

Job Description for Aspire Teaching Assistant

Job title: Teaching Assistant (TA) SEND & Intervention Support (Grade 4)

Reports to: SENCO (day to day), Headteacher

Start Date: 1st September 2026

Academy: St Peters CofE Academy

Salary (starting grade and scale): Salary: Grade 4 SCP 8–14 (Actual salary pt.8 £22,971 per annum)

Working Hours: 37hrs per week. Term Time Only (TTO)

1.0 Job Purpose

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To work in partnership with the SENCO, class teachers and wider school team to support the inclusion, engagement and progress of pupils primarily across Key Stage 2, particularly those with special educational needs and additional barriers to learning.

The postholder will deliver targeted interventions, provide in-class support, facilitate small group learning and contribute to high-quality inclusive practice to enable pupils to access learning successfully and thrive socially, emotionally and academically.

The role will include a small element of planned PPA cover, delivering pre-prepared learning activities under teacher direction to maintain continuity of learning.

The postholder will contribute positively to the school's nurturing and inclusive ethos, helping ensure all pupils feel safe, valued and able to succeed.

They may also be required to undertake any of the duties reasonably delegated from their line manager/ head teacher.

2.0 Qualities

Effective Communication Skills

Ability to clearly convey instructions to students and liaise effectively with teachers, staff, and parents.

Patience and Empathy

Understanding the individual needs of students, especially those with additional learning needs, and supporting them with kindness and care.

Adaptability and Flexibility

Willingness to adjust to changing classroom dynamics, schedules, and teaching methods.

Teamwork and Collaboration

Working closely with teachers and other staff to provide consistent and effective support for students.

Organizational Skills

Managing time effectively to prepare resources, support activities, and balance multiple tasks within the classroom.

Positive Attitude and Enthusiasm

Promoting a positive and encouraging learning environment to motivate students and maintain classroom morale.

Classroom Management Skills

Assisting the teacher in maintaining order and promoting good behaviour among students.

Creativity and Resourcefulness

Using innovative approaches to engage students in activities and make learning enjoyable.

Confidentiality and Professionalism

Respecting the privacy of students, families, and colleagues and maintaining a professional demeanour at all times.

Subject Knowledge and Commitment to Learning

A good understanding of the curriculum and a willingness to improve knowledge and skills through ongoing professional development.

Observation and Assessment Skills

Monitoring students' progress and behaviour, providing feedback to teachers to tailor support where needed.

Initiative and Proactivity

Anticipating the needs of the teacher and students, offering assistance without being prompted.

Encouraging Independence

Supporting students to develop their skills and confidence without over-relying on adult help.

Understanding of Safeguarding

Awareness of child protection procedures and the importance of creating a safe environment for students.

Understanding of Inclusion and SEND

Awareness of a range of additional needs and barriers to learning, with a commitment to inclusive practice and helping all pupils succeed.

Relationship Building Skills

Ability to develop positive, nurturing and professional relationships with pupils, colleagues and families.

Intervention and Support Skills

Ability to deliver targeted support and interventions that positively impact pupil progress and wellbeing.

Emotional Literacy and Resilience

Ability to respond calmly, sensitively and flexibly to pupils' social and emotional needs.

3.0 Key responsibilities

Teaching and learning

- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all pupils including, where appropriate, those with special educational needs and disabilities (SEND)
- Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities
- Support the teaching of a broad and balanced curriculum aimed at pupils achieving their full potential in all areas of learning
- Use effective behaviour management strategies consistently in line with the school's policy and procedures
- Support class teachers with maintaining good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment
- Support the inclusion of pupils in the learning activities
- Organise and manage teaching space and resources to help maintain a stimulating and safe learning environment
- Observe pupil performance and pass observations on to the class teacher
- Provide a small element of planned PPA cover through delivery of pre-prepared learning activities under teacher direction.
- Use ICT skills to advance pupils' learning
- Predominantly support pupils across **Key Stage 2**.

- Work under the direction of the **SENCo** to support pupils with SEND and additional learning needs.
- Deliver **targeted interventions**, both one-to-one and small group, to support academic, social, emotional and behavioural development.
- Implement agreed provision, support plans and strategies to enable pupils to access learning.
- Promote pupil independence, resilience and confidence.
- Support pupils with routines, emotional regulation and transitions where required.
- Monitor pupil engagement and progress and feedback to teachers and the SENCo.
- Contribute to inclusive classroom practice and positive learning experiences for all pupils.
- Help create a nurturing environment aligned to the school's Take Care ethos
- Undertake any other relevant duties given by the class teacher

Planning

- Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role
- Read and understand lesson plans shared prior to lessons, if available
- Prepare the classroom for lessons
- Contribute to the planning, delivery and review of targeted interventions and support programmes alongside the SENCo and class teachers.
- Prepare and adapt resources to support pupils with additional needs and differing learning styles.
- Support implementation of individual provision maps, SEND strategies and reasonable adjustments.
- Use their area(s) of expertise to contribute to the planning and preparation of learning activities, and to plan their role in learning activities
- Support the delivery and adaptation of planned learning activities to meet pupils' needs under teacher direction
- Contribute to intervention planning and preparation in partnership with the SENCo and teaching staff.
- Plan how they will support the inclusion of pupils in the learning activities

Working with staff, parents/carers and relevant professionals

- Communicate effectively with other staff members and pupils, and with parents and carers under the direction of the class teacher
- Communicate their 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
- Work collaboratively with the SENCo and, where appropriate, external professionals to support agreed strategies and interventions for pupils.
- Contribute observations and feedback to support review of pupil progress and barriers to learning.
- Contribute to meetings with parents and carers by providing feedback on pupil progress, attainment and barriers to learning, as directed by teachers
- With the class teacher, keep other professionals accurately informed of performance and progress, or concerns they may have about the pupils they work with
- Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers
- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Develop effective professional relationships with colleagues

Health and safety

- Promote the safety and wellbeing of pupils, and help to safeguard pupils' wellbeing by following the requirements of Keeping Children Safe in Education (KCSIE) and our school's child protection policy
- Support pupils' emotional wellbeing and welfare through a nurturing and relational approach.
- Look after children who are upset or have had accidents

Professional development

- Help keep their own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness
- Engage in relevant training and professional development to strengthen expertise in SEND, intervention delivery and inclusive practice.
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school
- Take part in the school's appraisal procedures

Safeguarding

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies
- Promote the safeguarding of all pupils in the school

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 TA / HLTA 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.

4.0 Particular Additional Responsibilities attached to the post

- Read and follow the relevant school policies
- Undertake training required to develop in the role
- Predominantly work across Key Stage 2.
- Deliver targeted interventions for identified pupils and groups.
- Support the school's SEND provision under the direction of the SENCo.
- Undertake a small amount of planned PPA cover as required.
- Promote inclusive practice and support pupils to overcome barriers to learning.
- Contribute to a nurturing and positive environment in line with the school's Take Care ethos.
- Support innovative and responsive approaches to meeting pupils' needs.
- The postholder may be required to support pupils with intimate care, medical needs or physical intervention, where appropriate training has been provided and in line with school policy.

This job description does not form part of the Contract of Employment.

Personal Specification for Aspire Grade 4 TA Send and Intervention Support

CRITERIA	QUALITIES
Education and Knowledge	<p>Essential</p> <ul style="list-style-type: none"> • GCSE Grade 4/C or above in English and Maths. • Relevant Level 3 qualification in Supporting Teaching & Learning, Childcare, Education, SEND or equivalent. <p>Desirable</p> <ul style="list-style-type: none"> • SEND qualification/training. • First Aid qualification. • Intervention programme training.
Experience	<p>Essential</p> <ul style="list-style-type: none"> • Experience working with primary-aged pupils. • Experience supporting pupils with SEND or additional needs. • Experience delivering interventions or targeted support. <p>Desirable</p> <ul style="list-style-type: none"> • KS2 experience. • Experience of planned PPA cover. • Experience supporting emotional regulation and nurture.
Skills and knowledge	<ul style="list-style-type: none"> • Ability to respond quickly and effectively to issues that arise • Ability to use own initiative and take action accordingly • Effective communication with adults and children • Ability to follow instructions from senior management • Ability to have a firm but fair approach to handling behaviour issues in line with the school's policies • Ability to build effective working relationships with colleagues • Knowledge of SEND and inclusive practice. • Understanding of safeguarding and KCSIE. • Ability to adapt learning to meet need. • Strong communication and relationship-building skills. • Ability to work collaboratively with the SENCo and teaching staff. • Strong organisation and initiative.

**Personal
qualities**

- Commitment to supporting and understanding pupil needs
- Uphold and promote the ethos and values of the school
- Maintain confidentiality at all times
- Commitment to safeguarding, equality, diversity and inclusion
- Compassionate and nurturing approach.
- Commitment to inclusion.
- Flexible and proactive.
- Reflective practitioner.
- Shares the school's ethos and values.