



Job Description

Job Title:	Teaching Assistant with SEND Responsibilities	Location:	Park Hill Primary School
Grade:	3 (Point 4-7) £26,016- £27,274 (Pro-Rata)	Permanent or Fixed Term:	Fixed Term (August 27)
Directorate:	Children, Learning and Young People	Post No:	

Job Purpose

To support the development, education, care and inclusion of children with SEND, working individually and with groups in the Hive and mainstream classrooms under the direction of teachers and the SENCo. Provide calm, responsive support so children feel safe, build relationships and access learning.

The Hive develops children's attention, communication, emotional regulation, relationships, confidence and independence through structured routines, play and practical learning. Support children to practise these skills in their own classes and participate increasingly in classroom learning and school life, in line with individual plans.

Responsibilities within the Hive and across school

- Build consistent, trusting relationships with children, using a warm, patient and respectful approach that recognises their individual communication, sensory and emotional needs.
- Provide co-regulation by maintaining a calm tone, body language and pace; recognise early signs of distress and adjust language, demands or the environment in line with agreed plans.
- Use relational support and agreed approaches such as emotion coaching and PACE, following training and guidance. Help children feel understood, maintain predictable boundaries and reconnect following difficulties.
- Support structured, play-based and practical learning that develops shared attention, communication, interaction, problem solving and readiness to learn. Deliver agreed activities and interventions under teacher or SENCo direction.
- Use visuals, objects, modelling and other agreed communication approaches to help children understand routines, express needs, make choices and participate. Support sensory and movement breaks as planned.
- Support transitions between the Hive, classrooms and other school spaces. Follow individual timetables and help children access phonics, PE and other agreed lessons, including afternoon class registration where planned.
- Work with class teachers and Hive colleagues to adapt resources and share what helps each child engage. Support class membership, peer relationships and the use of developing skills in different settings.
- Promote independence through appropriate scaffolding, choices and time to respond, reducing adult prompting when children are ready.
- Record factual observations of engagement, communication, regulation and progress towards agreed targets. Note the context, support provided and response, and contribute to reviews of provision and individual plans.
- Contribute to a calm, organised and welcoming Hive. Model respectful teamwork, share concerns constructively through agreed routes and seek timely support when safety or a child's needs require it.

General duties and responsibilities

- Assist teaching staff as required, including helping individual children and leading groups with the full range of curriculum activities and use of information technology as appropriate.
- Prepare, display and mount work, set out equipment/materials under the direction of Class Teachers.
- Make and maintain teaching aids and equipment for example undertake simple repairs of books and equipment.
- In collaboration with Class Teachers ensure classrooms and other teaching areas are kept in a tidy state and equipment and materials are stored correctly.
- Provide physical care and attention for personal needs, including care of children who are sick and escorting sick children home where necessary.
- Undertake supervision of children in the playground and dining room, including regular lunchtime supervision, as determined by the Headteacher/Class Teacher.
- Liaise with teachers and other staff to obtain exchange and record information on individual children.
- Assist with tasks in respect of classroom activities as required including maintaining library book records; collection and recording of monies e.g. school outings, book club, maintaining classroom supplies and general classroom duties such as photocopying and filing.
- Assist the Class Teacher in preparing and supervising outings and visits and, if required, helping to organise out of school functions, such as outings, summer fairs and open evenings.
- Assist the Class Teacher in supporting volunteer helpers and students in the classroom.
- Assist the Class Teacher in supporting Home Links.
- Attend Staff Meetings as necessary.
- Assist supply staff with the daily classroom routine as determined by the Class Teacher.
- Carry out other duties within the scope and spirit of the job purpose, title and grading of the post.

Health and safety

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 cooperate 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.

Safeguarding

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 manager, or other appropriate manager, any concerns they may have that suggest that a child or vulnerable adult may be being abused or neglected immediately

Follow the school's safeguarding and reporting procedures, confidentiality requirements and agreed support and risk management plans. Undertake relevant training and work within the boundaries of the role.

Equal opportunities and data protection

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: Appropriate Phase Leader, working under the direction of class teachers and the SENCo for SEND and Hive provision.



Person Specification

Job Title:	Teaching Assistant with SEND Responsibilities	Location:	Park Hill Primary
Grade:	3 £23,114 - £24,294	Permanent or Fixed Term:	Fixed Term (August 27)
Directorate:	Children, Learning and Young People	Post No:	

The criteria below reflect the general SEND role and work within the Hive. Candidates should demonstrate the following knowledge, skills and experience, with willingness to develop specific approaches through training and supervision.

Area	Description
Knowledge:	• Understanding of children's development, how they learn and the needs of young children. • Understanding of SEND, including differences in communication and interaction, learning, sensory processing and emotional regulation. • Understanding of how trusted relationships, predictable routines and co-regulation support children's wellbeing and access to learning. • Awareness that behaviour may communicate an unmet need, distress or difficulty understanding a situation, and that support should reflect the individual child. • Understanding of the Hive's role in developing skills for participation in classroom learning, relationships and wider school life. • Understanding of the roles of teachers, teaching assistants, the SENCo and other professionals in children's education. • Understanding of equal opportunities and inclusive practice, including respectful communication with people from different backgrounds and people with disabilities.
Skills and Abilities:	• Build positive, consistent relationships with children and provide patient, sensitive relational support. • Remain calm when children are distressed; recognise early signs of dysregulation and use agreed co-regulation strategies while maintaining safe, predictable boundaries. • Adapt communication, explain tasks simply, allow processing time and use visuals or other agreed supports. • Work with teachers and other professionals to implement practical strategies, individual plans and learning objectives, including appropriate use of information technology. • Support children individually and in groups, including play-based learning, reading, writing, numeracy, creative activities and communication development. • Help children manage transitions, join classroom activities, develop peer relationships and become more independent. • Observe carefully, keep accurate and objective records and share information that helps colleagues assess progress and adjust support.

Practical skills and professional responsibilities	• Demonstrate appropriate literacy and numeracy skills, including accurate spelling. • Work collaboratively, receive guidance and feedback professionally, and carry out agreed tasks with limited supervision. • Communicate effectively with colleagues and families within the responsibilities of the role, maintaining confidentiality and passing concerns to the appropriate person. • Reflect on the impact of their own tone, language and responses, and engage positively in training and team reflection. • Make, organise and maintain teaching resources and equipment, following agreed storage procedures. • Provide personal care sensitively and with dignity, including toileting, toilet accidents, sickness and vomiting, following agreed procedures. • Undertake any required lifting or moving of children and materials in accordance with individual plans, training and safe working procedures. • Supervise children safely, follow agreed support plans and procedures, and undertake first aid training as required.
Experience:	• Experience of working with children with SEND. • Previous experience within a school or nursery setting is preferred. Relevant experience with young children may also include parenting, voluntary work, playgroups, play schemes, crèches or lunchtime supervision. • Experience of supporting emotional regulation, communication or inclusion in learning is desirable.
Educational:	• Full and relevant Level 3 Childcare Qualification
Special Requirements:	• This post is exempt from the provisions of the Rehabilitation of Offenders Act 1974. A DBS will be required prior to appointment.

Date Reviewed:

September 2023

Updated:

October 2026