

JOB DESCRIPTION

Title: Teaching Assistant

Grade: Scale BR4/5 (point 12-17)

Hours: As directed (38 weeks per year)

Section: SEND Learning Support

Reports to: Inclusion Manager/ARP Lead

MAIN PURPOSE OF THE JOB

To support the educational, social, emotional, and personal development of pupils with severe and complex special educational needs within the Additional Resource Provision (ARP). The Teaching Assistant will work closely with teachers, therapists, families, and other professionals to provide a safe, nurturing, and inclusive learning environment that enables pupils to achieve their full potential.

Personal Qualities

- Compassionate and nurturing approach.
- Resilient, flexible, and proactive.
- Strong commitment to supporting children with additional needs.
- Ability to work effectively as part of a multidisciplinary team.
- Positive attitude and willingness to learn.
- Adaptable and thirst for change.

Supporting Learning and development

- Support pupils with severe and complex learning difficulties to access a personalised curriculum.
- Deliver targeted interventions and learning activities under the direction of the class teacher and specialist staff.
- Adapt resources and teaching approaches to meet individual learning needs.
- Promote pupil engagement, independence, communication, and participation in all learning activities.
- Assist with the implementation and monitoring of Education, Health and Care Plans (EHCPs) and individual targets.

Supporting Communication

- Use a range of communication approaches, including visual supports, Makaton, PECS, AAC devices, and other alternative communication systems as appropriate.
- Encourage pupils to develop expressive and receptive communication skills.
- Work alongside speech and language therapists to implement communication programmes.

Personal Care and Wellbeing

- Provide personal care support where required, including toileting, feeding, changing, and hygiene routines, whilst maintaining dignity and respect.
- Support pupils with medical, physical, sensory, and behavioural needs in accordance with individual care plans.
- Promote emotional wellbeing, self-regulation, and positive behaviour strategies.

Behaviour and Inclusion

- Foster positive relationships with pupils based on trust, consistency, and understanding.
- Implement behaviour support plans and therapeutic approaches as directed by staff.
- Support pupils during transitions, break times, educational visits, and community-based learning opportunities.
- Promote inclusion and encourage participation in wider school activities.

Working with Professionals and Families

- Work collaboratively with teachers, therapists, educational psychologists, and other professionals.
- Contribute to observations, assessments, and record-keeping to support pupil progress.
- Communicate effectively with parents and carers when appropriate and under the guidance of senior staff.
- Attend training, meetings, and professional development opportunities relevant to the role.

Safeguarding

- Promote and safeguard the welfare of all children and young people.
- Follow school safeguarding, health and safety, and confidentiality policies at all times.
- Report any concerns regarding pupil welfare in line with school procedures.

Supporting the School

- Where appropriate, to develop a relationship to foster good links between home and school.
- To liaise, advise and consult with other members of the team supporting the child when asked to do so.
- To contribute to reviews of child's progress, as appropriate.
- To attend relevant in-service training.
- To be aware of confidential issues linked to home/pupil/teacher/school work and to keep confidences appropriately.
- Any other tasks as directed by the Inclusion Manager which fall within the purview of the post.

--

CROFTON INFANT SCHOOL

PERSON SPECIFICATION

Post: Teaching Assistant

Grade: Scale BR4/5 (point 12-17)

Hours: As directed (38 weeks per year)

Section: Inclusion/SEN

Reports to: Inclusion Manager/Class Teacher

QUALIFICATIONS/TRAINING (Essential Requirements)

Good numeracy and literacy skills – GCSE grade A* - C
NVQ

Person Specification

Essential

- Experience working with children with special educational needs, particularly severe and complex needs.
- Understanding of autism, communication difficulties, sensory needs, and learning disabilities.
- Ability to build positive and supportive relationships with pupils.
- Good communication and teamwork skills.
- Commitment to inclusive education and safeguarding practices.
- Ability to remain calm, patient, and adaptable in challenging situations.

Desirable

- Relevant Teaching Assistant qualification
- Knowledge of Makaton, PECS, AAC, or other communication systems.
- Experience supporting pupils with medical, physical, or sensory needs.
- Training in positive behaviour support, moving and handling, or personal care.

