'Together we can…Think Big, Have Fun, Learn More!'

Ridgeway Infant School
SEND Teaching Assistant Job Description

Post: SEND Teaching Assistant

Grade: Grade C, NJC Points 5 - 6, £26,428 – £26,846 FTE (actual salary pro-rata)

Responsible to: Headteacher

Working Pattern: 32.5 hours per week, Monday - Friday, 8.30AM – 3:30PM

Contract Type: Temporary (January 2027 – August 2027), subject to E3 funding.

Main purpose of role is to:

• To provide support to the headteacher, SENDCo and class teachers across a range of child centred activities which promote child development and learning.
• To work with teachers to support teaching and learning in all aspects of the curriculum, age range or additional needs.
• To provide support to teachers in the learning, personal development, wellbeing and inclusion of pupils with complex needs and/or disabilities, adapting support strategies and interventions to meet individual needs.
• To work with individuals or groups of children as directed by teachers, the SENDCo or the Headteacher.
• To support pupils with a range of special educational needs and disabilities (SEND), including those with complex communication, sensory, physical, medical, social, emotional and behavioural needs, enabling them to access learning and participate fully in school life.
• To provide personal care and physical support to pupils as required, including intimate care, nappy changing, toileting, personal hygiene, dressing and eating, ensuring that pupils' dignity, privacy, safety and independence are maintained at all times.
• To support children with significant language and communication needs, predominantly those with an ASD diagnosis who are non-verbal.

Supervision Received

Appointed within the school as part of a team:

• To work within the general directions of the headteacher.

• To work under the supervision of the class teacher.

• To work under the guidance of the SENDCo and other relevant professionals where appropriate.

Supervision Exercised

• No direct line management responsibilities.

• Occasional demonstration of duties to other employees, volunteers, students, trainees and participation in induction process.

Duties and responsibilities

Support for the School

- To know and comply with policies and procedures such as safeguarding, confidentiality, GDPR, equal opportunities and behaviour management.
- Establish effective working relationships and set a good example through their presentation and personal and professional conduct.
- Participate with other team members in the development, planning, implementation and evaluation of learning programmes for individuals and groups of pupils.
- Participate in the delivery of local and national initiatives.
- Monitor and contribute to the assessment and recording of children's development and be involved in the sharing of this information.
- Attend reviews during normal working hours.
- Support the teacher in monitoring, assessing and recording pupil progress/ activities
- Share information with other staff, parents / carers, internal and external agencies.
- Participate in and contribute to team meetings, staff meetings and INSET training days, as required.
- Maintain and develop good working relationships with parents/carers and other adults involved with each child.
- Give general support to school activities.
- Provide cover on an unexpected, non-timetabled basis only.
- Promote the ethos of the school and actively support the values of the school.
- Undertake any other duties commensurate with the grade and nature of the post as may reasonably be required by the Headteacher.
- Contribute to the implementation, monitoring and review of individual support plans, risk assessments, healthcare plans and behaviour support plans as appropriate.
- Work collaboratively with external professionals, including therapists, educational psychologists and health professionals, to support the delivery of agreed programmes and interventions.
- Maintain accurate records and reports relating to pupil progress, wellbeing and support programmes as required.
- Undertake relevant training to develop the skills and knowledge required to support pupils with increasingly complex needs, including personal care and, where required by the needs of pupils attending the school, physical, moving and handling or medical care.
- Promote and support inclusive practices across the school, ensuring that all pupils have equitable access to learning opportunities.

Support for the Teacher

- Liaise with class teachers and SENDCo.
- Contribute to the preparation of working areas.
- Observe and support within the classroom
- Display work and information for children and adults.
- Exercise general care and supervision of children during the school day, inside and outside, including supervising pupils on educational visits and out of school activities under the direction of class teacher.
- Provide learning activities for individuals and groups of children under the professional direction and supervision of a qualified teacher, differentiating and adapting learning programmes to suit the needs of allocated children.

- Select and adapt appropriate resources/methods to facilitate agreed learning activities.
- Support children with a range of SEND, including those with increasingly complex learning, communication, sensory, physical, medical and social, emotional and mental health needs, implementing strategies and interventions as directed by the class teacher, SENDCo and other professionals.
- Work collaboratively with teachers, SENDCo and external agencies to support the delivery of individual programmes and interventions for pupils with more complex needs.

Support for the Child

- Promote development and learning – physical, emotional, educational and social.
- Provide a secure, caring and enriching environment for the child.
- Help to promote children's self-esteem and independence.
- Equip the child with the personal and social skills required to build and maintain relationships with others.
- Support during times of transition such as lunchtime.
- Be involved in planning, organising and implementing individual development plans for children including attendance at, and contribution to, reviews.
- Work with parents/carers to offer support or ideas to be used at home.
- Arrange for first aid to be given, comfort sick children, and accompany children to hospital, home or clinic, if appropriate.
- Encourage acceptance and inclusion of all children.
- Work with children on therapy or care programmes, designed and supervised by a therapist/care professional.
- Attend to children's personal needs, including nappy changing, toileting and other intimate care, personal hygiene, dressing and eating. Carry out personal care sensitively and in accordance with the child's individual care plan and school procedures, maintaining the child's dignity, privacy and safety and promoting independence. Report any concerns or problems to the class teacher and, where appropriate, the parent/carer.
- Where required by the needs of pupils attending the school, physically assist children with activities, mobility, positioning and transfers (including where a child is non-mobile), and undertake moving and handling activities only in accordance with individual plans, risk assessments, school procedures and after receiving appropriate training.
- Provide tailored support for children with increasingly complex needs, adapting communication methods, learning approaches, resources and support strategies to meet individual requirements and enable full participation in school life.
- Monitor, record and report on pupils' progress, wellbeing and emerging needs, contributing to reviews and supporting the development of appropriate provision for children with more complex needs.
- Support pupils with personal care, medical and physical needs as required by the needs of pupils attending the school, following agreed care plans, individual healthcare plans, risk assessments, school procedures and relevant training. This may include supporting specific medical care procedures where these are required and the postholder has received appropriate training.
- Ensure that all personal and intimate care is provided respectfully and sensitively, following the child's individual care plan, the school's intimate care procedures and safeguarding requirements.

Safeguarding and Welfare

- Safeguard and promote the welfare of children at all times.
- Follow all school safeguarding, health and safety and child protection procedures.
- Support pupils during playtimes, transitions and other parts of the school day as required.
- Maintain appropriate professional boundaries and follow all safeguarding procedures when supporting pupils with personal care, intimate care and medical needs.

Professional Responsibilities

- Work collaboratively with teachers, support staff and senior leaders.
- Attend relevant meetings and training as required.
- Uphold the ethos, policies and values of Ridgeway Infant School.
- Maintain confidentiality and professionalism at all times.

Notes

- Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Staff will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description
- The School Business Manager reserves the right to alter the content of this Job Description, after consultation, to reflect changes to the job or services provided, without altering the general character or level of responsibility.
- The duties described in this Job Description must be carried out in a manner which promotes equality of opportunity, dignity and due respect for all employees and service users and is consistent with the School's Equal Opportunities Policy.
- The school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

Person Specification

This person specification lists the competencies expected of an experienced/fully-trained Cover Supervisor.

Factors	Essential criteria	Desirable criteria
Qualifications and training	• GCSE Grade C/Grade 4 in English and Maths or equivalent. • Willingness to undertake relevant training to support pupils with complex SEND, including personal care and, where required, physical and medical care.	• Current First Aid Qualification.
Skills, knowledge and aptitudes	To have a secure understanding of: • EYFS and KS1 curriculum • Assessment for EYFS and Key Stage One. • KSIE 2026 and all statutory documents for safeguarding in schools and completed thorough safeguarding training with in the last 12 months. • Secure understanding of the SEND Code of Practice. • Know how a love of reading improves a child's life chances and the associated research. • Understand and adapt teaching for the needs of children with SEND. • A relational approach to behaviour and relationship building. • The ability to challenge and engage children in their learning. • Have high levels of expectations of all learners. • Good written and oral communication skills in English. • To have the ability to work unsupervised and to use initiative where required. • Ability to form and maintain appropriate relationships with all parents, staff, children and other stakeholders. • To effectively apply to schools relational behaviour policy. • To be able to respect confidential information. • Excellent communication skills. • Understands the importance of personal care and is willing and confident to undertake intimate care responsibilities, including nappy changing, toileting and	• Secure understanding of the SEND Code of Practice. • Know how a love of reading improves a child's life chances and the associated research. • To bring a hobby or interest into the school and engage children with this through extra-curricular activities. • Knowledge of the support needed and challenges faced by children with complex needs.

	supporting children's personal hygiene. • Understands the importance of maintaining children's dignity, privacy, safety and independence when providing personal care. • Willing to undertake appropriate training to support pupils with complex physical and medical needs, where required by the needs of pupils attending the school.	
Experience	• Experience of working with individual pupils and small groups. • Experience of supporting children with a range of SEND. • Experience of supporting children with complex needs, or a willingness to develop the necessary knowledge and skills through training and professional guidance.	• Experience delivering the Read Write Inc. programme. • Experience of using intervention strategies and programmes. • Experience of working with children with complex needs, including physical, sensory, communication or medical needs.
Personal attributes	• Commitment and willingness to work collaboratively and supportively within the school team. • Able to inspire confidence and respect amongst colleagues and the school community. • Consistently reflects the highest levels of professionalism as a role model and demonstrates the school's aims and values at all times. • Calm under pressure. • Commitment to promoting the values and ethos of the school. • Patient, empathetic, resilient and calm when responding to children's individual needs. • Committed to promoting children's dignity, privacy, safety and independence when providing personal care. • Flexible and willing to adapt to changing pupil needs and undertake appropriate training.	• Is committed to their own professional development. • An awareness of the challenges of delivering quality provision to complex needs children in mainstream and a "we will find a way" attitude.

Special Requirements	• Commitment and willingness to work collaboratively and supportively within the school team. • Able to inspire confidence and respect amongst colleagues and the school community. • Consistently reflects the highest levels of professionalism as a role model and demonstrates the school's aims and values at all times. • Calm under pressure. • Commitment to promoting the values and ethos of the school. • Patient, empathetic, resilient and calm when responding to children's individual needs. • Committed to promoting children's dignity, privacy, safety and independence when providing personal care. • Flexible and willing to adapt to changing pupil needs and undertake appropriate training. Is committed to their own professional development. • An awareness of the challenges of delivering quality provision to complex needs children in mainstream and a "we will find a way" attitude.	