

Fair Oak Infant School



**Teaching Assistant
Resourced Provision**





Fair Oak Infant School

Botley Road, Fair Oak, Eastleigh, Hampshire, SO50 7AN

Tel: 02380 692207

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www.fairoakinfant.co.uk

Headteacher: Mr David Peart

Welcome...

Dear Candidate,

Teaching Assistant - Resourced Provision

Thank you for your interest in our teaching assistant vacancy for our new resourced provision at Fair Oak Infant School. Our school is highly regarded and, we believe, offers the right candidate the opportunity to be involved in our new resourced provision for children with autism, as well a fantastic career development opportunity.

Fair Oak Infant School is one of the largest infant schools in Hampshire, and indeed the country. It is a popular, innovative and successful school with four classes per year group.

Our aim is to help our children become:

- successful learners, who enjoy learning, make progress and achieve
- confident individuals, who are able to live safe, healthy and fulfilling lives
- global citizens, who make a positive contribution to society.

We are looking for a teaching assistant who is innovative, enthusiastic, highly motivated and enjoys working with children. You will work in our resourced provision but also support children with autism across the school, alongside our supportive team helping ensure the children are successful within their learning.

I would encourage you to come and visit our school and see it in action. Please contact the School Office to make an appointment. I look forward to receiving your application. The closing date for applications is **noon** on **Wednesday 3rd June 2026.**

Yours sincerely

A handwritten signature in black ink that reads 'David Peart'.

David Peart
Headteacher

Teaching Assistant Resourced Provision for Children with Autism

**Grade C (£25,186 to £26,244) pro-rotta (£19,409 to £20,224)
Monday to Friday 8:45am to 3:45pm (30 minutes lunch)
40 weeks per year**

'Fair Oak Infant School is an inclusive school,' Ofsted 2025, committed to ensuring every child thrives.

This September, we are opening a brand-new resourced provision for children with autism, and we are looking for a passionate, skilled, and dedicated teaching assistant to join us at this exciting stage. You will work closely with the teacher within our resourced provision and SENCo to build an environment where children feel safe, supported, and inspired to learn.

This role offers the chance to make a significant impact on the lives of children with autism and to contribute to the growth through an innovative and supportive provision. If you have experience of working with children with autism and can demonstrate positive outcomes for learners, we would love to hear from you.

We're looking for someone who:

- is passionate, positive and has a can do attitude
- is a great teaching assistant with initiative, creativity and strong collaborative skills to help our children thrive
- has proven experience supporting children with autistic needs,
- promotes a love of learning and creates excitement about coming to school every day
- works effectively with others, builds strong relationships and brings a good sense of humour to their work
- contributes actively to the wider life of school and its community
- is committed to inclusion and holds high expectations for all learners
- can demonstrate successful implementation of individual learning plan and supportive strategies
- can work in partnership with parents and other professionals
- ability to work independently and manage time effectively.

What we offer:

- a unique opportunity to work within a new provision for children with autism
- the opportunity to grow professionally within a supportive and inclusive school
- a strong and committed network of colleagues
- ongoing professional development opportunities



We reserve the right to invite candidates to interview before the closing date, so early applications are encouraged.

Application Information:

We actively encourage visits to the school from interested applicants. One can be made by contacting the school office. If you wish to discuss the role further, please contact Ian Peach i.peach@fairoak-inf.hants.sch.uk or call the school office on 023 8069 2207

Safer Recruitment Information:

Fair Oak Infant School and Hampshire County Council are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. We will ensure that our recruitment and selection practices reflect this commitment. All successful candidates will be subject to Disclosure and Barring Service checks, along with other relevant employment checks.

Closing Date: *Wednesday 3rd June (noon)*

Start date: 1st September 2026, although it is hoped the successful candidate will be able to spend some days during the summer term within school, being involved in the setting up of the provision and supporting the transition for the children.



Our School...



...is a popular, innovative, successful and over-subscribed four form entry school serving the villages of Fair Oak and Horton Heath.

The School has 15 bright, attractive teaching spaces plus a hall, library, IT suite, music/drama room, cookery room, medical room, meeting room and PPA room. There is a central paved courtyard which offers an excellent outdoor teaching area. The school is very well resourced.

The staff are friendly, supportive, hard-working and committed. They set themselves high standards and have high expectations of the children. They work well as individuals and as a team to provide very high levels of care and education for the children.

The children are friendly, keen to learn, well behaved and, like all children, gloriously funny at times!

Professional Development

The School provides excellent opportunities for personal and professional development in line with the School's Improvement Plan.



Location and School Campus

Fair Oak Infant School shares a site with Fair Oak Junior School, Wyvern College and Hatchlings Childcare, and is part of an active seven strong cluster of schools.

We value the key role we play within the life of the campus and believe that we "sow the seeds of success" for our children as they set out on their educational journey.

We have a large playground, a children's world garden, exciting play equipment, covered play areas and separate Year R playgrounds. We also make good use of a local park, situated directly across the road from our school.

Our 12 classes are organised into three year groups. We currently have 360 children on roll.

For more information about the school, please visit our website.

www.fairoakinfant.co.uk



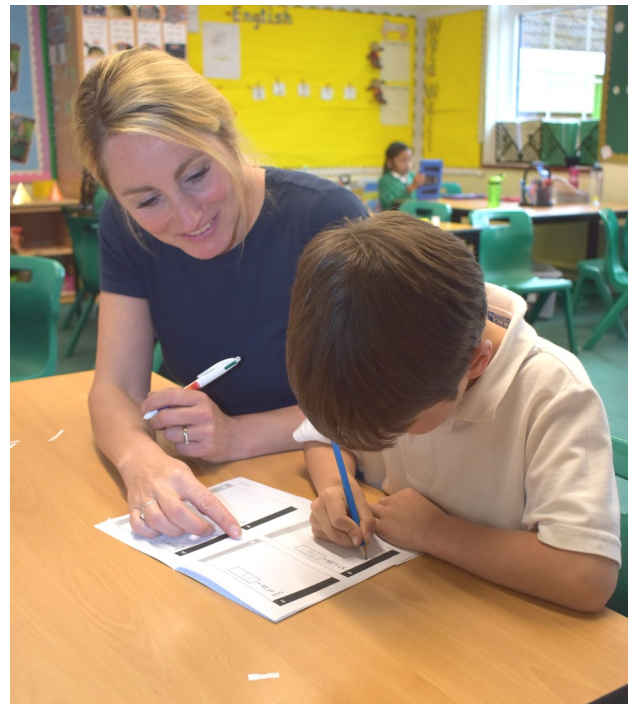
The Curriculum

Our school curriculum encompasses all the experiences and opportunities we provide for the children, both the academic and through the wider curriculum. It ensures children become motivated to learn, make progress and attain highly; develop independence, resilience and responsibility, and enables them to make healthy lifestyle choices, giving them the best opportunity for their future learning, whether that is later today, tomorrow, next year or well into the future.

As a school we ensure the curriculum provides children with memorable experiences as we believe these equal memorable learning, and the curriculum is underpinned by our school aims to develop: Successful Learners; Confident Individuals and Global Citizens.

Our School Values help each child to become a better person and a better learner, and are embedded into our curriculum. Our School Values of: Caring; Creativity; Perseverance; Collaboration; Reflectiveness and Respect enable our children to begin to develop the skills required for lifelong learning and to prepare them for adulthood, their place in society and the world of work.

The curriculum is carefully planned, regularly reviewed and developed to engage all children in exciting ways. It is built around our curriculum design principles: Challenge for All; Equity and Enrichment; Broad, Balanced and Memorable; Secure Learning Pathways; High Quality Outcomes and Responsive and Relevant, to help children acquire a balance between knowledge acquisition and learning relevant skills.



We firmly believe every child should be enabled to fulfil their full potential. All teachers are continually assessing, evaluating and reviewing each child's attainment and ability. The staff and governors are very proud of the creative and inspiring curriculum.



Ethos and Learning

Our motto is "sowing seeds of success" and this underpins the ethos of the whole school. The core principles of nurturing confident individuals, successful learners and international citizens are supported through the following:

- innovative, proactive leadership
- highly committed and enthusiastic teaching
- dedication to continuous improvement
- sustaining a stimulating and creative environment for learning



School Aims

We aim to provide an environment where every child really matters and where parents, school and the community work together to create:

Successful learners who:

- enjoy learning and have enquiring minds
- are motivated, confident and independent learners have research and problem solving skills

Confident individuals who:

- can form and maintain relationships and work independently or in a team
- are aware of their strengths and weaknesses
- can set themselves goals and work to fulfil their potential
- take risks and feel a sense of achievement
- have self-esteem
- can deal with change and uncertainty



International citizen who:

- have a voice, joins in and feel valued
- are aware of, and are able to, express their own feelings and have empathy for the feelings of others
- behave responsibly
- are aware of their rights
- take pride in their own culture and are able to respect the culture of others
- make informed choices about health, relationships and behaviour
- are able to reflect on experiences which are personal and full of wonder

School Values

Our School Values:

Caring; creativity; perseverance; collaboration; respect and reflectiveness are beginning to be embedded into our school curriculum. They are represented by toy animals and are helping the children become a better learner and a better person.

School Expectations

At our core are three clear expectations that form the expected behaviour throughout school.

We are kind
We are safe
We do our best



Extra Curriculum

There are many extra-curricular clubs run by staff and external providers, both during the lunch hour and after school. These include, amongst others: Football, Recorder, Computing, Sewing, Dance, Multi skills, Art and Choir.

School and Home

Our school is proud of the positive relationship with parents. There is a wide range of opportunities for parents to actively participate in supporting their children at school.

Alongside a programme of meetings, including: parent workshops, Class Assemblies, curriculum meetings and topic specific invitations. All are very well supported and enjoyed by all concerned.

Parents and local businesses regularly support enrichment activities through, for example, assemblies, sharing their religious celebrations, gardening, and visiting local shops to purchase ingredients to make soups.

We keep everyone up to date with our Friday Bulletin, which is sent out weekly to all parents. This weekly email includes an overview from each year group of learning for that week, as well as upcoming events, diary dates and celebrations.

Friends of Fair Oak Infant School (FoFOIS)

FoFOIS are very active in fund raising and have contributed to purchasing many computers and iPads, hundreds of books, shelters in the playground, our cookery room redevelopment and, most recently, playground equipment and shade.

The Governing Body

The Governing Body are fully committed to their role and work hard to support the leadership team to maintain the high standards already being achieved within the school. They aim to provide regular updates for parents during the year to give an insight into the work governors do and to demonstrate how they continually strive to further improve the school.

Governors make visits to school in order to monitor and evaluate the key targets identified by the strategic plan, and to ensure the effective use of resources.



Community

Fair Oak Infant School works closely with the other schools within the Wyvern Cluster and regularly shares ideas and practices. In addition, there are strong active links with local pre-schools.

We also participate in cluster events such as sports tournaments and an annual music festival.

We have established strong links within the local community and currently work with St Thomas Church and local businesses to enrich the curriculum and provide additional opportunities for our children.

Pupil Voice

Our children's views and well-being are at the heart of our school and therefore particular emphasis is put on providing opportunities for children to develop their role in the school and their sense of responsibility.



Job Description

Teaching Assistant—Resourced Provision at Fair Oak Infant School

POST: Teaching Assistant (to work within the resourced provision)

SALARY: Grade C (£25,186 to £26,244) pro rota (£19,409 to £20,193)

HOURS: Monday to Friday 8:45am to 3:45pm (30 minutes lunch). 40 weeks per year

Reports to: SENCo

JOB PURPOSE:

To support with the delivery of high-quality teaching, effective use of resources and the highest standard of care, learning and achievement for all children within the resourced provision and other children across the school. The post holder will help create a calm, structured and supportive environment, working under the direction of the resourced provision teacher and the SENCo to ensure children make progress academically, socially and emotionally.

Key Responsibilities

1. Support Within the Resourced Provision

- Work under the guidance of the class teacher and SENCo to support children with autism within the resourced provision.
- Help to establish, maintain and develop an environment that meets the individual needs of children.
- Develop a good understanding of the specific needs of pupils placed in the resourced provision, including their individual targets.
- Support children during transitions (e.g. between activities, classrooms, or into/out of the provision).
- Promote inclusive practice and positive relationships across the school.
- Contribute to a culture of high expectations.



2. Working With Staff, Families and Professionals

Working With Teaching Staff

- Support teachers in delivering planned learning activities and intervention programmes.
- Work with individual children, small groups or whole class to reinforce learning and develop independence.
- Liaise with class teachers to support children accessing aspects of the mainstream curriculum.
- Support the effective use of strategies and resources recommended in EHCPs.
- Maintain an appropriate learning environment to meet the needs of pupils placed in the resourced provision.

Families & External Professionals

- Build positive and professional relationships with parents, sharing relevant information as directed.
- Support the implementation of strategies advised by external professionals (e.g. therapists, advisory teachers).
- Contribute to written records and observations as required.

3. Learning Support & Inclusion

Supporting Teaching and Learning

- Assist with the preparation of learning resources and the organisation of learning spaces.
- Support children's engagement, communication, emotional regulation and social interaction.
- Use autism-appropriate strategies (e.g. visual supports, structured routines, clear communication).
- Encourage independence, resilience and self confidence.

Access & Inclusion

- Support children to access learning opportunities within mainstream classrooms when appropriate.
- Help children develop the skills required to participate successfully in different school environments.
- Support sensory regulation and emotional wellbeing throughout the school day.

4. Observation, Assessment & Record Keeping

- Observe and monitor children's progress, behaviour and engagement, feeding back to teaching staff.
- Keep accurate records as directed.
- Reflect on own practice and seek guidance to improve effectiveness.

5. Safeguarding, Behaviour & Wellbeing

- Maintain children's behaviour in line with school policies and individual behaviour support plans.
- Develop supportive relationships with pupils and individualised approaches.
- Be vigilant regarding safeguarding concerns and report any concerns immediately in line with school policy.
- Treat all information relating to children and families with confidentiality and professionalism.
- Provide personal care (e.g. toileting, nappy changing, dressing and feeding, medication) as required.
- Support and guide children over lunchtime and playtimes
- Support children access their taxi at the beginning and end of the school day.

6. Professional Responsibilities & Conduct

Professional Standards

- Work within all school policies, procedures and guidance.
- Maintain a positive, patient and professional attitude at all times.
- Establish effective working relationships with staff, children and families.
- Set a good example through high standards of conduct, reliability and presentation.

School Contribution

- Contribute to the wider life of the school (e.g. educational visits, events, meetings as appropriate).
- Attend relevant training and staff meetings.
- Engage in appraisal and professional development in line with school policy.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request by the Headteacher to undertake a similar level that is not specified in this job description.



Teaching Assistant—Resourced Provision—Person Specification

	Essential	Desirable
Qualifications & Training	<ul style="list-style-type: none"> GCSEs (or equivalent) in English and Maths at Grade 4/C or above Willingness to undertake ongoing professional development relating to autism and SEND 	<ul style="list-style-type: none"> NVQ Level 2 or 3 (or equivalent) in Supporting Teaching and Learning Relevant qualifications or accredited training in autism, SEND, or behaviour support First Aid training (or willingness to train)
Knowledge & Understanding	<ul style="list-style-type: none"> Understanding of autism spectrum condition and its impact on learning, communication, and behaviour Awareness of inclusive practice and the importance of meeting individual pupil needs Understanding of safeguarding and child protection procedures 	<ul style="list-style-type: none"> Knowledge of sensory processing differences and strategies to support sensory regulation Familiarity with EHCPs and person-centred planning Understanding of positive behaviour support and emotional regulation approaches
Skills & Abilities	<ul style="list-style-type: none"> Ability to build positive, trusting relationships with autistic children Strong communication skills, including the ability to adapt language and use visual support Ability to support pupils with learning tasks under the direction of the teacher Patience, empathy, and emotional resilience Ability to work effectively as part of a multidisciplinary team Good organisational skills and ability to follow routines and personalised strategies 	<ul style="list-style-type: none"> Experience using visual timetables, PECS, now/next boards. Skills in supporting emotional regulation and managing anxiety or distress Confidence in adapting activities to support independence and engagement
Experience	<ul style="list-style-type: none"> Experience of working with children or young people (in a school or similar setting) Experience of working with autistic children. 	<ul style="list-style-type: none"> Direct experience of working with autistic pupils Experience in a resource provision, special school, or SEND setting Experience supporting pupils with communication, sensory, or social interaction needs
Personal Qualities	<ul style="list-style-type: none"> Calm, consistent, and reflective approach to working with children Commitment to inclusion, equality, and high expectations for all learners Flexible and proactive attitude Ability to maintain confidentiality and professional boundaries 	<ul style="list-style-type: none"> Enthusiasm for developing expertise in autism and SEND Willingness to contribute to the wider life of the school Reflective practitioner who welcomes feedback and learns from practice





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