



## **SEN TA (Special Educational Needs Teaching Assistant) — TA Level 2 or 3 (Grade D7–E16, depending on experience)**

### **Main Purpose of the Role**

The SEN TA will work under the direction of class teachers and the SENCO to support a pupil with special educational needs and/or disabilities (SEND) at Ashton West End Primary Academy (see the job advert for more information) The postholder will provide targeted, compassionate and skilled support to enable pupils to access a broad, balanced and inclusive primary curriculum, build independence and personal resilience, and make sustained progress socially, emotionally and academically.

This role is central to achieving the school's vision and values by ensuring every pupil—particularly those from our diverse community (90% minority ethnic; 75% EAL; 47.6% FSM)—is supported to fulfil their potential. The SEN TA will contribute to the school's inclusive ethos, working primarily with pupils who have communication and interaction needs and other SEND, including those with Education, Health and Care Plans (6.7% EHCP).

### **Key Responsibilities and Duties**

#### **Core SEND Support (1:1 and small group)**

- Work 1:1 and in small groups with identified pupils to deliver planned learning activities and interventions under the direction of the class teacher and SENCO.
- Follow and implement Individual Education Plans (IEPs), Behaviour Support Plans and agreed targets.
- Deliver and follow guidance from external therapists (occupational therapy, physiotherapy) and speech and language therapy plans, implementing recommended strategies and recording outcomes.
- Assist with intimate care needs in a respectful, dignified and safe manner, following school procedures and any specialist protocols.
- Promote high expectations, independence and self-esteem in pupils through scaffolded learning and encouraging autonomy.
- Adapt communication style and resources to meet pupils' individual needs (including EAL considerations and alternative communication systems).

#### **Classroom Support and Teaching Assistance**

- Support teaching of the full curriculum to enable pupils to achieve across all areas of learning, including delivering differentiated activities inside and outside the classroom.
- Use IT and educational technology to support learning, including adaptive resources and recording pupil progress.



- Mark and annotate pupils' work under the direction of the class teacher, providing formative feedback where appropriate.
- Through structured observations, provide accurate, timely feedback to teachers and the SENCO on pupil progress, attainment and barriers to learning.
- Supervise a class for short periods if a teacher is temporarily unavailable, following school procedures and learning plans.

### **Behaviour, SEMH and Pastoral Support**

- Support pupils' social, emotional and mental health (SEMH) needs through planned interventions and everyday interactions; escalate concerns to class teachers, pastoral leads or the SENCO as appropriate.
- Promote and model high standards of behaviour; respond to incidents in line with the school's behaviour policy and guidance on physical intervention. Use de-escalation techniques and agreed approaches for pupils with specific needs.
- Supervise identified pupils at lunchtime and during playtimes to support safe social interaction and positive play.

### **Communication and Partnership Working**

- Communicate effectively with parents and carers under the direction of teachers; contribute to meetings by providing accurate feedback on pupil progress, attainment and barriers to learning as requested.
- Share knowledge and understanding of pupils with colleagues and multi-agency professionals (education, health and social care) to inform decisions about intervention and provision.
- Accompany pupils on educational visits, ensuring their safety and that learning opportunities are inclusive and accessible.

### **Monitoring, Record-keeping and Reporting**

- Maintain clear records of pupil progress, intervention impact and behaviour incidents; monitor, record and report on progress and attainment following school systems.
- Contribute to review meetings, assessments and the development of future targets.

### **Contribution to School Life and Professional Duties**

- Contribute positively to the overall ethos, aims and work of Ashton West End Primary Academy.
- Undertake other relevant duties as directed by the class teacher or SENCO.
- Participate in appraisal and professional development processes.



- Support whole-school initiatives and collaborate with colleagues to secure coordinated outcomes for pupils.

## **Skills and Competencies**

### **Professional and Interpersonal Skills**

- Strong interpersonal skills, able to build positive, trusting relationships with pupils and promote high self-esteem and independence.
- Excellent communication skills, including the ability to adapt language and approach for EAL pupils and pupils with communication needs.
- Ability to work effectively under the direction of teachers, follow plans from therapists and implement agreed strategies consistently.

### **SEND Specific Competencies**

- Knowledge of common SEND, particularly communication and interaction needs, and an understanding of how these needs may present in a diverse, primary school population.
- Competence in supporting implementation of speech and language programmes and basic physiotherapy/OT activities as directed.
- Experience or willingness to assist with intimate care and personal care routines sensitively and professionally.

### **Teaching & Learning Skills**

- Ability to deliver differentiated learning activities and to use resources and IT to support learning and engagement.
- Skilled in observing, recording and reporting on pupil progress and barriers to learning.
- Behaviour management skills appropriate to primary age pupils, including use of positive reinforcement and de-escalation techniques.

### **Organisational & Teamworking Skills**

- Good organisational skills, including record keeping and time management.
- Collaborative approach to working with class teachers, SENCO, therapists and parents.
- Resilience and adaptability to manage the demands of a busy two-form-entry primary school with a high proportion of EAL pupils and significant levels of disadvantage (47.6% FSM).

### **Qualifications and Experience (typical for TA Level 2 or level 3)**



- Minimum: GCSEs (or equivalent) in English and maths desirable; or relevant experience.
- Previous experience supporting pupils with SEND in a primary setting is desirable.
- Relevant Level 2 or 3 qualifications for teaching assistants (or willingness to work towards).
- Basic first aid and safeguarding training (or willingness to undertake these as part of induction).

### **Professional Development**

- The school will support the postholder's continuous professional development, including:
  - Induction training and mentoring with the SENCO and class teacher.
  - Access to training in SEN strategies, behaviour management, speech and language programmes, OT/physio follow-up techniques and EAL awareness.
  - Opportunities to build skills, qualifications and experience for career progression (e.g., Level 3 or 4 TA qualifications, specialist SEND training).
  - Participation in the school's appraisal process to set professional goals aligned to the school's vision and the pupil needs.
- The postholder is expected to reflect on practice, identify development needs and take part in training that improves personal effectiveness and outcomes for pupils.

### **Safeguarding**

- Safeguarding and promoting the welfare of pupils is everyone's responsibility at Ashton West End Primary Academy.
- The SEN TA must:
  - Work in line with statutory safeguarding guidance (including Keeping Children Safe in Education and Prevent), the school safeguarding and child protection policy, and the staff code of conduct.
  - Be alert to signs of abuse, neglect or emerging welfare concerns and report concerns immediately to the Designated Safeguarding Lead (DSL) or deputy DSL.
  - Maintain confidentiality and appropriate professional boundaries, especially when dealing with sensitive information or intimate care.
  - Ensure all intimate care tasks are performed in accordance with agreed school procedures, risk assessments and consent arrangements.
  - Contribute to a safe learning environment by following health and safety policies, behaviour policy and first aid procedures.



This job description reflects the duties required of the SEN TA at Ashton West End Primary Academy and will be reviewed periodically to reflect the school's changing needs and priorities. The postholder must uphold the school's values and contribute to ensuring every pupil—particularly those from our diverse and often vulnerable cohorts—achieves their full potential.