emotional and social skills, implementing behaviour support strategies and pastoral support as agreed by the SEND team.
- Develop positive, trusting and supportive relationships with pupils, adapting approaches to meet individual needs.
- Maintain a structured, predictable and supportive learning environment that promotes engagement, communication and independence.
- Support the preparation and organisation of resources to enable pupils to access learning effectively.
- Understand how communication differences, sensory needs and emotional regulation difficulties can impact learning, behaviour and wellbeing.
- Provide feedback to teachers and SEND staff regarding pupil progress, engagement and wellbeing.
- Support personal care needs where required, including toileting, dressing, feeding and administering medication in line with school policies and training.

Support for Teachers

- Have a sound knowledge and understanding of the EYFS, KS1 and/or KS2 curriculum as well as when children are unable to access the National Curriculum.
- Have experience of supporting pupils with Autism Spectrum Disorder and complex communication needs.
- Use evidence-informed strategies to support communication, interaction, engagement and learning.
- Assist in planning, adapting and delivering learning activities to meet individual needs.
- Monitor and record pupil progress accurately and contribute to assessment processes.
- Carry out observations to inform planning and provision.
- Work collaboratively with parents, carers and external professionals to support pupil outcomes.
- Deliver targeted interventions and support small groups and individual pupils as directed.

Support for Children

- Develop positive and supportive relationships that promote trust, communication and engagement.
- Recognise and respond appropriately to the differing communication, sensory and learning needs of pupils.
- Promote self-esteem, independence and resilience.
- Ensure pupils are safe, supported and able to access learning opportunities.
- Encourage participation, social interaction and successful inclusion within the wider school community.

Support for the Curriculum

- Deliver structured learning activities and teaching programmes under the direction of the teacher, adapting approaches in response to pupils' communication, sensory and learning needs.
- Support the implementation of individual EHCP outcomes, communication targets and personalised learning plans.
- Facilitate the use of communication systems and strategies, including visual supports, AAC, social stories, communication boards and other individualised approaches.
- Deliver targeted interventions to develop communication, language, social interaction, emotional regulation, literacy and numeracy skills.
- Monitor, record and report on pupil engagement, progress and achievement, contributing to assessment and review processes.
- Support pupils to generalise skills across different learning environments, including classrooms, outdoor learning and wider school activities.
- Promote pupil independence by using structured teaching approaches and reducing adult support where appropriate.
- Where appropriate, support pupils in accessing mainstream curriculum activities through appropriate scaffolding, adaptation and reasonable adjustments.
- Prepare, organise and maintain specialist resources and learning materials to meet individual pupil needs.
- Support the effective use of ICT, assistive technology and communication devices to enhance learning, communication and independence.
- Contribute to creating communication-friendly learning environments that promote engagement, participation and successful outcomes for all pupils.
- Assist in displaying and celebrating pupil achievements, ensuring learning environments are inclusive, accessible and supportive of communication needs.

Support for the School

- Undertake relevant training and professional development relating to SEND, communication and autism.
- Work collaboratively with colleagues and external professionals.
- Attend meetings, reviews and training sessions as required.
- Support pupils during breaktimes, lunchtimes, educational visits and enrichment activities.
- Maintain confidentiality and adhere to safeguarding, health and safety, data protection and school policies at all times.
- Act as a positive role model and contribute to an inclusive school culture where all pupils can thrive.

Person Specification – Teaching Assistant (Level 2 / Level 3)

Education and Training

Educated to at least GCSE Grade C/4 or equivalent in English and Mathematics	Essential
Level 2 qualification in Supporting Teaching and Learning, Childcare, SEND or equivalent	Essential
Additional qualifications and/or training relating to ASD, communication and interaction needs, speech and language development, sensory processing or SEND	Desirable
Commitment to undertaking further professional development relevant to the role	Essential

Experience

Experience of supporting pupils with SEND within a mainstream or specialist setting	Essential
Experience of supporting pupils with Autism Spectrum Disorder and/or complex communication needs	Essential
Experience of supporting pupils across the EYFS, KS1 and/or KS2 curriculum	Essential
Experience of implementing personalised learning programmes and individual targets	Desirable
Experience of using visual supports, structured teaching approaches or communication strategies	Essential
Experience of working alongside external professionals	Desirable
Experience of supporting pupils with social, emotional and sensory regulation needs	Desirable

Skills, Attitudes and Abilities

Commitment to inclusive education and high aspirations for all pupils	Essential
Understanding of barriers to learning experienced by pupils with communication and interaction needs	Essential
Ability to build positive, trusting relationships with pupils, families and colleagues	Essential
Ability to communicate effectively with parents, carers and professionals	Essential
Ability to work effectively as part of a team whilst also using initiative appropriately	Essential
Ability to adapt communication styles to meet individual pupil needs	Essential
Ability to promote independence, resilience and self-esteem in pupils	Essential
Good organisational and time management skills	Essential
IT literacy and confidence in using technology to support learning and communication	Desirable
Commitment to pupil voice and person-centered practice	Essential
Commitment to working collaboratively with parents and carers	Essential

Teaching and Assessment

Commitment to a child-centred, nurturing and inclusive approach	Essential
Ability to support pupils in accessing a flexible, personalised and balanced curriculum	Desirable
Ability to implement and review personalised learning programmes under the direction of teachers and the SENCO	Desirable
Ability to maintain accurate records of pupil progress, engagement and wellbeing	Desirable
Experience of contributing to assessment processes for pupils with SEND	Desirable
Understanding of EHCP outcomes and the role of support staff in helping pupils achieve them	Essential
Ability to deliver targeted interventions and small-group learning activities	Essential
Ability to support the development of communication, social interaction and independence skills	Essential
Ability to be creative, flexible and responsive to individual pupil needs	Essential

Professional Characteristics

Strong understanding of safeguarding responsibilities and child protection procedures	Essential
Willingness to work flexibly to meet the needs of pupils and the school	Essential
Self-motivated, resilient and reliable	Essential
Professional, positive and solution-focused attitude	Essential
Effective verbal and written communication skills	Essential
Awareness of confidentiality and data protection requirements	Essential
Genuine care and empathy for children with additional needs and their families	Essential
Ability to reflect on practice and engage in continuous professional development	Essential
Commitment to the ethos and values of St George's	Essential

Applicant Personal Statement

In your application form, in no more than 1,000 words or 2 sides of A4, provide information about the following:

1. Why do you want to work at St. George's CE Primary Academy, and what has attracted you to this role?
2. How do your personal values align with the values of our school?
3. Describe your experience of working with primary-aged children. What impact did you have on their learning or development?
4. How do you promote positive behaviour and build strong relationships with pupils who have SEND?
5. What are your strengths as a Teaching Assistant, and what areas are you currently developing?