Inclusion Base SEND Teaching Assistant

Job Description

1. Job Title and Level

Job title: Inclusion Base SEND Teaching Assistant
Level: Teaching Assistant Level 2 or 3
Pay scale: D7–E16
School: Ashton West End Primary Academy
Base: Inclusion Unit (two classrooms; 20-place provision)
Responsible to: Inclusion Base Teacher and SENCO

2. Main Purpose of the Role

To support the learning, communication, wellbeing and inclusion of pupils with special educational needs and disabilities, particularly pupils with speech, language and communication needs (SLCN) and social, emotional and mental health (SEMH) needs.

The postholder will work as part of the Inclusion Base team and, where appropriate, support pupils' participation and transitions into mainstream classes and wider school life. They will help pupils access learning, develop independence and work towards the outcomes and targets set out in their Education, Health and Care Plans (EHCPs), individual pupil plans and relevant PCPs.

Ashton West End Primary Academy is a large, diverse school community. Many pupils speak English as an Additional Language, and the academy supports pupils and families with a range of circumstances and needs. The postholder will help make the school's aim a reality: enabling every pupil to develop skills, acquire knowledge and achieve their potential, regardless of ability. This requires inclusive, respectful practice that recognises each pupil's strengths, identity, language and individual circumstances.

The postholder will work under the direction of the Inclusion Base Teacher and other relevant professionals, following agreed plans, guidance and school procedures.

3. Key Responsibilities and Duties

Support for learning and development

- Support pupils individually and in small groups within the Inclusion Base and, where appropriate, in mainstream classrooms or other parts of the school.
- Help pupils engage with learning activities planned by the teacher, adapting the level of support and resources as directed.

- Promote pupils' communication, language, social interaction, emotional regulation, independence and participation.
- Use agreed approaches to support pupils with SLCN and SEMH needs, including visual supports, structured routines, modelling, prompts and communication strategies.
- Give pupils time and appropriate opportunities to process information, express their views and make choices.
- Encourage pupils to participate in school routines, relationships, play and learning alongside their peers, where appropriate.
- Support pupils' transitions between activities, classrooms, staff and settings, helping them feel prepared and secure.
- Promote positive behaviour through calm, consistent and respectful interaction, following the school's behaviour and support plans.
- Encourage independence and avoid creating unnecessary reliance on adult support.
- Maintain high expectations for every pupil while responding sensitively to their individual strengths and needs.

Support for plans, targets and progress

- Work with pupils on targets and outcomes in their EHCPs, PCPs and other individual plans, as directed by the teacher or SENCO.
- Follow agreed strategies and contribute relevant observations to help staff review pupils' progress and the effectiveness of support.
- Record information accurately and promptly, in line with school procedures.
- Share concerns about a pupil's learning, communication, development, wellbeing or progress with the appropriate member of staff.
- Contribute to review meetings or discussions when requested, providing factual observations about pupils' engagement, progress and support needs.
- Follow advice and strategies provided by relevant professionals, such as speech and language therapists or other specialist staff.

Care, wellbeing and inclusion

- Provide intimate and personal care when required, in accordance with the pupil's care plan, school policy and agreed procedures.
- Carry out personal care with sensitivity, respect for privacy and dignity, and attention to the pupil's safety and comfort.
- Promote pupils' emotional security through warm, consistent and professional relationships.
- Respond calmly to distress or dysregulation, using agreed strategies and seeking support when needed.
- Help maintain a safe, welcoming and appropriately organised learning environment.

- Recognise and respect the academy's cultural and linguistic diversity. Use clear, inclusive communication and avoid making assumptions about a pupil or family based on language, background, religion or circumstances.
- Support pupils who speak English as an Additional Language while recognising that EAL, in itself, is not a special educational need.
- Treat pupils fairly and respectfully, promoting their dignity, identity, participation and sense of belonging.

Teamwork and communication

- Work closely with the Inclusion Base Teacher, SENCO, mainstream teachers, teaching assistants and other relevant professionals to provide consistent support.
- Follow the direction of the teacher responsible for the pupil's learning and the day-to-day organisation of the base.
- Share relevant information promptly and appropriately with colleagues, while maintaining confidentiality.
- Support transitions into mainstream lessons and activities, including accompanying pupils when this forms part of their agreed support.
- Communicate appropriately with parents and carers when authorised to do so, referring queries or concerns to the teacher or SENCO.
- Contribute positively to the wider life and inclusive ethos of Ashton West End Primary Academy.

Professional responsibilities

- Follow school policies, procedures and risk assessments relevant to the role, including those concerning SEND, behaviour, health and safety, intimate care, equality and confidentiality.
- Attend relevant meetings, briefings, training and supervision as required.
- Maintain accurate records and handle information securely.
- Undertake other duties appropriate to the level and purpose of the post, as directed by the headteacher or an authorised member of staff.

4. Skills and Competencies

The postholder will demonstrate:

- To have worked with pupils with SEND previously and if possible, an inclusion unit (desirable).
- A calm, caring, patient and compassionate manner, especially when pupils are distressed or finding communication or learning difficult.
- A genuine passion for supporting children and a commitment to helping each pupil develop and achieve.

- Warmth, empathy and the ability to build trusting, professional relationships while maintaining appropriate boundaries.
- An understanding of, or a willingness to develop knowledge of, SLCN and SEMH needs and their possible impact on learning, behaviour and relationships.
- Clear, patient communication skills and the ability to use or learn agreed communication supports and strategies.
- The ability to listen attentively, notice pupils' responses and adapt support in line with their needs and agreed plans.
- Consistency and reliability in following routines, instructions, care plans and strategies.
- Emotional resilience, sound judgement and the ability to remain composed in challenging or sensitive situations.
- A respectful approach to intimate care and a clear understanding of dignity, privacy and safeguarding requirements.
- The ability to work effectively as part of a team and to take guidance from teachers, the SENCO and other professionals.
- Good observational, recording and organisational skills.
- Respect for confidentiality and the ability to communicate concerns promptly through the correct channels.
- A commitment to equality, inclusion and culturally responsive practice in a diverse primary school community.
- The flexibility to respond appropriately to changing pupil needs while working within agreed guidance and professional boundaries.

5. Professional Development

The postholder will be expected to take part in ongoing professional development relevant to the needs of pupils and the work of the Inclusion Base. This may include training, coaching, supervision and guidance from school staff and relevant external professionals.

Development may include:

- Approaches to supporting SLCN, including communication strategies recommended by specialist professionals.
- Understanding and supporting SEMH needs, emotional regulation and positive behaviour.
- Implementing EHCP outcomes, PCPs and other individual pupil plans.
- Intimate care, health and safety, safeguarding and relevant risk-management procedures.
- Supporting transitions, independence and inclusion in mainstream learning.
- Developing inclusive practice in a multilingual and culturally diverse school community.

The postholder will be expected to reflect on their practice, apply learning consistently and contribute to a shared approach across the Inclusion Base and the wider school. Training and development will be directed by the needs of pupils, the responsibilities of the post and the academy's priorities.

6. Safeguarding

Ashton West End Primary Academy is committed to protecting pupils and promoting their welfare. The postholder must contribute actively to safeguarding and follow the school's safeguarding and child protection policies and relevant statutory guidance, including *Keeping Children Safe in Education* and the school's procedures relating to Prevent.

Safeguarding responsibilities include:

- Remaining alert to signs that a pupil may be at risk of harm, neglect, abuse, exploitation or unmet need.
- Reporting any concern, disclosure, allegation or change in a pupil's presentation promptly to the Designated Safeguarding Lead (DSL) or the appropriate deputy, following school procedures.
- Listening calmly and taking a pupil seriously if they share a concern; not promising confidentiality, asking leading questions or investigating the matter independently.
- Recording and passing on relevant information promptly, accurately and factually, using the school's required systems.
- Following safeguarding and intimate-care procedures to protect pupils' dignity, safety and privacy and to safeguard staff and pupils.
- Maintaining appropriate professional boundaries in person and in digital communication.
- Sharing information only with appropriate staff and in accordance with school procedures.
- Following the school's health and safety, online safety, attendance, visitor and emergency procedures as relevant to the role.
- Completing required safeguarding training and keeping knowledge of the school's reporting arrangements up to date.
- Promoting a safe, respectful and inclusive environment in which pupils feel listened to and supported.