

Job Description

Teaching Assistant – 1:1 Student Support

Responsible to: Headteacher

Daily Line Management from: SENDCo

Job Purpose

To provide high-quality, personalised support for an individual student, enabling them to access learning, participate fully in school life and achieve their academic, social and emotional potential. Working under the direction of the SENDCo and teaching staff, the postholder will promote independence, confidence and positive engagement while contributing to an inclusive, safe and supportive learning environment.

Main Responsibilities

Student Support

- Provide dedicated one-to-one support for an identified student throughout the school day.
- Support the student in accessing the curriculum across a range of subjects at Key Stages 3 and 4.
- Adapt learning activities under the guidance of teaching staff to meet the student's individual needs.
- Encourage independence, resilience and self-confidence while providing appropriate levels of support.
- Promote positive behaviour and engagement using agreed strategies and behaviour support plans.
- Support the student's emotional wellbeing and help develop positive relationships with peers and staff.
- Assist the student with organisation, preparation for lessons and transitions throughout the school day where required.
- Promote inclusion and encourage participation in all aspects of school life.

Classroom Support

- Work alongside teachers to support high-quality teaching and learning.
- Prepare resources and equipment required for lessons where appropriate.
- Monitor and record student progress, engagement and wellbeing, providing feedback to teachers and the SEND team.
- Support the delivery of individual or small-group intervention programmes when required.
- Assist with literacy, numeracy and study skills development as directed.
- Support students during examinations in accordance with approved access arrangements where appropriate.

Communication and Partnership

- Build positive and professional relationships with students, parents/carers and colleagues.
- Liaise effectively with teaching staff, the SEND team, pastoral staff and external professionals as appropriate.
- Contribute to reviews, meetings and planning discussions relating to the student's progress and support.
- Maintain accurate records and reports as required.

Safeguarding and Inclusion

- Safeguard and promote the welfare of all children and young people.
- Maintain confidentiality while sharing information appropriately in line with safeguarding procedures.
- Follow all school policies and procedures, including those relating to safeguarding, behaviour, health and safety, equality and inclusion.
- Promote equality of opportunity and celebrate diversity within the school community.

Professional Responsibilities

- Participate in training, professional development and performance management.
- Attend meetings and briefings as required.
- Demonstrate a commitment to continuous professional development and reflective practice.
- Work flexibly to respond to the changing needs of students and the school.
- Undertake any other duties appropriate to the grade of the post as reasonably requested by the Headteacher or SENDCo.

Working Relationships

The postholder will work closely with:

- SENDCo and Assistant SENDCo
- Teaching staff
- Heads of Year and pastoral teams
- Students and parents/carers
- External agencies and professionals where appropriate
- Other support staff across the school and Trust

This job description

This job description outlines the main duties and responsibilities of the role. It is not intended to be an exhaustive list of all tasks and responsibilities. The postholder may be required to undertake other duties commensurate with the grade of the post, following consultation with their line manager, to meet the evolving needs of the school and EQUA Mead Learning Trust.

Person Specification – Teaching Assistant (KS3/KS4 Mainstream)

Qualifications

Essential	Desirable
<ul style="list-style-type: none"> • Willingness to undertake further professional development 	<ul style="list-style-type: none"> • NVQ Level 3 in Supporting Teaching and Learning
GCSE Grade 4/C or above (or equivalent) in English and Mathematics	<ul style="list-style-type: none"> • First Aid qualification (or willingness to achieve one)
	<ul style="list-style-type: none"> • Evidence of continuing professional development
	<ul style="list-style-type: none"> • Other relevant educational or professional qualifications

Experience

Essential	Desirable
<ul style="list-style-type: none"> • Experience of working or volunteering with young people in an educational or youth setting 	<ul style="list-style-type: none"> • Experience of working as a Teaching Assistant in a secondary school
	<ul style="list-style-type: none"> • Experience of supporting students with SEND
	<ul style="list-style-type: none"> • Experience of supporting students with literacy, numeracy or study skills intervention programmes
	<ul style="list-style-type: none"> • Experience of supporting students across Key Stages 3 and 4

Knowledge and Understanding

Essential	Desirable
<ul style="list-style-type: none"> • A desire to understand how young people learn and develop 	<ul style="list-style-type: none"> • Knowledge of the Key Stage 3 and Key Stage 4 curriculum
<ul style="list-style-type: none"> • A desire to understand a range of additional needs including SEND, ASD, ADHD, Speech and Language Needs and SEMH needs 	<ul style="list-style-type: none"> • Understanding of current educational strategies and intervention programmes
<ul style="list-style-type: none"> • Understanding of safeguarding responsibilities and the promotion of student welfare 	<ul style="list-style-type: none"> • Knowledge of examination access arrangements and reasonable adjustments
<ul style="list-style-type: none"> • A desire to understand strategies to support learning, engagement and positive behaviour 	<ul style="list-style-type: none"> • Experience of supporting students with literacy and numeracy interventions

• A willingness to support students individually, in small groups and within whole-class lessons	
• Awareness of the importance of developing students' independence, confidence and resilience	
• Ability to build positive relationships with students, staff and families	
• Ability to work independently and collaboratively as part of a staff team	

Skills

Essential	Desirable
• Ability to work in a way that promotes the safety and wellbeing of students	• Willingness to undertake specialist training to support identified student needs
• Excellent communication and interpersonal skills	• Experience of using intervention tracking or educational software
• Good spoken and written English	
• Ability to support students in maintaining engagement and participation in learning	
• Good organisational skills and attention to detail	
• Competent use of IT, including Microsoft Office applications	
• Ability to maintain confidentiality and professional boundaries	
• Flexible, adaptable and responsive to changing priorities	

Personal Qualities

Essential	Desirable
• High standards of personal organisation and professionalism	
• Resilient, reliable and hardworking	
• Positive role model for young people	
• Ability to establish trust and mutual respect with students, families and colleagues	
• Calm, patient and approachable manner	
• Commitment to inclusion and supporting all students to achieve their potential	
• Ability to follow direction whilst using initiative appropriately	
• Good sense of humour and ability to work positively within a team	