Job Description 1:1 Teaching Assistant (Level 2)

Start Date:	December 2026
Responsible to:	SENCo and Inclusion Lead
Location:	Baden-Powell & St Peter's CE Junior School
Grade:	Grade D SCP 5-6 (£13.70 – £13.92 per hour)
Hours of work:	25 hours per week, term time (working inset days) 8.30am – 3.30pm
Contract type:	Fixed term to 31 August 2027
Disclosure Level:	Enhanced Disclosure & Barring Service Check with child barred list check

Overall Purpose

- To provide support for the teacher by preparing an effective learning environment establishing good relations with the pupil giving appropriate comfort and care as directed and linking this support through our Teaching and Learning and Behaviour Management Policy expectations.
- To assist the pupil to reach their full potential by maintaining a safe working environment.
- To provide care and support for the pupil by supporting learning through planned and differentiated activities.
- Supporting and supervising the child / children during lunchtime.

Safeguarding

Coastal Learning Partnership is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to share and demonstrate this commitment.

The successful candidate will be required to demonstrate that they meet the essential elements of the person specification and will be subject to pre-employment checks including a health check, online searches, Enhanced DBS check and satisfactory references.

General Duties

- To provide support for the teacher by establishing good relations with pupils, giving appropriate comfort and care as directed and linking this support through our Teaching and Learning and Behaviour Management Policy expectations.
- To clarify with the teacher, the objectives for English and Maths development and the type of support to be given. Agree with the teacher when support is needed by the pupil(s). Then agree and provide support to the pupil(s) for follow up tasks.
- Monitor and record pupil response to activities and give regular oral and written feedback to the teacher.
- Check the availability and location of safety equipment and ensure safety in the learning environment.
- Work closely with the teacher to maintain accurate, legible, updated and secure records. Provide relevant information for records and reports, being aware of the targets set for the pupil through their SEND Support Plans, offering input at the time of review if appropriate.
- Carry out administrative duties as required by the teacher in collecting and collating information, which has to be passed on.

- To support the pupil(s) through the development of good, productive working relationships with pupils which encourages independence and responsibility for his/her own behaviour.
- Monitor behaviour attentively in order to defuse possible conflict situations by encouraging and re-enforcing positive behaviour and interaction between pupils. Seek assistance in conflict situations that are outside your role and authority to resolve.
- Observe behaviour patterns in the pupil and report concerns to relevant persons. Support individuals and groups in complying with behaviour targets the teacher has set. Demonstrate respect for others in interactions with pupils and other adults.
- Respond to pupils appropriately, encouraging them and keeping them on task. To manage own behaviour in response to pupil actions, to provide a good model for pupils.
- Give encouragement and feedback to pupils using the language and vocabulary related to the learning objectives of the literacy and numeracy curriculum/strategies.
- Provide comfort and immediate care for minor accident, upsets and ailments; provide personal care as required.
- Support, organise and supervise pupils during off-site activities and educational visits.
- Undertake playground supervision of the children to maintain safety and monitor security of the grounds, if required.
- Supporting children, either 1:1 or in small groups, with their learning directed by the class teacher.
- Monitoring the health and wellbeing of the child.
- Following up on recommendations by the Speech and Language Therapist if required.
- Facilitating play with peers at break times.

Arrangements for Appraisal

- Appraisal will be carried out on an annual basis and be related to the responsibilities outlined in the job description.
- The Appraisal meeting will evaluate achievements, agree areas for development, set appropriate targets, and examine potential training requirements, changes and actions to be taken.

Whilst every effort has been made to explain the main duties and responsibilities of the Teaching Assistant role, each individual task will not be identified. It is expected that all colleagues will endeavour to deliver any tasks identified as reasonable by their Headteacher.

Person Specification Teaching Assistant (Level 2)

Criteria	Essential	Desirable
Qualifications:	▪ A minimum of grade A-C/9-4 (or equivalent) in English and Maths ▪ Working towards or qualification in Teaching Assistant (e.g. NVQ) or NVQ Level 2 in Childcare.	
Experience:	▪ Experience of working with children, preferably in a Primary school setting or KS2 (EYFS – Year 6).	▪ Experience working with children with SEND.
Professional values:	▪ Adopt a flexible approach to working ▪ Be able to establish and maintain good professional relationships with pupils, parents and colleagues ▪ Have the ambition and drive for your own professional development.	
Knowledge, skills & abilities	▪ Ability to work with children showing care and understanding. ▪ Ability to be confidential. ▪ Willing to undertake training as required. ▪ ICT and administrative skills. ▪ Satisfactory DBS clearance (will be confirmed as part of pre-employment checks)	▪ Experience of working in a team ▪ Sound knowledge of Phonics and learning schemes, for example, the RWI programme.
Other	▪ Ability to stay calm under pressure. ▪ Good organisational skills.	▪ Able to exert moderate physical effort; crouching or bending when working with pupils.

Whilst originally based at Baden-Powell & St Peter's CE Junior School, the post holder may be required to travel to other local sites, including other CLP schools.