



www.smithswoodpri.solihull.sch.uk

Ofsted
Outstanding

Birmingham, B36 0SZ

WELCOME

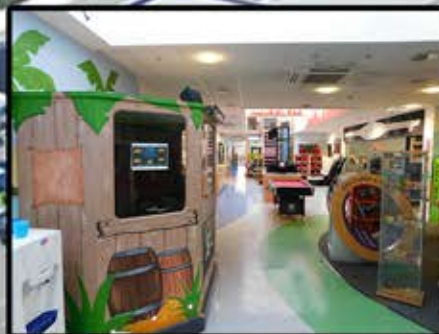
TO Fabulous
SMITH'S WOOD
PRIMARY ACADEMY

SEN Teaching Assistant Required

Are you committed & professional?

Will you inspire our pupils?

Can you challenge the minds of young children?



More Than A School

We are Looking for a highly skilled SEN Teaching Assistant to join us at our Outstanding school.

We can offer you outstanding opportunities, a supportive team of staff, excellent resources and the chance to make a real difference to the lives of our children

We are looking for someone with experience/ training in:

- Working with pupils within the primary phase**
- Supporting pupils with a range of SEND**
- Supporting pupils with barriers to learning**

Smith's Wood Primary Academy is committed to safeguarding and promoting the welfare of children and young people. An enhanced DBS clearance is required for this position. As part of the safer recruitment process, online checks will also be carried out

For more information, or to arrange a visit, please contact the school
Tel: 0121 779 8050 Email: office@smithswoodpri.solihull.sch.uk



SEN TEACHING ASSISTANT



Smith's Wood Primary Academy has a responsibility for and is committed to safeguarding and promoting the welfare of children, young people and vulnerable groups.

Main Purpose

To contribute to the effective implementation of the school's SEND provision by supporting pupils with a range of additional needs, delivering bespoke interventions, promoting inclusion and working closely with staff and families to secure the best possible outcomes for every child.

Job details

Job title: SEN Teaching Assistant (TA)

Salary: Band C: £20,650 - £22,741 per annum (pro rata)

Hours: 32.5 hours per week

Contract type: Full-time, permanent

Closing date: 22nd October 2026

Interview date: w/c 2nd November 2026

Start date: As soon as possible, subject to notice period and safer recruitment checks

Are you passionate about helping children overcome barriers and achieve their very best?

Smith's Wood Primary Academy is looking for a caring, enthusiastic and dedicated SEN Teaching Assistant to join our OFSTED-rated **Outstanding** school. This is a rewarding opportunity to support pupils with additional needs, helping them to thrive academically, socially and emotionally within our inclusive school community.

This role is ideal for someone with a strong interest in SEND who enjoys working with a diverse range of pupils with different needs and abilities. The position is not a dedicated 1:1 role; instead, the successful candidate will work across the school, helping children to access learning, build confidence and achieve their potential. The role offers a rewarding opportunity to support a variety of pupils while gaining valuable experience of a wide range of SEND needs and support strategies, developing a broad and transferable skill set.

We are proud of our warm, supportive ethos and are seeking someone who shares our belief that every child deserves the opportunity to succeed. If you are committed to making a positive difference and want to be part of a friendly, hardworking team, we would love to hear from you.

Visits to our unique school are warmly welcomed. Please contact office@smithswoodpri.solihull.sch.uk to arrange a visit. Applications are to be sent electronically to s48recruitment@smithswoodpri.solihull.sch.uk using the attached Solihull Council application form. CVs will not be accepted.

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Job Description

Supporting pupils

- Provide learning and care support for pupils with special educational needs (SEN)
- Work with the teacher to plan and deliver activities
- Support pupils with routines, transitions and behaviour management
- Build positive relationships with pupils, promoting high self-esteem and independence
- Adapt communication style to respond to pupils according to their individual needs
- Support pupils with their social, emotional and mental health needs, escalating concerns where appropriate
- Promote high standards of behaviour, responding to incidents in line with the school's behaviour policy and guidelines on physical intervention
- Assist with the development and delivery of individual education and support plans

Teaching and learning

- Contribute to the planning of differentiated learning activities for individual or small groups of pupils with SEN
- Support the teacher in adaptive teaching, so that all pupils can access the same curriculum expectations through modified resources and support
- Adapt the level of support offered according to the task and the needs of the pupil, allowing pupils to work as independently as possible
- Under the guidance of the teacher, deliver structured, evidence-based interventions inside or outside the classroom
- Facilitate opportunities for the class teacher to work directly with SEN pupils, by supporting other pupils or groups within the classroom
- Use IT skills to advance pupils' learning
- Through observations, provide regular feedback to teachers on pupil progress, attainment and barriers to learning
- Support class teachers with maintaining good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment
- Monitor, record and report on progress and attainment
- Contribute to the overall ethos, aims and work of the school
- Undertake any other relevant duties given by the class teacher or SENCO
- Attend trips and extra-curricular activities within the school day

Working with staff, parents/carers and relevant professionals

- Share knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision
- Communicate effectively with parents and carers under the direction of teachers
- Contribute to meetings with parents and carers by providing feedback on pupil progress, attainment and barriers to learning, as directed by teachers
- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Develop effective professional relationships with colleagues

Professional development

- Help keep your own knowledge and understanding relevant and up to date by reflecting on your own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school

Safeguarding

- Demonstrate a strong commitment to safeguarding and promoting the welfare of all children, ensuring that their safety and wellbeing remain central to all aspects of the role.
- Work in accordance with statutory safeguarding guidance, including Keeping Children Safe in Education (KCSIE), the Prevent Duty, and the school's safeguarding and child protection policies and procedures.
- Contribute to a positive safeguarding culture by maintaining vigilance, reporting concerns promptly, and helping to create a safe, inclusive and supportive environment for all pupils.

Please note, this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the postholder will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher or line manager.

Person Specification

Criteria	Essential	Desirable
Qualifications and training	• GCSE or equivalent level, including at least a Grade 4 (previously Grade C) in English and maths • Level 3 qualification in Supporting Teaching and Learning, Childcare, Education, or a related field (e.g. CACHE, CCLD, NVQ Level 3 or equivalent)	• SEND specific training
Experience	• Experience working in a school environment or other educational setting • Experience supporting children with additional needs, SEND or barriers to learning • Good understanding of inclusive practice and strategies to support pupils with additional needs • Experience planning and delivering learning activities under the direction of the teacher • Experience building positive relationships with children and supporting their wellbeing • Experience working collaboratively with teachers and other professionals	• Experience supporting pupils with EHCPs • Experience delivering targeted interventions and adapting learning to meet individual needs • Experience of the graduated approach: Assess, Plan, Do, Review

Skills and Abilities	● Good literacy, numeracy and IT skills ● Strong organisational, record-keeping and time-management skills ● Excellent communication, interpersonal and active listening skills ● Ability to build positive, professional relationships with pupils, parents/carers, colleagues and other professionals ● Ability to adapt support and learning activities to meet the individual needs of pupils ● Knowledge of the curriculum and effective strategies to support teaching and learning ● Understanding of child development and the diverse needs of pupils, including those with SEND ● Ability to promote pupils' independence, confidence, wellbeing and positive behaviour ● Ability to work collaboratively as part of a team, while using initiative and remaining flexible ● Ability to remain calm and respond effectively in challenging situations ● Ability to maintain confidentiality and handle sensitive information appropriately ● Knowledge of safeguarding requirements ● Ability to communicate effectively with parents/carers and professionals	● Knowledge of a range of SEND, including autism, ADHD and SEMH ● Experience using visual timetables, communication aids or alternative communication approaches ● Ability to support pupils during times of anxiety, dysregulation or transition ● Understanding of EHCPs and how to support agreed outcomes
Personal qualities	● Enjoyment of working with children ● Sensitivity and understanding, to help build good relationships with pupils ● A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school ● Commitment to always maintaining confidentiality ● Commitment to safeguarding, inclusion and equality ● Resilient, positive, forward-looking and enthusiastic about making a difference ● Capacity to inspire, motivate and challenge children and young people ● Highest expectations of work and behaviour ● Commitment to maintaining high levels of attendance and punctuality	