



St. Laurence Catholic Primary

Job description: SEN Teaching Assistant (TA)

St. Laurence Catholic Primary is committed to creating a diverse workforce. We will consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

Job details

Job title: SEN Teaching Assistant (TA)

Salary: see salary statement

Hours: Full-time

Contract type: Permanent

Reporting to: SENCo/ERB SEND Teacher

Main purpose

The SEN Teaching Assistant (TA) will:

- › Provide learning and care support for pupils with special educational needs (SEN)
- › Work with the teacher to plan and deliver activities
- › Support pupils with routines, transitions and behaviour management

Duties and responsibilities

Supporting pupils

- › Build positive relationships with pupils, promoting high self-esteem and independence
- › Adapt communication style to respond to pupils according to their individual needs
- › Support pupils with their social, emotional and mental health needs, escalating concerns where appropriate
- › Promote high standards of behaviour, responding to incidents in line with the school's behaviour policy and guidelines on physical intervention
- › Assist with the development and delivery of individual education and support plans

Teaching and learning

- › Contribute to the planning of differentiated learning activities for individual or small groups of pupils with special educational needs (SEN), delivering activities inside or outside the classroom
- › Support the teaching of a broad and balanced curriculum aimed at pupils achieving their full potential in all areas of learning
- › Use IT skills to advance pupils' learning
- › Through observations, provide regular feedback to teachers on pupil progress, attainment and barriers to learning

- › Support class teachers with maintaining good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment
- › Monitor, record and report on progress and attainment
- › Supervise a class if the teacher is temporarily unavailable
- › Contribute to the overall ethos, aims and work of the school
- › Undertake any other relevant duties given by the class teacher or SEN co-ordinator (SENCO)

Working with staff, parents/carers and relevant professionals

- › Share knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision
- › Communicate effectively with parents and carers under the direction of teachers
- › Contribute to meetings with parents and carers by providing feedback on pupil progress, attainment and barriers to learning, as directed by teachers
- › Collaborate and work with colleagues and other relevant professionals within and beyond the school
- › Develop effective professional relationships with colleagues

Professional development

- › Help keep their own knowledge and understanding relevant and up to date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness
- › Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school
- › Take part in the school's appraisal procedures

Other areas of responsibility

Safeguarding

- › Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies
- › Promote the safeguarding of all pupils in the school

Please note, this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the postholder will carry out. ***The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher or line manager.***

Person specification

CRITERIA	QUALITIES
Qualifications and training	<ul style="list-style-type: none"> • GCSE or equivalent level, including at least a Grade 4 (previously Grade C) in English and maths • ELSA training desirable • Training on therapies such as Lego/Bucket also desirable
Experience	<ul style="list-style-type: none"> • Experience working in a school environment or other educational setting • Experience working with children / young people with special educational needs (SEN) • Experience planning and delivering learning activities
Skills and knowledge	<ul style="list-style-type: none"> ➢ Good literacy and numeracy skills ➢ Good organisational skills ➢ Ability to build effective working relationships with pupils and adults ➢ Skills and expertise in understanding the needs of all pupils ➢ Knowledge of how to help adapt and deliver support to meet individual needs ➢ Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils ➢ Excellent verbal communication skills ➢ Ability to work as part of a team and to be flexible in their approach to daily routines ➢ Active listening skills ➢ The ability to remain calm in stressful situations ➢ Knowledge of guidance and requirements around safeguarding children ➢ Good IT skills, particularly using IT to support learning
Personal qualities	<ul style="list-style-type: none"> ➢ Commitment to working within and being supportive of school's Catholic ethos ➢ Enjoyment of working with children ➢ Sensitivity and understanding, to help build good relationships with pupils ➢ A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school ➢ Commitment to maintaining confidentiality at all times ➢ Commitment to safeguarding pupil's wellbeing and equality ➢ Resilient, positive, forward looking and enthusiastic about making a difference ➢ Capacity to inspire, motivate and challenge children and young people

Notes:

This job description may be amended at any time in consultation with the postholder.

Last review date: November 2025

Next review date: November 2026