

St James' C of E Primary School
Empowering Explorers
Higher Level Needs Assistant (TA 2)
1:1 Support



Contract Details

- **Scale:** TA 2
- **Hours:** 30 hours per week (term time only)
- **Contract:** Linked to the pupil's EHCP funding
- **Start:** As soon as possible

Role Purpose

The Higher Level Needs Assistant will provide consistent, nurturing 1:1 support for a Year 1 pupil with identified SEND needs, enabling him to access a personalised, interest-led curriculum and participate meaningfully in school life.

The role requires a calm, experienced, patient practitioner who can build a trusting relationship, deliver structured interventions, develop learning within a play-based model and support sensory regulation within both indoor and outdoor learning environments.

This role is rooted in St James' ethos: **Big adventures begin with small steps.**

Key Responsibilities

1. Deliver a Personalised, Interest-Led Curriculum

- Plan motivating activities rooted in the pupil's interests (e.g., animals, dinosaurs, superheroes, outdoor exploration) to increase engagement and shared attention.
- Present adult-led tasks using a structured "engage-task-reward" cycle, beginning with a short preferred activity, followed by a brief adult-led task, and ending with a motivating choice activity.
- Use "now and next" prompts consistently to support transitions and reduce anxiety around non-preferred activities.

2. Build Attention and Engagement in Adult-Led Learning

- Implement stepped attention routines to help the pupil increase tolerance for adult-led learning
- Monitor progress daily to inform IPM targets and reviews.

3. Support Communication & Language Development

- Model clear language and support the pupil in following multi-step instructions using practical, hands-on sequences such as tidying or sorting.
- Use pre-prepared closed questions before whole-class input to help the pupil rehearse responses and build confidence.

- Support expressive language

4. Provide Sensory Regulation and Environmental Support

- Implement sensory regulation strategies
- Support the pupil during playtimes to develop social interaction skills
- Embed outdoor learning daily, using St James' natural spaces to regulate sensory needs and support engagement.

5. Support Social, Emotional & Mental Health Development

- Deliver daily personalised friendship time, helping the pupil connect with a peer who shares similar interests.
- Teach emotional vocabulary explicitly
- Provide co-regulation when the pupil becomes dysregulated

6. Reduce Anxiety and Support Behaviour Regulation

- Use predictable routines and visual prompts
- Anticipate triggers and use preventative strategies.
- Provide calm, consistent responses, following school behaviour and SEND policies.

7. Facilitate Outdoor-Led Learning

- Deliver daily outdoor sessions that build foundational skills through naturalistic, hands-on experiences, in line with the Empowering Explorers ethos.
- Use woodland, gardens and outdoor classrooms to support regulation, curiosity and confidence.
- Encourage exploration and safe risk-taking, helping the pupil develop resilience and independence.

8. Work Collaboratively with Staff and Families

- Work closely with the class teacher and SENCO to deliver all EHCP provision with fidelity.
- Contribute to IPM and EHCP, providing daily observations on engagement, communication, sensory regulation and social interaction.
- Develop a strong working partnership with parents, ensuring consistency between home and school routines. This includes the daily communication book.

9. Safeguarding & Professional Conduct

- Follow all safeguarding procedures and maintain confidentiality at all times.
- Model St James' values, contributing to a nurturing, calm environment where the pupil feels safe, valued and supported.

Essential Skills, Knowledge & Experience

- Experience supporting children with SEND, particularly those with sensory and communication differences, emotional regulation needs, and heightened anxiety around demands, transitions and expectations.

- Experience delivering play-based and practical learning within indoor and outdoor environments.
- Understanding of early developmental stages and how to scaffold learning appropriately.
- Experience of measuring progress and identifying next steps
- Ability to implement structured routines including stepped attention, “now and next” prompts and short, focused interventions.
- Confidence supporting communication, including modelling clear language, simplifying instructions and supporting expressive vocabulary.
- Experience supporting sensory regulation, including movement breaks, quiet spaces and environmental adjustments.
- Ability to support social interaction, turn-taking, emotional vocabulary and co-regulation.
- Experience working collaboratively with teachers, SENCOs and families.
- Commitment to safeguarding, confidentiality and professional conduct.
- Warm, calm, patient and nurturing approach, able to build trusting relationships with a child who requires consistency and emotional safety.

Desirable Skills, Knowledge & Experience

- Experience delivering Read Write Inc for early reading.
- Familiarity with EHCPs, IPMs and Worcestershire SEND processes.
- Experience supporting outdoor learning, forest school or nature-based provision.
- Understanding of anxiety-based behaviours, including fight-or-flight responses, and strategies to reduce triggers.

Personal Qualities

- Creative, playful and able to design motivating activities linked to the pupil’s interests.
- Emotionally attuned, able to recognise early signs of dysregulation.
- Flexible and responsive, adapting approaches to meet the pupil’s needs.
- A team player who contributes positively to a nurturing, calm school environment.