



SEND Teaching Assistant Job Description

Job Title	Teaching Assistant – Rainbow Room SEND Provision
Level	Level 1 to Level 3
Hours	Full Time
Start Date	2 nd November 2026
Reports to	Headteacher; day-to-day direction from the Rainbow teacher, with support from the Assistant Headteacher for SEND & Inclusion
Closing Date	19 th October 2026 at 12 noon
Interview Dates	22 nd or 23 rd October 2026

Purpose of the Role

To support children in our Rainbow SEND provision, predominantly in EYFS and Key Stage 1, including children with Education, Health and Care Plans (EHCPs). Working under teacher direction, the postholder will help children access personalised learning, develop communication, regulate their emotions and build independence in a safe, nurturing environment.

Supporting Learning and Development

- Support individual children and small groups with activities planned by the teacher, adapting resources and the level of support to meet agreed needs and outcomes.
- Help maintain a consistent daily structure, with clear routines, accessible resources and predictable transitions so children know what to expect.
- Support early communication, literacy and mathematics through purposeful play, practical activities and suitable learning opportunities.
- Prepare and organise resources, visual supports and learning spaces under teacher direction, helping to keep the provision safe and ready for learning.
- Encourage participation, confidence and independence, allowing time for children to practise skills and recognising their achievements.
- Observe children's responses, record progress accurately and share feedback with the teacher to inform planning, assessment and review of support.

Supporting Communication and Inclusion

- Build warm, trusting relationships with children and respond respectfully to their individual communication, developmental and emotional needs.
- Use agreed communication approaches, visual timetables, prompts or aids consistently, following guidance and training.
- Support children to express choices, needs and feelings, interact with others and take part in learning and school life.
- Contribute observations to reviews of EHCP outcomes and support plans, implementing agreed strategies within the TA role.
- Support access to mainstream activities where agreed, working with colleagues to help children manage transitions between spaces and activities.

Supporting Regulation and Wellbeing

- Provide calm, consistent support and co-regulation, helping children feel secure and develop ways to manage emotions.
- Follow individual support plans and the school's Positive Behaviour and Relationships Policy, using agreed preventative and de-escalation approaches.
- Recognise early signs of distress or dysregulation, respond to communication and sensory needs, and seek support promptly when needed.
- Deliver agreed sensory activities and targeted interventions within training and under the direction of the teacher or relevant specialist.
- Use Team Teach approaches only where appropriately trained and authorised, in accordance with school policy. Any physical intervention must be necessary, reasonable and proportionate, and recorded and reported as required.

Care Supervision and Safety

- Supervise and support children during transitions, breaks, lunchtimes and other activities within contracted hours and agreed duties.
- Support personal care, hygiene, toileting or eating where required by agreed care plans, with appropriate training and regard for children's dignity, privacy and independence.
- Follow risk assessments and agreed medical or care plans. Undertake medical support only where authorised and appropriately trained.
- Accompany children on visits and activities as required, working under teacher supervision and following agreed risk assessments.
- Help maintain a safe, organised environment and report hazards, accidents and incidents promptly through school procedures.

Working with Colleagues and Families

- Work constructively with the Rainbow teacher, SEND and inclusion team, and other colleagues, following agreed approaches and sharing relevant information.

- Communicate respectfully with parents and carers about day-to-day matters within the boundaries of the role, referring concerns and wider decisions to the appropriate teacher or leader.
- Follow advice from external professionals as agreed by the teacher or SENCo, and contribute relevant observations when requested.
- Attend relevant team meetings, training and reviews as required within contractual arrangements, and contribute ideas to improve support.

Safeguarding Responsibilities

- Actively safeguard and promote the welfare of all children encountered through the role. Read, understand and follow school safeguarding policies and the relevant sections of Keeping Children Safe in Education.
- Report safeguarding concerns promptly to the designated safeguarding lead or deputy, and make accurate, timely records using the school's procedures.
- Report concerns about adults, including low-level concerns, through the school's staff safeguarding procedures. Concerns about the Headteacher must be reported to the Chair of Governors.
- Maintain professional boundaries and confidentiality. Share information appropriately with those who need it to safeguard and support children.
- Complete safeguarding induction, required training and updates, and seek advice whenever unsure how to respond.

Professional Responsibilities

- Model the school's values of Be Ready, Be Kind, Be Safe and promote inclusion, equality, mutual respect and respect for different faiths and beliefs.
- Follow school policies, including staff conduct, safeguarding, health and safety, data protection, attendance and positive behaviour.
- Take part in induction, appraisal and professional development; reflect on practice and respond constructively to feedback.
- Work flexibly within the role, contracted hours and appointed grade, undertaking other reasonable duties appropriate to the post as directed by the Headteacher.

Safer Recruitment

Cathcart Street Primary School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. Appointment is subject to satisfactory references, an enhanced DBS check including a children's barred list check, and other relevant pre-employment checks in accordance with Keeping Children Safe in Education. An online search will be undertaken for shortlisted candidates as part of recruitment due diligence.

This job description should be read alongside the person specification, advert and Notes for Applicants. It may be reviewed in consultation with the postholder to reflect the needs of the school and the agreed role.