



JOB DESCRIPTION 1:1 SEND Teaching Assistant

Job Title:	Teaching Assistant (SEND 1:1)
Location:	Malvern Wyche C of E Primary School
Salary / Grade:	TA2 Scale
Hours & Contract:	17.5 hours per week, (12.00pm – 3.25pm) Term-Time Only + 2 TED Days. Fixed-term linked to specific pupil funding/EHCP.
Reporting To:	Class Teacher, Special Educational Needs Coordinator (SENCO), & Headteacher.

Summary of Duties

To provide highly tailored 1:1 support for a named primary pupil with special educational needs and disabilities (SEND), ensuring they can safely and fully access the curriculum, achieve targeted learning milestones, and build independent social and life skills within an inclusive mainstream environment. The post-holder will work closely under the guidance of the Class Teacher and SENCO to deliver strategies outlined within the pupil's Education, Health and Care Plan (EHCP) or individual learning framework. This post will include a lunchtime duty supporting the pupil to play safely and integrate in school life.

Core Duties and Responsibilities

A. Teaching and Learning Support

- **Support focus and attention:** ensure that pupils are listening, understand their task and maintain focus in order that they make progress.
- **Adapt and scaffold:** Under the direction of the class teacher(s) adapt lessons, learning environments, and specific curriculum to accommodate the pupil's cognitive, physical, or sensory needs.
- **Deliver Interventions:** specialized learning pathways and individual interventions (e.g., precise phonics catch-up, target numeracy, targeted speech & language programmes).
- **Promote Independence:** scaffolding and support strategies to foster self-reliance, ensuring the child does not become overly dependent on 1:1 adult intervention.
- **Understand and Promote Targets:** Understand and use the pupil's individual targets and goals, support them to meet these, and contribute to the planning of targets when these are reviewed.



B. Social, Emotional, and Behavioral Care

- **Provide Co-Regulation:** targeted emotional regulation, and positive behaviour management, with the guidance and support of the class teacher and in line with the school's behaviour policy or any relevant targets.
- **Manage Daily Transitions:** structured routines and manage tricky transition periods smoothly throughout the school day (e.g., moving between tasks, classes, assemblies or lining up).
- **Facilitate Social Integration:** support and model social and communication skills during group work, whole class activities and lunch, encouraging inclusion, peer play, and positive friendships and self-esteem.
- **Maintain a Safe Environment:** a calm, predictable, and physically safe space that actively reduces triggers, sensory overload, and emotional distress.

C. Professional Collaboration & Partnership

- **Working with key staff:** communicate and liaise where relevant and appropriate with the class teacher, SENCO, and visiting SEND specialists to promote progress.
- **Communicating with Families:** regular, constructive, and highly professional dialogue with parents/carers regarding the child's daily successes, challenges, and wellbeing.
- **Contribute to Reviews:** objective, comprehensive written feedback for formal EHCP Annual Reviews, multi-agency team meetings, and 'My Plan' review cycles.
- **Engage in Professional Development:** in school-wide continuous professional development (CPD) and Worcestershire County Council SEND training networks.

D Safeguarding and Pastoral Care

- **Safeguarding duty to child:** Ensure the pupil is safe in school and be vigilant and curious about their wellbeing, referring to DSL any concerns about welfare, wellbeing or abuse.
- **Safeguarding culture:** Follow the school's safeguarding policy and be a part of its culture of safeguarding to promote the wellbeing and safety of all.
- **Safeguarding duty to self:** Ensure working relationship with pupil(s) is professional and in line with training given and Safer Working Practices.

E Additional:

- Undertake any other reasonable tasks directed by the Headteacher or SENCO that fall within the scope, grade, and dynamic nature of a child-centred support role, including working with other pupils in the class or on the playground who may need support.
- Uphold and promote the vision and values of this Church school.