

## **SEND TA Support – Job Description**

Position: Temporary Teaching Assistant for SEN Support-

TA level 2, Grade 3 point 4 Pro rata TTO £18,100

30 hours -8.45am-3.15pm

Location: Cheetham CofE Community Academy

Start Date: September 2025

### **Key Responsibilities**

Provide support to a group of children with SEN, ensuring they have access to their personalised curriculum and can participate fully in school life.

Work closely with class teachers and the SENCO to implement personalised learning plans.

Assist with classroom activities, adapting materials and resources to meet the individual needs of students.

Monitor and record the progress of students, providing feedback to teachers and parents.

Support the social and emotional development of students, fostering a positive and inclusive learning environment.

### **Ideal Candidate**

#### **We are looking for someone who is:**

Passionate about supporting children with SEN.

Patient, empathetic, and able to build strong relationships with students.

Experienced in working with children with SEN (and can demonstrate recent experience) in particular children with speech and language delay and social and communication difficulties.

Have knowledge or experience of working with children with Autism.

A team player with excellent communication and organisational skills.

Committed to ongoing professional development and learning.

### **JOB DESCRIPTION FOR TEACHING ASSISTANT: SEN 1:1 Support**

**Job Title:** Teaching Assistant: SEN Support to support a group of children in our SEND classroom.

**Reports to:** The Class teacher and SENCO

**Responsible for:** To work under an agreed system of guidance and management from the Class teacher and SENCO to take responsibility for the child; Wave 3 interventions as appropriate to meet the needs of the child. In class

support work directed to the child. To support the work of the Class Teacher and SENCO in raising standards for children with SEN

**Main Purpose:** To provide specialist skills and knowledge, at an advanced level, in the area of SEN (in particular children with a social and communication difficulties and children with Autism)

To plan, resource, deliver, monitor and review progress for the child on individual programmes within the classroom or as part of a withdrawal strategy.

To assist the Class Teacher and SENCO in the planning, delivery, monitoring and review process for the SEND child/children.

Main Functions: To assist in promoting the learning and personal development of the pupils to whom you are assigned, to enable them to make best use of the educational opportunities available to them.

To aid the pupils to learn as effectively as possible both in group situations and on their own by, for example:

- Clarifying and explaining instructions
- Ensuring the pupil is able to use equipment and materials provided
- Motivating and encouraging the pupil(s) as required by providing levels of individual attention, reassurance and help with learning tasks as appropriate to pupils' needs
- Assisting in weaker areas, e.g. speech and language, reading, spelling, numeracy, handwriting/presentation etc
- Using praise, commentary and assistance to encourage the pupil to engage and stay on task
- Liaising with class teacher, SENCO and other professionals about individual education plans/targets, contributing to the planning and delivery as appropriate
- Providing additional nurture to individuals when requested by the class teacher or SENCO
- Consistently and effectively implementing agreed behaviour management strategies
- Helping to make appropriate resources to support the pupil

1. To establish supportive relationships with the pupils concerned
2. Contribute to the overall ethos of the school acting as a role model and setting high expectations.
3. To promote the acceptance and inclusion of the pupils with SEN,
4. Encouraging pupils to interact with each other in an appropriate and acceptable manner
5. Monitor the pupil's response to the learning activities and, where appropriate, modify or adapt the activities as agreed with the teacher to achieve the intended learning outcomes.
6. Provide positive and supportive feedback to the child and parents
7. To give positive encouragement, feedback and praise to reinforce and sustain the pupil's efforts and develop self-reliance and self-esteem.

8. Attend meetings within school and at specialist units as required; Under the direction of the Class Teacher and SENCO.
9. To mark pupils' work under the direction of the class teacher
10. To support the pupil in developing social skills both in and out of the Classroom
11. To support the use of ICT in learning activities and with specific programmes to support learning. (For example – Clicker 6)
12. To provide regular feedback on the pupil's learning and behaviour to the teacher/SENCO, including feedback on the effectiveness of the behaviour strategies adopted
13. Under the direction of the teacher, carry out and report on systematic observations of pupils to gather evidence of their knowledge, understanding and skills upon which the teacher makes judgements about their stage of development
14. When working with a group of pupils, understand and use group dynamics to promote group effectiveness and support group and individual performance
15. Use specialist skills and training to encourage the child to benefit from the planned learning activities, including modifying the class teacher's planned activities to meet the needs of the pupils
16. Where appropriate, to know and apply positive handling techniques
17. To know and apply school policies on Child Protection, Health and
18. Safety, Behaviour, Teaching and Learning, Equal Opportunities etc
19. Where appropriate to develop a relationship to foster links between home and school, and to keep the school informed of relevant information
20. To be aware of confidential issues linked to home/pupil/teacher/school
21. To contribute towards reviews of the pupil's progress as appropriate
22. To comply with legal and organisational requirements for maintaining the health, safety and security of yourself and others in the learning environment
23. To take part in training activities offered by the school to further knowledge and skills of working with a child with specific learning difficulties
24. To be willing to support playground/break time supervision e.g. educational games, homework clubs etc
25. To accompany teacher and pupils on educational visits
26. To provide individual support, as required, during examination sessions
27. All staff in school will be expected to accept reasonable flexibility in working arrangements and the allocation of duties in pursuance of raising pupil achievement. Any changes will take account of salary/status/hours and will be subject to discussion, in accordance with the guidance note on contractual changes.
28. To carry out the above duties in accordance with the Education Department's Equal Opportunities Policy.

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This job description sets out the duties of the post at the time it was drawn up. The post holder may be required from time to time to undertake other duties within the school as may be reasonable expected, without changing the general character of the duties or the level of responsibility entailed. This is a common occurrence and would not justify a reconsideration of the grading of the post.