



Darell Primary and Nursery School

Job Description & Person Specification:

SRP Teaching and Learning Assistant

Key Position Information

Detail	Specification
Job Title	SRP Teaching and Learning Assistant
Contract Type	Permanent,
Working Hours	32.5hrs per week (39 weeks) 08:30am - 3:30pm
Salary / Pay Scale	NJC Scale 4 Spinal Point 7
Accountable To	SENCO/Deputy Head teacher
Closing Date	Friday, 16th October 2026
Interviews commencing	Tuesday, 20th October 2026
Start date	Monday, 2nd November 2026

Core Purpose

- To work under the guidance of the class teacher/Year Group Leader/Deputy Head or Assistant Headteacher/SENCO/Head teacher to support the teacher with their responsibility for the education and welfare of all children in the school, including children with additional needs and pupils eligible for the Pupil Premium Grant.
- To support individual pupils on a 1:1 basis and/or lead groups in and out of the classroom, as instructed.
- To have a deep knowledge of the children you support, including an understanding of any specific diagnosis and/or SEMH needs as appropriate, and use this knowledge to inform strategies that will support them to achieve learning targets and make expected or better than expected progress, narrowing any achievement gaps in relation to peers.
- To supervise an individual pupil both in play areas and in the dining hall if necessary to ensure a positive and happy time for the child along with orderly conduct, welfare and safety of children during school break or lunchtime.

Main Duties:

Supporting Pupils

- Supervising and providing support for pupils, including those with additional needs and including those in the Specialist Resourced Provision as directed, ensuring their safety and access to learning activities.
- Establishing high expectations of what each child can achieve and promoting self-esteem and independence.

- Providing feedback to pupils in relation to progress and achievement under the guidance of the teacher.
- Encouraging pupils to interact with others and engage in activities led by the teacher.
- Undertaking structured and agreed learning activities, adjusting activities according to pupil response.
- Take the lead on seeking/preparing resources and making reasonable adjustments/differentiating for children, as required, to assist them to access the curriculum and make progress wherever possible.
- Be a proactive advocate for the children you work with. This includes predicting and planning for difficult times of the day/week and actively minimising these difficulties wherever possible.
- Promoting the inclusion and acceptance of all pupils.

2. **Supporting teachers and other staff**

- Assisting with the planning, preparation, delivery and assessment/evaluation of purposeful learning activities, as directed.
- Monitoring pupils' responses to learning activities and accurately recording achievement and progress, as directed.
- Providing detailed and regular feedback to teachers and SENCO on pupils' achievement, progress, problems, etc.
- Promoting social and emotional mental health and good pupil behavior, dealing promptly with conflict and incidents in line with established policy and encouraging pupils to take responsibility for their own behavior.

- Assisting with creating and maintaining a safe, purposeful, orderly and supportive environment, in accordance with lesson plans.
- Establishing constructive relationships with parents/carers and inputting into meetings as needed.

3. **Supporting the curriculum**

- Undertaking intervention programmes, after receiving training, linked to local and national learning strategies, recording progress and feeding back to the teacher and SENCO.
- Supporting the use of IT in learning activities and developing pupils' competence and independence in its use.
- Providing some clerical/administrative support such as photocopying, typing, filing and assisting with the display of pupils' work as needed.
- Attending educational visits with the pupils, as required.
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4. **Supporting the school**

- Keeping fully briefed on current school information by reading emails.
- Participating in training, INSET days, other learning activities and CPD meetings, as required by contract.
- Being aware of and complying with policies and procedures relating to safeguarding, health & safety, security, confidentiality and data protection, reporting all concerns to the appropriate member of staff.
- Being aware of and supporting difference and ensuring all pupils have equal access to opportunities to learn and develop.
- Contributing positively to the overall ethos/work/aims of the school.
- Appreciating and supporting the role of other professionals.

- Undertaking any other reasonable duties from time to time as may be directed by the SENCO/Deputy Head teacher.

Person Specification: SRP Teaching and Learning Assistant

Role Title: SRP Teaching and Learning Assistant

Reports To: SENCO / Deputy Headteacher

Contract Details: NJC Scale 4 SP7 | 32.5 hours per week (39 weeks) | 8:30 am – 3:30 pm

Qualifications & Professional Development

Criteria	Essential	Desirable	Assessment Method
Basic Qualifications	Good standard of literacy and numeracy (GCSE Grade 4/C or equivalent in English and Mathematics).	Level 2 or Level 3 Teaching Assistant Qualification (e.g., NVQ, CACHE).	Application Form / Certificates
Continuous Professional Development	Willingness to participate in school-based INSET days, training, and ongoing CPD as required.	Evidence of recent training relevant to Special Educational Needs and Disabilities (SEND).	Application Form / Interview

Experience

Criteria	Essential	Desirable	Assessment Method
Educational Support	Experience working with children or young people in an educational or childcare setting.	Experience working directly within a Specialist Resourced Provision (SRP), SEN department, or specialized setting.	Application Form / Interview
Needs-Based Experience	Experience supporting pupils with specific diagnoses and Social, Emotional, and Mental Health (SEMH) needs.	Experience supporting pupils eligible for the Pupil Premium Grant or facing disadvantage.	Application Form / Interview
Targeted Support	Experience leading small groups and/or supporting individual children on a 1:1 basis.	Experience planning and delivering structured, evidence-based intervention programmes.	Application Form / Interview

Knowledge & Understanding

Criteria	Essential	Desirable	Assessment Method

SEND & Child Development	Deep understanding of specific learning diagnoses, SEMH needs, and strategies to narrow achievement gaps in relation to peers.	Knowledge of local and national learning strategies relevant to intervention delivery.	Application Form / Interview
Curriculum Access & Adaptation	Knowledge of how to adapt, differentiate, and prepare learning resources to make the curriculum accessible for all pupils.	Understanding of how to effectively integrate IT to enhance pupil competence and learning independence.	Interview / Task
Safeguarding & Safety	Strong working knowledge of school policies relating to safeguarding, child protection, health and safety, confidentiality, and data protection (GDPR).	Understanding of positive behavior policies and proactive de-escalation strategies.	Interview

Skills & Abilities

- **Proactive Pupil Advocacy:** Ability to anticipate, predict, and plan for difficult times in the school day/week to actively minimize distress or barriers for pupils.
- **1:1 & Group Instruction:** Capability to lead agreed learning activities, make real-time adjustments based on pupil response, and provide constructive feedback under teacher guidance.

- **Behavior & SEMH Support:** Ability to promote social and emotional mental health, encourage self-esteem and independence, deal promptly with conflicts or incidents, and assist pupils in taking responsibility for their behavior.
- **Observation & Reporting:** Ability to accurately monitor, assess, and keep records of pupil progress and achievement, providing detailed verbal/written feedback to teachers and the SENCO.
- **Supervision & Safety:** Ability to supervise pupils effectively in diverse environments—including classrooms, outdoor play areas, dining halls, and off-site educational visits—ensuring orderly conduct, safety, and inclusion.
- **Communication & Collaboration:** Skill in building constructive relationships with parents/carers, collaborating with teachers, SENCO, and leadership, and providing administrative support (e.g., filing, displays) when needed.

Personal Attributes

- **Pupil-Centered & High Expectations:** Driven by high expectations for every child, with a deep commitment to promoting inclusion, acceptance, and equal access to opportunities.
- **Empathy & Understanding:** Possesses a warm, patient, and insightful approach to understanding each child's individual background and needs.
- **Adaptability & Initiative:** Self-motivated and flexible, capable of taking the lead on resource preparation and responding dynamically to unpredictable classroom situations.
- **Professional Ethos:** Reliable, discreet, and aligned with the overall aims, work, and positive ethos of the school.