

SEN teaching assistant



Job/Person Summary

St Andrew's Primary School 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: Teaching assistant

Salary: G4

Hours: 25 hours (typically 9.00am – 3.00pm with 1 hour for lunch)

Contract type: Temporary (1 year 1 September 2026 – 31 August 2027)

Reporting to: Class teacher & SENCo

Closing date: Monday 1st June. 12 noon

Interview date: Thursday 4th June

Start date: Tuesday 1st September

Main purpose

The teaching assistant (TA) will:

- Provide learning and care support for pupils with special educational needs (SEN), either with a class, group or on a 1:1 level
- Work with the teacher to plan and deliver activities
- Support pupils with routines, transitions and behaviour management

Duties and responsibilities

Supporting pupils to access learning

- Build positive relationships with pupils, promoting high self-esteem and independence
- Adapt communication style to respond to pupils according to their individual needs, particularly for children who are non-verbal
- Support pupils with physical needs, which could include personal care or specialised need (for which training will be provided)
- 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
- Contribute to the delivery of differentiated learning activities for individual or small groups of pupils with special educational needs (SEN)
- Support the teaching of a broad and balanced curriculum aimed at pupils achieving their full potential in all areas of learning
- Through observations, provide regular feedback to teachers on pupil progress, attainment and barriers to learning
- Contribute to the overall ethos, aims and work of the school

Professional development

- Keep own knowledge and understanding relevant and up to date by reflecting on 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
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 – signing or Makaton desirable ➢ 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"> ➢ 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