



## **JOB DESCRIPTION**

### **Teaching Assistant**

#### **1:1 Support**

**Reporting to: Vice Principal Inclusion (SENDSCO)**

#### **Main Purpose of the Post**

To provide one-to-one support for a Year 7 pupil with significant social, emotional, communication, and learning needs. They will deliver consistent, trauma-informed support both in and out of lessons, helping the pupil to access learning, develop social and emotional skills, and build positive, trusting relationships within a structured, safe environment.

#### **Key Responsibilities**

##### **Learning Support**

- Provide tailored one-to-one support across the curriculum, adapting teaching materials and tasks to meet individual needs
- Break down instructions into small, clear steps, using verbal and visual prompts where appropriate
- Create a language-rich environment, supporting vocabulary development, verbal comprehension, and problem-solving
- Facilitate short, focused learning sessions with frequent breaks and opportunities for overlearning
- Support access to targeted literacy, numeracy and communication interventions

##### **Social & Emotional Support**

- Act as a keyworker and trusted adult, building a safe, predictable and consistent relationship
- Use trauma-informed approaches, nurturing language and calm regulation strategies
- Support co-operative play, group tasks, and peer interactions with clear rules and adult mediation
- Help the pupil recognise, manage and regulate emotions through co-regulation and low-demand approaches
- Provide reassurance and structure during transitions, breaks and unstructured times.
- Promote resilience, self-esteem and positive behaviour, while maintaining clear and consistent boundaries

##### **Communication & Interaction**

- Support the development of social language and communication skills through modelling, prompting and structured activities
- Use evidence-based strategies to support pupils with language processing and word-finding difficulties
- Adjust communication style to reduce demands, simplify language, and check understanding

- Use visual supports, routines and predictable schedules to aid comprehension and reduce anxiety

### **Sensory & Wellbeing Support**

- Implement sensory strategies such as sensory circuits, movement breaks and calming activities
- Support access to a quiet, low-stimulation space when needed
- Encourage the use of fidget items, resistance activities and self-regulation tools
- Observe and respond to early signs of dysregulation, adjusting support accordingly
- Promote physical and mental wellbeing through structured activities, sports and positive routines

### **Collaboration & Professional Practice**

- Work closely with the SENDCo, teachers, carers, and external professionals to implement and review support strategies
- Contribute to regular review meetings to monitor progress and adjust provision
- Maintain accurate records of progress, behaviour, and interventions
- Undertake relevant training (trauma-informed practice, sensory processing, attachment-aware approaches)
- Reflect on and regulate own emotional responses, modelling calm and empathetic behaviour

### **Specific Responsibilities as a member of staff:**

- Be punctual for all commitments
- Committed to teamwork within all aspects of the school
- Be proactive in terms of furthering knowledge and skills
- Ensure that the safety and welfare of all students is always given priority
- Pay due regard to Health & Safety with respect of all members of the school and report matters which compromise this to the Buildings Manager
- Support the ethos of the school and demonstrate high standards of personal and professional conduct whilst at work and otherwise
- Ensure that all school's policies are implemented as appropriate
- Attend all meetings as directed
- Be willing to undertake first aid training if required

This job description reflects the principal accountabilities of the post holder and identifies the level of responsibility at which they will be required to work. In the interest of effective working, some tasks may be reviewed from time to time to reflect changing needs of the school. Such reviews, and any consequential changes, will be carried out in consultation with the post holder.

**Signed** (Post Holder)

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**Signed** (Line Manager)

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**Date**

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