Teaching Assistant Job Description

Job Summary

Salary:	Grade 4 SCP 4-6
Hours:	32.5
Weeks:	38 weeks (excludes inset days)
School:	
Contract Type:	Temp – two terms
Reporting to:	Headteacher
Responsible for:	Supporting Teaching and Learning

Role Introduction

Your role will play a vital part in supporting teaching and learning, helping all children to achieve their full potential within a positive, nurturing, and inclusive environment. A key focus of the role is working with children with Special Educational Needs and Disabilities (SEND), providing targeted support to individuals and small groups to help them access the curriculum, develop confidence, and make excellent progress. You will work closely with teachers to adapt learning activities, implement support strategies, prepare resources, and monitor pupil engagement and achievement. The Teaching Assistant role is essential in promoting high-quality learning experiences, developing independence, supporting positive behaviour, and ensuring that every child feels valued, included, and successful in their learning journey.

This is a flexible role that will be shaped around the strengths of the successful candidate and the needs of our pupils. The position may involve working within our Inclusion Base, supporting a small group of children requiring specialist provision outside of the mainstream classroom, primarily across the Early Years Foundation Stage and Year 1. Alternatively, the role may be based within our mainstream provision across Key Stage 1 or Key Stage 2. In all cases, the central focus will be on supporting children with SEND, helping them to achieve positive outcomes academically, socially, and emotionally.

Responsibilities

Supporting Learning & Teaching:

- Work in partnership with teachers to adapt learning and provide targeted support
- Deliver targeted teaching and intervention programmes for individuals and small groups
- Support pupils with a range of special educational needs and disabilities, including those with communication and interaction needs, cognition and learning needs, social, emotional and mental health (SEMH) needs, and sensory or physical needs.
- The postholder works under the direction and supervision of the class teacher and senior staff and does not carry responsibility for curriculum planning or assessment decisions
- Monitor pupil engagement and outcomes within interventions and provide feedback to the teacher or SENCo, in line with agreed procedures
- Support pupils in a way that promotes independence, confidence and resilience, encouraging them to develop self-help strategies and reducing support appropriately over time

- Foster positive attitudes to learning and help pupils to regulate their own behaviour and engagement
- Help to assess and track student progress, providing feedback to the teacher.

Classroom Support & Management:

- Model, teach and promote positive behaviour, helping pupils to develop the social, emotional and self-regulation skills needed to succeed in learning while maintaining a safe and supportive environment
- Set up and organize classroom resources and learning materials
- Provide supervision and assistance during lunch breaks, playtimes, and school trips
- Promote inclusion and equal opportunities for all students.

Administrative Duties:

- Support teachers with marking and preparing learning materials
- Maintain records of student progress, attainment and behaviour when required

Pastoral & Safeguarding Responsibilities:

- Play a key role in developing pupils' social, emotional and communication skills, helping them to build positive relationships, resilience, confidence and independence
- Follow safeguarding procedures to ensure student well-being and safety
- Work positively and collaboratively with the team, parents and external professionals
- Where required, provide support for pupils' personal care and medical needs, in line with individual care plans, training received, and school policies.

Health and Safety:

- Promote the safety and wellbeing of pupils, and help to safeguard pupils by following the requirements of Keeping Children Safe in Education (KCSIE) and our school's child protection policy

Please note that this job description is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks, and the post holder may be required to do other duties appropriate to the level of the role, as directed by the Head teacher.

Safeguarding

Concordia Multi Academy Trust is dedicated to safeguarding and promoting the welfare and safety of pupils. Successful applicants will be subject to rigorous vetting procedures, including but not limited to: An enhanced DBS check; Satisfactory references; and Online/Social Media Check.

Person Specification:

	Essential	**Desirable**
Qualifications and Training	• Level 2 or 3 Teaching Assistant qualification • GCSEs (or equivalent) in English and Maths at grade C/4 or above	• Level 3 Teaching Assistant qualification. • Evidence of recent relevant CPD (e.g., behaviour management, phonics, SEND training).

		• Team Teach, First Aid, or Safeguarding training beyond statutory induction.
Experience	• Experience working with children in a school. • Experience supporting learning with individuals or small groups. • Experience supporting pupils with SEND.	• Experience of working in a special school or resource provision • Experience delivering structured interventions • Experience maintaining pupil progress records. • Experience delivering provision outlined in EHCPs or SEND paperwork. • Experience working across different year groups or phases.
Skills and Knowledge	• Good literacy and numeracy skills. • Good organisational and time management skills. • Ability to build effective working relationships with pupils and adults. • Understanding of how to adapt support to meet individual needs. • Knowledge of safeguarding requirements and Keeping Children Safe in Education. • Ability to remain calm in pressured or challenging situations.	• Knowledge of specific learning needs (e.g., ASD, ADHD, speech & language). • Understanding of effective strategies for supporting behaviour and emotional regulation. • Understanding of the impact of trauma • Awareness of the wider school curriculum and assessment processes. • Ability to contribute to planning, assessment or resource preparation.
Personal Qualities	• Patient, compassionate, and enthusiastic about supporting children. • Team player • Committed to inclusion and promoting positive outcomes for all pupils. • Confidentiality at all times. • Resilient, positive, adaptable, and able to use initiative. • Strong communication skills. • Demonstrates high standards of professional conduct, acts as a positive role model for pupils, and upholds the values, ethos and policies of the school and Concordia Multi Academy Trust. • Ability to motivate, inspire and challenge children.	•

	• Willingness to engage in training and self-development. • Reflective and open to feedback to improve practice.	