

Abbey Schools (Melrose Trust)

JOB DESCRIPTION

POST:	SEND Teaching Assistant
GRADE:	Level 2
RESPONSIBLE TO:	SENCO
RESPONSIBLE FOR:	None
JOB PURPOSE:	To work, under the direction of the SENCO, class teachers and other appropriate staff, in assisting in and contributing to the planning, delivery and evaluation of the learning process. The post holder will work in classes or other appropriate locations with access to support and guidance, supervising groups and /or individual pupils. The post holder should be committed to full inclusion for all pupils and should have a good understanding of the barriers to learning which may affect certain pupils. The post holder must be prepared to deliver intimate care and physical handling where required including the delivery of physiotherapy as advised by the relevant services.
ACCOUNTABILITIES / MAIN RESPONSIBILITIES	
Supporting Learning & Development	• Assist in the planning and evaluation of learning activities with the teacher. Deliver learning activities for individuals and groups of pupils under the professional direction and supervision of a qualified teacher or SENCO, differentiating and adapting learning programmes to support the needs of allocated pupils, in particular, those with physical disabilities. • With the class/subject teacher, plan and deliver small group interventions and group teaching activities with clear objectives and appropriate learning outcomes for those with moderate/profound learning difficulties. • Monitor and record pupil responses and learning achievements and give appropriate feedback to teachers towards the overall assessment of pupil progress and attainment made by the teacher and other professionals • Interact with pupils in ways that support the development of their ability to think and learn, including the use of careful questioning • Support and assist in the development and implementation of appropriate behaviour management strategies • Take account of the effects of different parenting approaches, backgrounds and routines, and be involved in home school liaison, as directed by the class/subject teacher • Support pupils in their social and emotional wellbeing in implementing relevant social, health, and physical programmes, including for those with health, social and physical needs • Together with the class teacher, ensure that learning environments and displays effectively support and challenge all learners • Escort and supervise pupils on educational visits and out of schools activities under the supervision of a teacher • Undertake break supervision as required
Communication	• Establish rapport and respectful, trusting relationships and communicate effectively with pupils, their families and carers, and other agencies / professionals • Initiate appropriate and effective communication with the class teacher, and other professionals, forging and sustaining relationships across agencies

Sharing Information	• Assess, record and report on pupils' attainment and progress within assessment and reporting processes • Participate in meetings with other staff, external professionals and parents regarding pupils, in a support capacity to the teacher, who will normally lead on such matters. • Assist in the induction and development of classroom support staff, cascading information and good practice • Pay due regard to professional boundaries, maintaining appropriate levels of confidentiality • Participate in staff meetings • Share information confidentially about pupils with teachers and other professionals as required
Safeguarding and Promoting the Welfare of Children & Young People	• Carry out tasks associated with pupil's personal hygiene and welfare, including personal intimate care, physical and medical needs, whilst encouraging independence • Be responsible for promoting and safeguarding the welfare of pupils in line with policy and legislation, raising concerns as appropriate
Administration/Other	• Assist the teacher and work as directed in preparation of the classroom and resources for planned work to take place • Undertake routine clerical duties as required • Support the use of ICT and adhere to relevant policies • Supervise and provide access arrangements for pupils sitting internal and external examinations and tests, ensuring that examinations comply with Examination Board Regulations • Participate in appraisal, training and other learning activities
Data Protection	• To comply with the Federation of Abbey Schools Trust policies and supporting documentation in relation to Information Governance this includes Data Protection, Information Security and Confidentiality
Health and Safety	• Be aware of and implement your health and safety responsibilities as an employee and where appropriate any additional specialist or managerial health and safety responsibilities as defined in the Health and Safety policy and procedure • Work with colleagues and others to maintain health, safety and welfare within the working environment • Administer First Aid when required
Equalities	• Promote inclusion and acceptance of all pupils • Within own area of responsibility work in accordance with the aims of the Equality Policy, treating individuals with respect for their diversity, culture and values
Flexibility	• Abbey Schools provides front line services, which recognises the need to respond flexibly to changing demands and circumstances. Whilst this job outline provides a summary of the post, this may need to be adapted or adjusted to meet changing circumstances. Such changes would be commensurate with the grading of the post and would be subject to consultation. All staff are required to comply with County Council / Melrose Academies Trust Policies and Procedures
Customer Service	• The Academy requires a commitment to equity of access and outcomes, this will include due regard to equality, diversity, dignity, respect and human rights and working with others to keep vulnerable people safe from abuse and mistreatment • The County Council requires that staff offer the best level of service to their customers and behave in a way that gives them confidence. Customers will be treated as individuals, with respect for their diversity, culture and values
Date of Issue:	26/09/25

PERSON SPECIFICATION

JOB TITLE: Teaching Assistant

Evidence Key: Application (A), References (R), Interview (I)	
Essential upon appointment	Desirable on appointment (if not attained, development may be provided for successful candidate)
Knowledge • Good understanding of child / young people's development and learning processes (A, R, I) • Understanding of individual children and young people's needs (A, R, I) • An understanding that children/Young people have differing needs and knowledge of inclusive practice (A, R, I) • A good understanding of the Key Stage 1 and EYFS curriculum (A, R, I) • Confidence in working with ICT; which will include communicating via online platforms	• Knowledge of Behaviour Management techniques (A, R, I) • Knowledge of Child Protection policies & Procedures (A, R, I) • Knowledge of Health & Safety legislation (A, R, I) • Knowledge and interest in other relevant skills and curriculum areas e.g. art/music/sport/RE/SEND (A, R, I) • Knowledge of the SEND Code of Practice 2014. (A, R, I)
Experience • Experience working with children in an education setting (A, R, I) • Experience of teaching small and large groups of children (A, R, I) • Experience of working with children on the Autism Spectrum and with those with physical disabilities (A, R, I) • Experience of improving outcomes for pupils through teaching and effective support (A, R, I) • Experience of inclusive practice (A, R, I)	• Experience of delivering evidence-based interventions that accelerate learning (A, R, I) • Experience of leading and supporting others (A, R, I) • Experience of communicating via Makaton
Personal Qualities • Dedicated to high-standards and expectations (A, R, I) • Demonstrable interpersonal skills (A, R, I) • Ability to work successfully in a team (A, R, I) • Ability to nurture and care • Punctual and hard-working (A, R, I) • Confidentiality (A, R, I) • Creativity (A, R, I) • Flexibility (A, R, I) • Good sense of humour (A, R, I) • Ambition to develop career (A, R, I)	

Evidence Key: Application (A), References (R), Interview (I)	
Essential upon appointment	Desirable on appointment (if not attained, development may be provided for successful candidate)
Occupational Skills • Good written and verbal communication skills: able to communicate effectively and clearly and build relationships with a range of staff, children, young people, their families and carers (A, R, I) • Positive and decisive behaviour management skills (A, R, I) • Good reading, writing and numeracy skills (A, R, I)	• Demonstrable ICT skills and ability to use them as part of the learning process, or, the ability to develop ICT skills in a reasonable timeframe (A, R, I)
Qualifications • Relevant NVQ Level 2 for Teaching Assistants or equivalent (A)	• Other relevant qualification/s (A, R, I) • Higher level qualification/s (A, R, I) • Appropriate first aid training (A, R, I)
Other Requirements • Enhanced DBS clearance (A) • To be committed to the school's policies and ethos (A, R, I) • To be committed to Continuing Professional Development (A, R, I) • Motivation to work with children and young people (A, R, I) • Ability to form and maintain appropriate relationships and personal boundaries with children and young people (A, R, I) • Emotional resilience in working with challenging behaviours and attitudes (A, R, I) • Ability to use authority and maintaining discipline (A, R, I) • An empathy for equality & diversity (A, R, I)	