



Love, Grow and Flourish Together

## Teaching Assistant Job Description

### 1:1 Support for EHCP child

#### Ephesians 3:17-19

That Christ may dwell in your hearts through faith, as you are being *rooted and grounded in love*. I pray that you may have the *power to comprehend*, with all the saints, what is the breadth and length and height and depth, and to know the love of Christ that surpasses knowledge, so that you may be *filled with all the fullness of God*.

- We will feel loved and show love to others in our school and wider community
- We will seek to grow in our understanding of all that is around us, encouraging all to live well together
- We will be filled with His love, joy and goodness to live a fulfilled life.

#### Purpose of the Role:

This role is to be the named and consistent key adult, providing planned check-ins at key points throughout the school day to support readiness for learning, identify early signs of dysregulation, and agree appropriate next steps for a Year 5 child.

|                 |                                                                                                        |
|-----------------|--------------------------------------------------------------------------------------------------------|
| Job title:      | 1:1 support Teaching Assistant (TA)                                                                    |
| Responsible to: | Headteacher and SENCo                                                                                  |
| Hours of work:  | 30 hours 10 minutes Term Time Only<br>Monday – Friday 8.40am - 12.30pm<br>Monday – Friday 1pm - 3.20pm |
| Salary:         | Grade 2 Scale 3 point 5                                                                                |

#### **In collaboration with the Class teacher & SENCo, the role will include:**

- Implement a range of evidence-informed support strategies, including emotion coaching, co-regulation, demand-sensitive approaches, and executive functioning support.
- Support pupils' learning by presenting tasks in small, manageable steps, prioritising engagement, participation, and successful learning outcomes.
- Provide clear, immediate, and specific feedback to pupils, recognising effort, achievement, and progress.
- Deliver a consistent and individualised approach to support across the school day, assisting pupils to initiate, sustain, and complete learning activities.
- Utilise knowledge of neurodiversity and executive functioning difficulties to tailor support to individual pupil needs.
- Provide in-class support through one-to-one guidance and small-group interventions, particularly during extended writing activities.
- Adapt learning and recording methods as required, including supporting typing, scribing, and the use of structured recording formats.
- Support communication and social interaction throughout the school day, providing direct, in-the-moment guidance to promote appropriate communication strategies across lessons, transitions, group activities, and unstructured times.
- Assist pupils in managing impulsivity and difficulties with waiting, while promoting positive interaction and self-regulation skills.
- Deliver planned opportunities, on a one-to-one or small-group basis, to rehearse and develop effective communication and social interaction strategies.
- Facilitate structured reflection following social misunderstandings, incidents, or challenges to support learning and personal development.

- Maintain accurate records relating to:
  - Impulsive or non-contextual verbalisation.
  - Use of agreed communication strategies.
  - Engagement and participation in interactions.
  - Use and effectiveness of sensory regulation strategies.
  - Frequency and management of dysregulation linked to sensory or physical factors.
  - Incidents requiring toileting support and their impact on engagement and learning.
- Promote a proactive, sensory-informed, and health-aware approach throughout the school day, supporting pupils' regulation, physical comfort, wellbeing, and access to learning.
- Support pupils with sensory processing differences and ongoing physical or medical needs, ensuring barriers to learning are minimised.
- Work collaboratively with teaching staff and other professionals to ensure consistent implementation of support strategies and interventions.
- Hold a minimum Level 2 qualification relevant to the role, with a sound understanding of neurodiversity and strategies to support executive functioning.

#### **General duties as a TA if not supporting EHCP pupil**

- Supervise the activities of individuals or groups of children to ensure their safety and facilitate their physical and emotional development.
- Use specialist skills to undertake those activities necessary to meet the physical and emotional needs of pupils.
- Use specialist skills to foster the intellectual and social development of children.
- Undertake those activities necessary to meet the physical and emotional needs of individuals and groups of children, including pupils with educational, physical or emotional special needs.
- Undertake those activities necessary to foster the intellectual and social development of children.
- Within competence to assist the teacher in the delivery of educational and developmental work programmes.
- To monitor and report individual children's progress, achievements, problems and developmental needs to the classroom teacher or designated supervisor as appropriate.
- Assist the classroom teacher in the planning of work programmes for individuals and groups of children.

#### **Other:**

- To adhere to all policies & procedures, including Code of Conduct and Behaviour policies.
- To maintain personal and professional development to meet the changing demands of the post, participating in appropriate training activities.
- Other duties as may be determined from time to time within the general scope of the post, as the Headteacher may require.
- Duties and responsibilities outside of the post will only be required with the agreement of the post holder.
- Confidentiality - Demonstrate commitment and loyalty to the school and to have a high expectation of children's learning. You will be privy to confidential information and are expected to respect the privileged position you have regarding information of a sensitive nature, whether to do with children, colleagues or school business.

**Abberley Parochial. V.C Primary School is committed to safeguarding and promoting the welfare of children and young people and as such expects all staff and volunteers to share this commitment.**