SEND Teaching Assistant Job Description

Job title: SEND Teaching Assistant (12-month maternity cover)
Pay scale: D7–E16
Level: Level 2 or 3 Teaching Assistant
Contract: Fixed-term, 12-month maternity cover
Start date: 4 January 2027
School: Ashton West End Primary Academy
Responsible to: Class Teacher or SENDCo, in line with the school's reporting arrangements

Main purpose of the role

To support the learning, communication, care and inclusion of pupils with special educational needs and disabilities (SEND), under the direction of the class teacher and SENDCo. The postholder will work primarily 1:1 with a pupil or with a small group, helping pupils access learning, develop independence and make progress towards their individual targets.

The role is particularly important in a school where 17.6% of pupils are on the SEND register and 7.37% have an Education, Health and Care Plan (EHCP). Speech, language and communication needs (SLCN) are the most common area of need, and the academy's 20-place Inclusion Unit provides specialist support for pupils with identified SLCN. The postholder may work with pupils in class, in the Inclusion Unit or in other appropriate areas of the school.

Ashton West End Primary Academy serves a diverse community: 79.7% of pupils speak English as an Additional Language, and pupils come from a wide range of ethnic, cultural and linguistic backgrounds. Many pupils and families also experience disadvantage or require additional support. The postholder will help ensure that barriers to learning are reduced and that each pupil is treated with dignity, respect and high expectations.

The role supports the academy's aim to enable every child to develop skills, acquire knowledge and achieve their full potential, regardless of ability.

Key responsibilities and duties

Supporting learning and development

- Work 1:1 with a pupil or with a small group, as directed by the class teacher or SENDCo.
- Support pupils to access learning activities and the curriculum, following teachers' plans, guidance and agreed strategies.
- Explain and adapt instructions, resources and activities as directed, so that pupils can participate and make progress.

- Encourage pupils to develop confidence, independence, positive learning habits and resilience, providing support appropriate to their needs.
- Support pupils to work towards their individual targets, including targets set out in their EHCP and Person-Centred Plan (PCP), where applicable.
- Use agreed approaches to support pupils with speech, language and communication needs, such as visual supports, clear language, modelling, repetition and additional processing time.
- Follow advice and strategies provided by the teacher, SENDCo and relevant professionals, and seek guidance where a pupil's needs or circumstances change.
- Support pupils' participation in classroom activities, group work, play and wider school life.
- Contribute to the preparation and organisation of learning resources and the learning environment.
- Provide feedback to the class teacher and SENDCo about pupils' engagement, progress, communication and emerging needs, and complete records as required.

Care, personal support and wellbeing

- Support pupils with toileting and other personal-care needs, in accordance with the pupil's care arrangements, the school's intimate-care procedures and the postholder's training.
- Support pupils to eat their lunch at dinner time where this is part of their agreed support, encouraging safe eating and independence.
- Carry out personal care sensitively and respectfully, in a way that protects the pupil's dignity, privacy and wellbeing.
- Follow any relevant individual care, health or risk-management plans and promptly report concerns or changes to the appropriate member of staff.
- Help pupils move safely around the school and participate in routines, following agreed guidance and risk assessments.
- Provide calm, reassuring support and help pupils regulate their emotions and manage transitions, using strategies agreed with the teacher or SENDCo.
- Promote pupils' physical and emotional wellbeing while encouraging independence wherever appropriate.

Inclusion, relationships and behaviour

- Build a positive, trusting and professional relationship with pupils while maintaining appropriate boundaries.
- Be calm, patient, consistent and encouraging, particularly when a pupil needs extra time, reassurance or support to communicate.
- Promote respectful behaviour and support the school's agreed approaches to behaviour, in line with teacher direction and school policy.

- Help create a safe, welcoming and inclusive environment in which pupils are valued and able to participate.
- Respect pupils' individual identities, languages, cultures, beliefs and family circumstances; avoid assumptions about a pupil's needs or background.
- Support pupils who may be experiencing disadvantage or vulnerability, while maintaining high expectations and a focus on their strengths and potential.
- Work sensitively with pupils who have additional needs, including those who may require support with communication, social interaction or independence.

Working with colleagues and families

- Work collaboratively with class teachers, the SENDCo, other teaching assistants and relevant professionals to provide consistent support.
- Share relevant observations and information promptly with the appropriate staff, following school procedures.
- Communicate with parents and carers only within the responsibilities of the role and in accordance with the school's guidance.
- Attend relevant briefings, meetings and training as directed, and contribute information about pupils' progress and support needs.
- Maintain confidentiality and handle pupil information responsibly.

General responsibilities

- Follow the academy's policies, procedures and professional expectations.
- Support the orderly running of the classroom and school, including preparation and tidying of resources and learning spaces.
- Promote pupils' safety and wellbeing throughout the school day, including during transitions, playtimes and lunchtime duties as required.
- Undertake other duties appropriate to the level and nature of the post, as reasonably directed by the headteacher or a delegated member of staff.

Skills and competencies

The postholder will demonstrate:

- To have worked with pupils with SEND previously (desirable).
- A calm, patient and caring manner, with the ability to remain consistent and reassuring.
- A genuine commitment to supporting pupils with SEND and enabling them to participate, learn and become more independent.
- Good communication and listening skills, including the ability to use simple, clear language and follow agreed strategies for pupils with SLCN.

- The ability to build positive, professional relationships with pupils and work effectively as part of a team.
- An understanding of how to support pupils' learning under a teacher's direction, without taking responsibility for planning or teaching beyond the remit of the role.
- The ability to observe pupils carefully, recognise changes in their presentation or needs, and report relevant information promptly.
- Sensitivity and respect when providing toileting, eating and other personal-care support.
- An understanding of the importance of dignity, privacy, confidentiality and appropriate professional boundaries.
- Flexibility and sound judgement when responding to pupils' needs, while following school guidance and seeking help when necessary.
- Respect for the cultural, linguistic and religious diversity of the academy community, and an inclusive approach to pupils and families.
- A commitment to high expectations for every pupil, including pupils who face barriers linked to SEND, disadvantage or other circumstances.
- The ability to follow safeguarding, health and safety, behaviour and personal-care procedures.

Professional development

The postholder will be expected to take part in induction, supervision and relevant training provided or arranged by the academy. This may include training relating to:

- SEND and inclusive practice.
- Speech, language and communication needs.
- Supporting pupils to work towards EHCP and PCP targets.
- Personal care, toileting, safe eating and pupil dignity.
- Safeguarding, child protection and Prevent duties.
- Behaviour support, emotional regulation, health and safety, and relevant risk assessments.

The postholder will be encouraged to reflect on their practice, seek guidance from the class teacher and SENDCo, and apply learning consistently. Continuous professional development is important to help staff respond effectively to pupils' changing needs and contribute to an inclusive school where every child can thrive.

Safeguarding

Ashton West End Primary Academy is committed to safeguarding and promoting the welfare of all pupils. The postholder must share this commitment and act in accordance with current statutory safeguarding guidance, including *Keeping Children Safe in Education* 2026, the school's safeguarding and child protection policies, and relevant Prevent duties.

Safeguarding responsibilities include:

- Maintaining appropriate professional boundaries and following the staff code of conduct.
- Remaining vigilant to signs that a pupil may be at risk of harm, neglect, abuse or exploitation, including changes in behaviour, communication or presentation.
- Reporting any concern, disclosure or allegation promptly to the Designated Safeguarding Lead (DSL) or deputy DSL, following the school's procedures.
- Listening carefully to a pupil who shares a concern, responding calmly and appropriately, and not promising confidentiality.
- Recording and sharing safeguarding information accurately and promptly, using the school's systems and procedures.
- Following school procedures for toileting and intimate care, including requirements for privacy, dignity, recording and reporting.
- Supporting safe supervision during learning, transitions, play and lunchtime, and reporting hazards, accidents or near misses.
- Completing required safeguarding training and following any updated guidance or school procedures.
- Maintaining confidentiality, while understanding that information must be shared with the appropriate staff when necessary to protect a pupil.

Additional information

This job description outlines the main duties and responsibilities of the post. It is not exhaustive and may be reviewed in consultation with the postholder to reflect the needs of the academy, while remaining appropriate to the level and nature of the role.