

## Job Description SEND Teaching Assistant

### Purpose of the Post:

This fixed-term post is designed to complement the professional work of teachers by providing targeted support for a child with cerebral palsy, as well as assisting other pupils with special educational needs and disabilities (SEND). Working under an agreed system of supervision and guided by teaching staff, the role involves planning, preparing, and delivering learning activities for individuals or small groups—and occasionally for whole classes on a short-term basis. The post holder will also monitor pupil progress, assess achievement, and contribute to the recording and reporting of pupil development, all in line with school policies and guidance.

### Reporting to:

- SENCO

### Responsible to:

- The Headteacher and the Governing Body

### Duties and Responsibilities

#### Support for Pupils

### Duties and Responsibilities

- Provide one-to-one support to a child with cerebral palsy, assisting with mobility, communication, and access to learning activities.
- Support the pupil's physical needs, including help with movement, positioning, and personal care as required.
- Adapt learning materials and activities to meet the child's individual needs and promote active engagement.
- Encourage and promote the child's independence and wellbeing throughout the school day.

- Implement strategies and programmes recommended by therapists, teachers, and specialists to support the child's development.
- Monitor and record the child's progress, sharing observations with the teaching team, SENCO, and parents.
- Work collaboratively with teachers, therapists, and other professionals to ensure a consistent and coordinated approach to the child's support.
- Assist the child in accessing all areas of the school environment safely and comfortably.
- Support the child during social interactions to foster positive relationships with peers.
- Maintain confidentiality and adhere to safeguarding procedures at all times.
- Promote inclusion and acceptance of all pupils within the classroom environment.
- Contribute actively to the Assess–Plan–Do–Review cycle, including annual reviews.
- Provide constant support to pupils while recognizing and responding to their individual needs.
- Encourage pupils to interact and work cooperatively with others, engaging all pupils in activities.
- Promote independence by employing strategies that recognize and reward self-reliance and achievement.
- Provide constructive feedback to pupils regarding their progress and achievements.

## Support for Teachers

- Organise and manage an appropriate learning environment and resources to support the pupil's needs.
- Within an agreed system of supervision, collaborate with teachers to plan challenging teaching and learning objectives, and evaluate and adjust lesson plans or work activities as needed.
- Monitor and evaluate pupil responses to learning activities using a variety of assessment and monitoring strategies, measuring progress against predetermined learning objectives.



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- Provide objective and accurate feedback and reports on pupil achievement, progress, and other relevant matters, ensuring appropriate evidence is available to support evaluations.
- Record progress and achievement in lessons and activities systematically, documenting a range of evidence to demonstrate levels of attainment.
- Work within the school's established behaviour management policy to anticipate and manage behaviour constructively, promoting self-control, independence, and positive conduct.
- Support the role of parents in their child's learning, contributing to or leading meetings with parents to provide constructive feedback on pupil progress and achievements.
- Administer, assess, and mark tests, as well as invigilate exams and assessments for students, including those with cerebral palsy
- Production of lesson plans, worksheet, plans etc. for interventions with individual students or groups

## Support for the Curriculum

- Deliver learning activities to pupils within an agreed system of supervision, adjusting tasks as needed to respond to pupil progress and individual needs.
- Implement approved strategies such as literacy, numeracy, and behaviour support, making effective use of opportunities arising from other learning activities to develop pupils' skills.
- Use ICT effectively to enhance learning activities and help pupils develop competence and independence in its use.
- Select and prepare resources necessary to lead learning activities, considering pupils' interests, language, and cultural backgrounds.
- Advise on the appropriate deployment and use of specialist aids, resources, and equipment.



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- Collaborate closely with Physical and Sensory Specialist Teaching Assistants to deliver tailored support for individual students, and share relevant information with subject teachers in alignment with specialist reports and targets related to cerebral palsy.

## Support for the School

- Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school
- Establish constructive relationships and communicate with parents, other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
- Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others
- Deliver / support out of school learning activities within guidelines established by the school
- Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class
- Undertake necessary first aid training and administering medication training to support students with medical needs

## General Duties

- To take part in the school performance review process.
- To support the Governing Body in its whole-hearted adoption of the School's policies, and aims.
- To be a fully trained First Aider or be willing to be trained as an emergency First Aider and to undertake medical needs training and administering of medication.
- To supervise areas where students congregate during break time and lunchtime, maintaining Health & Safety practices.



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Whilst every effort has been made to explain the main duties and responsibilities of the post, individual tasks may not have been identified. The post holder will be expected to undertake tasks which are commensurate with the position at the discretion of the Headteacher.

The Job Description may be varied to meet the changing demands of the school. It will be reviewed at intervals and may be subject to modification or amendment at any time after consultation with the post holder.



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## Person Specification SEND Teaching Assistant

*All criteria are essential.*

| Attributes  | Description   |
|---|---|
| <b>Qualifications, Knowledge, Training &amp; Experience</b> | <ol style="list-style-type: none"> <li>1. NVQ level 3 for Teaching Assistants, or other relevant qualification or experience</li> <li>2. Experience working with children with physical disabilities, particularly cerebral palsy</li> <li>3. Experience supporting children with neurodivergence and learning difficulties</li> <li>4. Evidence of successful completion of training in relevant strategies, e.g. literacy and/or in particular curriculum areas such as bi-lingual, sign language, dyslexia, ICT, maths English CACHE, ELKLAN.</li> <li>5. Good general education up to at least GCSE Grade B or equivalent in Maths and English</li> <li>6. Knowledge of basic First Aid procedures or willingness to be trained</li> <li>7. Previous successful experience in working with students aged 11 – 18 with complex SEND</li> </ol> |
| <b>Personal Skills &amp; Qualities</b>                      | <ol style="list-style-type: none"> <li>1. Ability to provide patient and empathetic one-to-one support</li> <li>2. Excellent communication skills with children, parents, and staff</li> <li>3. Strong organisational skills to manage resources and time effectively</li> <li>4. Ability to adapt activities to meet individual needs</li> <li>5. Commitment to promoting independence and wellbeing</li> <li>6. First aid qualification or willingness to undertake training</li> </ol>   |



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|----------------|--|
|                | <ol style="list-style-type: none"> <li>7. Ability to work effectively both independently and as part of a team</li> <li>8. Proficient use of ICT to support learning</li> <li>9. Full working knowledge of relevant policies, codes of practice, and legislation</li> <li>10. Good understanding of child development and learning processes</li> <li>11. Knowledge of statutory frameworks relating to teaching and learning</li> <li>12. Commitment to continuous professional development through self-evaluation and learning from others</li> <li>13. Ability to build positive relationships with children and adults</li> <li>14. Ability to work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these</li> <li>15. Flexible, proactive, and positive attitude</li> <li>16. Reliable, punctual, and professional</li> <li>17. Understanding of procedures relating to confidentiality</li> </ol> |
| <b>General</b> | <ol style="list-style-type: none"> <li>8. Demonstrate a commitment to equality</li> <li>9. Understanding of Health &amp; Safety</li> <li>10. Understand and implement child protection procedures</li> <li>11. Understand procedures and legislation relating to confidentiality</li> <li>12. Be prepared to develop and learn in the role and attend any relevant training and gain any relevant qualifications</li> </ol>  |



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