

Post: Lead Teaching Assistant 1-year fixed term September 2025 – August 2026

Grade: Scale 5 (£33,291 - £34,779), pro rata (£28,899 - £30,191)

35 hours per week, 39 weeks per year, term time only
8.20am – 4.20pm

Purpose of Post: To support the SENDCo with:

Day to day running and management of the teaching assistant team
Identification of young people with additional needs
Provision for young people with additional needs
To support other Teaching Assistants in the Special and Additional Needs Team to work effectively in lessons
The role of the post-holder is to support teachers in teaching and learning and is not expected to take on full responsibility for the education of a whole class of students

Start Date: September 2025

Line Manager: SENDCo

Job Description

Support for other Inclusion Teaching Assistants working in the Department

1. To guide the work of other Teaching Assistants
2. Lead weekly briefings for the TAs.
3. Work with SENDCo to provide training.

Provide differentiated and structured teaching/learning activities to support students

4. To provide clearly structured teaching and learning activities to motivate students to advance their learning.
5. To advance students' learning including working with individuals, small groups and whole classes

To make appropriate links within the Special and Additional Needs Team and subject areas to ensure policies and agreed practice is followed

6. To use behaviour management strategies, in line with the school's policy and procedures, which contribute to a purposeful learning environment
7. To promote the schools anti-bullying or harassment strategies
8. To organise and manage safely the learning activities, the physical teaching space and resources that comes under the Lead TA's responsibilities.

Where appropriate liaising with parents to encourage raising of achievement and progress

9. To carry out structured conversations with parents/carers
10. To carry out 1:1 and group assessments to identify additional needs under the guidance of the SENDCo.
11. To plan and deliver 1:1 and small group programmes under the direction of the SENDCo
12. Contribute to the training of new TAs and lead on their induction
13. To support tutors in target setting for students
14. To plan and review personalised plans in consultation with the SENDCo
15. To use the school's rewards policy/strategies e.g. postcards, phone calls etc to praise and encourage students.

Planning

16. Working with students outside of the classroom on specific programmes under the supervision of the deputy SENDCo

To ensure use and distribution of appropriate resources for teaching and learning

Monitor use and ordering of departmental resources

17. To plan and prepare lessons and contribute effectively to teachers' planning and preparation of lessons
18. To make an effective contribution to the selection and preparation of teaching resources that meet the diversity of students' needs and interests
19. To contribute to the planning of opportunities for students to learn in and out of school contexts, in accordance with school policies and procedures
20. Help children to learn as effectively and independently as possible, both in group situations and on their own and to provide feedback to students and colleagues on students' learning behaviour.
21. To time table TAs – including both lesson time and out of lesson activities such as lunch club and after school activities.

Contribute to department planning

22. Highlight needs of target students in department meetings
23. To support Exams Assessor and Exams officer in the delivery of access arrangements

Ensuring appropriate monitoring and assessment of students' work to identify progress and appropriate further action

24. To evaluate students' progress through a range of assessment activities, to contribute to teachers overall assessment
25. To monitor and evaluate students' participation and progress, providing feedback to teachers and giving constructive support to students as they learn
26. To support access arrangements for students' in examinations

To provide record keeping which supports the monitoring and assessment process

27. To liaise with parents and carers recognising their roles in students' learning as directed by the teachers. To foster good links between home and school and other outside agencies.
28. To contribute to maintaining and analysing records of students' progress
29. To monitor and evaluate students' responses to learning tasks and modify their approach accordingly.

To participate in appropriate Professional Learning activities

30. To undertake inset and training and participate in appropriate school meetings including participating appropriately in school and department self review and planning.

Other

1. Undertake some invigilation duties during the examination periods
2. Collate orders for the department
3. This is not, however an exhaustive list of duties and the headteacher/line manager may, at any time, allocate other tasks which are of a similar nature or level.

Person Specification

Qualifications and Training	<p>Essential:</p> <ul style="list-style-type: none"> Educated to degree level Experience of working with young people with SEND <p>Desirable:</p> <ul style="list-style-type: none"> GCSE English and maths at Grade C or above or A qualification in English/Literacy and Mathematics/Numeracy equivalent to at least Level 2 of the National Qualifications Framework Appropriate training in Child Protection
Knowledge	<p>Essential:</p> <ul style="list-style-type: none"> Knowledge of the legal definition of Special Educational Needs and Disabilities (SEND) and SEND Code of Practice <p>Desirable:</p> <ul style="list-style-type: none"> Good working knowledge and understanding of the school curriculum, the main teaching methods and the testing/examination framework Knowledge of specialisms to advance students' learning Good understanding of the aims, content and outcomes of the lessons they are involved in.

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Experience	<p>Essential:</p> <ul style="list-style-type: none"> • Experience of communicating with a wide range of people from different backgrounds • Experience of working with children in a classroom setting <p>Desirable:</p> <ul style="list-style-type: none"> • Experience of record keeping and implementing and contributing to a range of policies pertaining to children • Experience of planning and delivering 1:1 and group interventions.
Skills and abilities	<p>Essential:</p> <ul style="list-style-type: none"> • Well-developed written and oral communication skills to liaise with students, parents/carers and colleagues. • Ability to form good working relationships and to work as part of a professional team • Ability to work flexibly to meet the changing demands of a school environment • An ability to work under own initiative <p>Desirable:</p> <ul style="list-style-type: none"> • The ability to effectively manage small groups • Ability to manage and lead a team, including leading meetings
Commitment	<p>Essential:</p> <ul style="list-style-type: none"> • Commitment to equal opportunities and to assist the school in raising achievement and reaching its targets • To be prepared to attend in-service and external training and to develop and update knowledge and skills as required

At a time of rapid educational and administrative change, job descriptions cannot be prescriptive. It may be that some alteration is necessary as circumstances dictate and as new needs arise.