

HOLLYFAST PRIMARY SCHOOL

SEN TEACHING ASSISTANT



Location: Hollyfast Primary School
Post: SEN Teaching Assistant
Grade: Grade 3 Spine point 5-7 (Depending on Experience)

Responsibility for:

Directorate: People
Service: Primary Schools
Time: 8.15-3.45pm (half an hour lunch) 35 hours per week
Start date: As soon as possible
Closing date: 5th November 2026
Interviews: 11th November 2026

Responsible to Head Teacher

- To be responsible to the Head Teacher and the Governing Body as an effective member of the school's staff team.
- To support the school in its development and education process by providing care and supervision to all children, including those who have special, physical, emotional and educational needs
- To support children's learning activities
- To help keep children safe
- Promote positive behaviour
- Develop and promote positive relationships
- Support the development and effectiveness

Our School

Thank you for taking the time to read through our Job Description for a SEN Teaching Assistant vacancy. We are a three-form entry primary school, based in the area of Coundon, Coventry. Due to an increasing demand for places, and a very positive reputation within the local area, the school has continued to grow in size. Being one of the largest schools in Coventry, we are an integral part of the local community. Although big in size and numbers, Hollyfast has a real family feel. We perceive this to be one of our strengths. Staff and children feel a sense of belonging and are extremely supportive of each other.

Mr Watson joined the school in January 2022 and has built a new team around him who all share the same values and passion for driving the school forward to encourage the children to "Aim High, Grow within and Reach beyond the stars".

In a recent Ofsted Inspection, the school was rated as good, with inspectors noting that "Every day, happy pupils thrive, surrounded by love and care" and "staff feel that the school is well-led and managed. They value the support provided to them for their emotional well-being by caring leaders and dedicated governors".

"There is a big focus on staff development here at Hollyfast, and over the last 2 years, I have been developed lots as both a teacher and a leader. CPD is an integral part of the working life at our school. From external leadership training and national networking links, to internal professional learning opportunities, it really is a collaborative approach to driving standards."

The leadership team are very approachable and supportive, and despite the size of the school, personal growth is highly valued."

Hollyfast staff member



Purpose of the Post

- To provide high-quality, inclusive support for pupils with SEND, individually and in small groups, under the direction of teaching staff and the SENCO.
- To support pupils to access learning, make progress towards agreed outcomes and participate as fully and independently as possible in school life.
- To contribute to a safe, calm and nurturing learning environment in which pupils' communication, sensory, physical, social, emotional and learning needs are understood and supported.
- To work as part of a wider team around the child, maintaining high expectations while adapting support appropriately to individual

Main Duties and Responsibilities**1. Support for Pupils**

- Support the safeguarding and welfare of pupils and work within the school's safeguarding procedures at all times.
- Develop positive, professional and trusting relationships with pupils, recognising individual strengths, needs, interests and communication styles.
- Support pupils with a range of SEND, which may include communication and interaction needs, cognition and learning needs, sensory and/or physical needs, and social, emotional and mental health needs.
- Implement strategies identified in Education, Health and Care Plans (EHCPs), SEN support plans, individual provision plans, behaviour/support plans, healthcare plans and risk assessments, as directed.
- Promote independence and avoid over-supporting pupils; use prompting, modelling, visual support and scaffolding to enable pupils to do as much as possible for themselves.
- Support communication using agreed approaches and resources, which may include visual timetables, now/next boards, symbols, objects of reference, communication aids or other augmentative approaches, following training and guidance.
- Recognise signs of dysregulation, anxiety, sensory overload or distress and use agreed proactive and de-escalation strategies to support pupils safely.
- Support pupils with transitions between activities, classrooms and areas of school, including preparation for changes to routine.
- Promote positive behaviour through consistent routines, clear boundaries, praise and agreed individual strategies.
- Support pupils' social interaction, play, friendships and participation in the wider life of the school.

2. Learning and Progress

- Support learning activities through effective engagement with the teacher and promote independent learning.
- Adapt resources and approaches, under the direction of the teacher, so that pupils can access the curriculum at an appropriate level.
- Deliver structured interventions, programmes and targeted activities as directed, recording outcomes accurately.
- Observe pupil engagement, responses and progress and provide clear feedback to the teacher and/or SENCO.
- Contribute to assessment and review processes through observations, evaluative notes and agreed record keeping.
- Maintain high expectations for pupils' learning, behaviour, communication and independence while recognising individual starting points.

3. Personal Care, Medical and Physical Support

- Provide appropriate care and welfare support, which may include assistance with toileting, continence care, dressing, feeding and personal hygiene, while maintaining dignity, privacy and safeguarding.
- Support pupils with mobility and physical access needs in accordance with individual plans and training.
- Use specialist equipment only when trained and authorised to do so, following relevant risk assessments and safe working procedures.
- Assist with medication and healthcare procedures only in accordance with school policy, individual healthcare plans

and appropriate training.

- Respond appropriately to accidents, illness and emergencies and provide first aid where trained.
- Support the identification and monitoring of pupils' general health and welfare and promptly report concerns to the appropriate member of staff.

4. Sensory and Emotional Regulation

- Support the use of sensory strategies, movement breaks, calm spaces and regulation resources in line with individual plans and professional advice.
- Help pupils recognise and communicate their emotions and needs using agreed approaches.
- Use a calm, consistent and relational approach when pupils are distressed or dysregulated.
- Follow individual risk assessments and behaviour/support plans and seek assistance promptly where a situation presents a risk to the pupil or others.
- Undertake positive handling or physical intervention only where this forms part of the school's agreed approach, is necessary, proportionate and lawful, and the member of staff has received appropriate training.

5. Support for Teachers, SENCO and Other Professionals

- Work closely with teachers and the SENCO to understand intended learning, agreed outcomes and the support required for individual pupils.
- Contribute to the planning, preparation and evaluation of learning activities and interventions.
- Share relevant observations and information with colleagues in a timely and professional manner.
- Contribute, where requested, to reviews of SEN provision, EHCP outcomes, support plans, risk assessments and other pupil documentation.
- Work constructively with visiting professionals and implement agreed recommendations under the direction of school staff.
- Support effective communication with families as directed by the teacher, SENCO or senior leader, maintaining professional boundaries and confidentiality.

6. Support for the School

- Prepare and maintain safe, purposeful learning environments and resources.
- Supervise pupils at breaktimes, lunchtimes, transitions and other times as required within the role.
- Promote inclusion and ensure pupils with SEND have access to the full range of appropriate school activities and experiences.
- Develop and maintain effective working relationships with colleagues and contribute positively to the wider staff team.
- Participate in relevant meetings, training and continuing professional development.
- Act on risk assessments, health and safety procedures and safeguarding requirements that support pupils and staff.
- Maintain confidentiality and comply with data protection requirements at all times.

Professional responsibility

- Undertake an annual review to discuss achievements in line with the job description and identify any training needs.
- Undertake any necessary training to ensure an up to date working knowledge of the support for teaching and learning.
- Attend relevant training courses to update knowledge and extend understanding within particular areas.
- To comply with the School's Professional Code of Conduct as part of the terms and conditions of employment and it is the responsibility of the employee to read the Code and all employees are responsible for their own actions.
- All duties and responsibilities must be carried out with due regard to the City Council's Health and Safety Policy.
- Post holders will be accountable for carrying out all duties and responsibilities with due regard to the City Council's Equal Opportunities Policy.
- Duties which include processing of any personal data must be undertaken within the corporate data protection guidelines.
- Any other duties and responsibilities within the range and salary grade.

Our school is committed to safeguarding children and promoting children's welfare. This post is subject to all the relevant pre-employment checks set out in Keeping Children Safe in Education, including an enhanced DBS certificate with a barred list check.

The post holder must comply with Coventry City Council's Health and Safety policy and in particular is required:-

- To take reasonable care for their own health and safety at work and of those who may be affected by their actions or by their omissions
- To co-operate with their line manager and senior management, to work safely, to comply with health and safety instructions and information and undertake appropriate health and safety training as required
- Not to intentionally or recklessly interfere with or misuse anything provided in the interests of health, safety and welfare
- To report to their manager any health and safety concerns, hazardous condition or defect in the health and safety arrangements.

Any further Health and Safety responsibilities relevant to this post will be set out in the offer letter and Written Statement of Particulars

The post holder must comply with the Interagency procedures of the Safeguarding Boards and Coventry City Council's policies for safeguarding children and safeguarding adults and in particular is required:-

- To ensure they are aware of the signs that may suggest a child or vulnerable adult is being abused or neglected
- To report to their Head Teacher, or other appropriate manager, any concerns they may have that suggest that a child or vulnerable adult may be being abused or neglected immediately

This post is exempted under the Rehabilitation of Offenders Act 1974 and as such appointment to this post will be conditional upon the receipt of a satisfactory response to a check of police records via Disclosure and Barring Service (DBS).

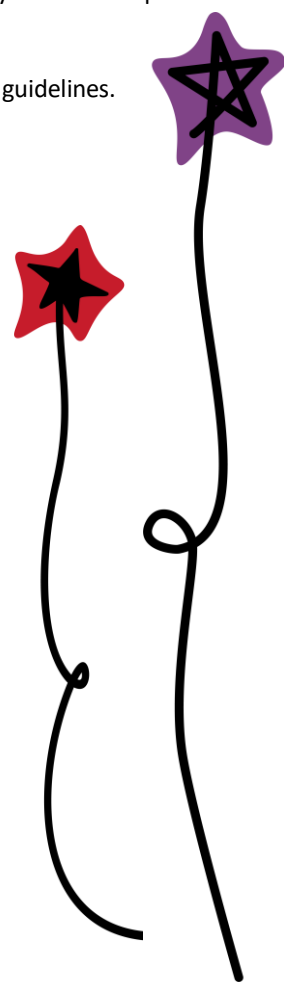
Any further Safeguarding Board responsibilities relevant to this post will be set out in the offer letter and Written Statement of Particulars

Post holders will be accountable for carrying out all duties and responsibilities with due regard to the City Council's Equal Opportunities Policy.

Duties which include processing of any personal data must be undertaken within the corporate data protection guidelines.

Responsible to: Head Teacher

Date Reviewed: October 2026



Person Specification – SEN Teaching Assistant

The person specification should be read alongside the job description. Evidence may be assessed through the application form, references, interview, task/observation and pre-employment checks.

Qualifications and Training

Criteria	Essential / Desirable
Good standard of general education, including literacy and numeracy.	Essential
Relevant Teaching Assistant, childcare, SEND or equivalent qualification, or demonstrable equivalent experience.	Essential
Willingness to undertake relevant SEND, safeguarding, first aid, medical, moving/handling or positive handling training as required.	Essential
Training in areas such as autism, communication, sensory processing, behaviour/regulation or specific SEND interventions.	Desirable

Experience

Criteria	Essential / Desirable
Experience of working effectively with children or young people.	Essential
Experience of supporting pupils with SEND and/or additional needs.	Essential
Experience of supporting pupils with complex or high levels of need.	Desirable
Experience of delivering structured interventions or individual programmes and recording progress.	Desirable
Experience of providing personal care or supporting medical/physical needs.	Desirable

Knowledge and Understanding

Criteria	Essential / Desirable
Understanding of safeguarding responsibilities and the importance of maintaining professional boundaries and confidentiality.	Essential
Understanding of inclusive practice and the need to adapt support to individual pupils.	Essential
Understanding that behaviour can be a form of communication and of the importance of proactive, calm and consistent support.	Essential
Awareness of SEND needs and strategies relating to communication, learning, sensory regulation and social/emotional development.	Essential
Understanding of EHCPs and the role of school staff in supporting pupils towards identified outcomes.	Desirable

Skills and Abilities

Criteria	Essential / Desirable
Able to build warm, positive and professional relationships with pupils while maintaining clear boundaries.	Essential
Able to communicate clearly and sensitively with pupils, colleagues, families and professionals.	Essential
Able to remain calm, patient and emotionally regulated when pupils are distressed or behaviour is challenging.	Essential
Able to follow plans, risk assessments, healthcare guidance and agreed strategies consistently.	Essential
Able to observe carefully, record accurately and provide useful feedback on pupil engagement and progress.	Essential
Able to work independently when appropriate while recognising when to seek support or guidance.	Essential
Able to work flexibly and collaboratively as part of a team.	Essential
Able to support pupils' independence rather than creating unnecessary reliance on adult support.	Essential

Personal Qualities

Criteria	Essential / Desirable
Kind, respectful and committed to the inclusion, dignity and wellbeing of every pupil.	Essential
Resilient, reliable and able to respond positively to changing needs and priorities.	Essential
Reflective and open to feedback, coaching and professional development.	Essential
Consistent, fair and able to maintain high expectations for all pupils.	Essential
Committed to Hollyfast's values of kindness, respect, collaboration, perseverance, courage and excellence.	Essential

Physical / Role Requirements

Criteria	Essential / Desirable
Able to undertake the physical aspects of the role, with reasonable adjustments where required, which may include supporting mobility, personal care and activities at floor level.	Essential
Willing and able to provide intimate/personal care where this is part of an individual pupil's needs and agreed duties.	Essential
Willing to work across different areas of the school and with different pupils according to need.	Essential

