

Handale Primary School

SEN Teaching Assistant

Salary: Grace C SCP 5-6 15 hours £9,150.14 - £9,295.35, Grade D SCP 8-11 15 hours £9,583.91 - £10,065.27

Hours: 30 hours per week, Monday to Friday, 8:30am–3:15pm

Contract Type: Fixed-term, term-time only

Contract Duration: Temporary position until 31 July 2027

www.handaleprimary.co.uk

Telephone 01287 640416

Would you like to take on a new opportunity and make a difference in a young person's future?

The successful candidate will provide crucial 1:1 learning and emotional support to a designated pupil with an Education, Health and Care Plan (EHCP), while also delivering a personalised Maths and English curriculum to a small group of pupils within our Learning Community. Working under the guidance of our Specialist SEND Teacher and SENCo, you will help make the curriculum accessible, engaging and safe.

The successful applicant must demonstrate:

- Experience of delivering tailored 1:1 interventions aligned with a pupil's specific EHCP targets.
- Ability to plan and deliver a personalised Maths and English curriculum to a small group of pupils.
- Confidence in adapting classroom teaching materials to meet individual communication and learning styles.
- Strong skills in implementing positive behaviour management and emotional regulation strategies.
- A commitment to fostering independence while appropriately scaffolding daily educational tasks.
- Ability to collaborate closely with external specialists, including Speech and Language Therapists.
- Experience of tracking, recording and reporting progress data to the class teacher.
- A genuine passion for working with children of all abilities, with the ability to build positive relationships quickly.
- The ability to lead by example and embody our school motto.
- A strong team player who embraces our school ethos.
- Experience of working across the primary age range, particularly within Lower KS2.

If this sounds like you and a role that you would enjoy, please look carefully at the following materials and complete the application form. The school is committed to safeguarding and promoting the welfare of

children and expects all staff to share this commitment. The post is subject to a successful DBS clearance (certificate of disclosure form from the Disclosure and Barring Service). Pre-employment checks including an online and social media search (KCSIE) will be undertaken before an appointment is confirmed.

The post will be based in Handale Primary School however, the Trust reserves the right to require you to work at other schools within the Trust. As part of Lingfield Education Trust, there are exciting opportunities to work across the Trust and for career progression.

Application packs are available on the school website. All completed application packs must be returned directly to the school via email to the Office Manager at admin@handale.lingfieldtrust.org.uk.

Visits to the school are encouraged.

Closing Date: Thursday 9th July 2026 12pm

Shortlisting: Thursday 9th July 2026

Interviews: Monday 13th July 2026

JOB DESCRIPTION

POST:	SEN Teaching Assistant
GRADE:	Grade C and Grade D
RESPONSIBLE TO:	Head Teacher / SENDCo
STAFF MANAGED:	None
JOB PURPOSE:	To work under the direction and guidance of teaching and senior staff to provide tailored educational, care and support programmes. This includes delivering targeted 1:1 provision for a pupil with special educational needs, alongside planning and delivering a personalised Maths and English curriculum to a small group of pupils within our Learning Community. The role is to enable access to learning, promote independence, and support pupils' social, emotional and behavioural development. The SEN practitioner will also assist the teacher in managing the classroom environment and adapting activities to meet a range of needs. Work may take place within the classroom, in small group or one-to-one settings, or in outdoor learning environments.

ACCOUNTABILITIES / MAIN RESPONSIBILITIES

Support for Pupils	<ul style="list-style-type: none"> • Monitor the pupil's responses to learning activities and accurately record progress and achievements, in line with the pupil's individual targets and as directed by the teacher. • Provide detailed, regular and timely feedback to the class teacher and SENDCo on the pupil's progress, engagement, and any emerging needs or concerns. • Be aware of the specific needs of the pupil and ensure resources and learning activities are adapted and accessible to support their full participation. • Provide consistent 1:1 supervision and targeted support to ensure the pupil's safety, wellbeing and access to learning, both in the classroom and in outdoor or less structured environments. • Support the development, delivery and review of Individual Education Plans (IEPs), Behaviour Support Plans and, where appropriate, Personal Care programmes. • Implement structured, personalised learning and self-help programmes to meet the pupil's specific academic, social, emotional and communication needs. • Establish a positive, trusting and supportive relationship with the pupil, using appropriate strategies to respond to their individual needs. • Promote inclusion, ensuring the pupil is fully integrated into class activities and feels valued within the school community. • Encourage and support the pupil to interact with peers and participate in teacher-led and independent activities. • Maintain high expectations for the pupil, promoting confidence, resilience, independence and self-esteem. • Provide clear, constructive feedback to the pupil in relation to their learning and progress, under the direction of the teacher.
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	<ul style="list-style-type: none"> • Work collaboratively with the class teacher, SENDCo, parents/carers and external professionals to ensure a consistent and effective approach to supporting the pupil.
<p>Support for Teachers</p>	<ul style="list-style-type: none"> • Contribute to creating and maintaining a calm, purposeful, structured and supportive learning environment that meets the individual needs of the pupil, in line with lesson plans, and assist in the display and celebration of pupils' work. • Use agreed strategies, in liaison with the teacher and SENDCo, to support the pupil in working towards personalised learning goals and targets. • Monitor the pupil's engagement and responses to learning activities, accurately recording progress and achievements in line with agreed systems. • Provide detailed, regular feedback to the teacher regarding the pupil's progress, barriers to learning, emotional wellbeing and any concerns. • Promote positive behaviour by implementing agreed behaviour strategies, responding promptly and consistently to incidents in line with school policy, and supporting the pupil to regulate and take increasing responsibility for their behaviour. • Build and maintain constructive, professional relationships with parents/carers, sharing information as directed by the class teacher to support consistency between school and home. • Support the implementation of clear routines and structures that enable the pupil to feel safe, secure and ready to learn, including providing verbal feedback and supporting marking in line with school policy. • Provide appropriate clerical and administrative support to the teacher, including preparing and adapting resources, photocopying, and maintaining records related to the pupil's provision. • Act as a key link, where appropriate, between school, home and external professionals, ensuring communication is clear, timely and focused on supporting the pupil's needs.
<p>Support for Curriculum</p>	<ul style="list-style-type: none"> • Ensure that classroom resources and the environment are as accessible as possible for pupils • Devise resources to support target child in engaging with, and accessing learning, building friendships and managing feelings • Work with Class Teacher to prepare for and undertake structured and agreed learning activities / teaching programmes, adjusting activities according to pupil responses • Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use • Encourage target child to engage with learning and class activities and his / her peers with increasing readiness
<p>Support for School</p>	<ul style="list-style-type: none"> • Be aware of and comply with policies and procedures relating to safeguarding, behaviour, health & safety, confidentiality and data protection, reporting all concerns to an appropriate person • Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop • Contribute to the overall ethos, work and aims of the School • Appreciate and support the role of other professionals

	<ul style="list-style-type: none"> Attend and participate in all relevant training, development and meetings as required to fulfil the role Accompany teaching staff and pupils on visits and out of school activities as required and take responsibility for a group under the supervision of the teacher
Experience	<ul style="list-style-type: none"> Working with or caring for children with additional needs Work with children with specific medical, emotional and / or behavioural difficulties Working with children with additional needs / moderate learning difficulties
Qualifications	<ul style="list-style-type: none"> GCSE Grade C or above (or equivalent) in Maths and English Level 3 TA qualification Level 4 TA qualification Any relevant SEN or behaviour training
Skills and Knowledge	<ul style="list-style-type: none"> Knowledge of working with children in lower key stage 2 Knowledge of effective strategies to support SEND children Knowledge of effective behaviour management strategies Effective use of I.T. to support learning Use of other technological and / or specialist equipment Understanding of relevant policies, legislation and SEND code of practice General understanding the National Curriculum and other basic learning programmes/strategies Good understanding of child development and learning Ability to self-evaluate individual learning needs and actively seek learning opportunities Ability to relate well to children and adults and build secure relationships Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these
Lingfield Education Trust	<ul style="list-style-type: none"> To comply with wider Trust policies and procedures as well as Health and Safety policies, organisation statements and procedures, report any incidents/accidents/hazards and take a pro-active approach to health and safety matters in order to protect both yourself and others. <p><i>These duties are neither exclusive nor exhaustive, and the post holder will be required to undertake other duties and responsibilities, which the Trust Board may determine.</i></p> <p>PLEASE NOTE THAT SUCCESSFUL APPLICANTS WILL BE REQUIRED TO COMPLY WITH ALL SCHOOL POLICIES, INCLUDING THE NO SMOKING POLICY.</p> <p>The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment.</p>
Date of Issue:	June 2026

THE SUCCESSFUL APPLICANT WILL BE SUBJECT TO RELEVANT VETTING CHECKS, INCLUDING A SATISFACTORY ENHANCED DBS CHECK BEFORE AN OFFER OF APPOINTMENT IS CONFIRMED. FOLLOWING APPOINTMENT, THE EMPLOYEE WILL BE SUBJECT TO RE-CHECKING AS REQUIRED FROM TIME TO TIME BY THE SCHOOL.

PERSON SPECIFICATION SEN Teaching Assistant

Essential upon appointment	Desirable on appointment (if not attained, development may be provided for successful candidate)
<p>Experience and Knowledge</p> <ul style="list-style-type: none"> • Experience of working with children with additional needs (AF, I, R) • Experience and competence working within, the LKS2 Curriculum (AF, I, R) • Experience of supporting teaching & learning with additional needs (AF, I, R) 	<ul style="list-style-type: none"> • Experience of implementing and monitoring specific intervention Programmes (AF, I, R) • Experience of teaching (AF, I, R)
<p>Skills</p> <ul style="list-style-type: none"> • Creativity in developing resources to support learners access the curriculum as required (AF, I, R) • High standards of Communication, English and Maths (AF, I, R) • Ability to create interactive and exciting displays within school. (AF, I, R) • Excellent behaviour management skills (AF, I, R) • Effective ability to liaise with all members of the school community. (AF, I, R) • Ability to work confidently as part of a team (AF, I, R) 	<ul style="list-style-type: none"> • Ability to use iPad / I.T. to support teaching and learning. (AF, I) • Ability to contribute to planning and assessment for individuals / groups (AF, I, R) • Team Teach Qualification (AF, I)
<p>Personal Qualities</p> <ul style="list-style-type: none"> • Excellent attendance, punctuality and health record. (I, R) • Enthusiasm and confidence (I) • Build and sustain effective relationships with children, staff and Parents (AF, I, R) • Patience and understanding (I, R) • Sensitivity and confidence to manage continence needs (AF,I, R) • Willingness to be flexible (AF, I) 	
<p>Qualifications</p> <ul style="list-style-type: none"> • Grade C English and maths at GCSE or equivalent (AF,C) • Level 3 TA qualification 	<ul style="list-style-type: none"> • Paediatric First aid qualification (AF, C) • Additional, relevant CPD / Training (AF, C)

Essential upon appointment	Desirable on appointment (if not attained, development may be provided for successful candidate)
<ul style="list-style-type: none"> HLTA Qualification 	

Key – Stage identified	
AF	Application Form
C	Certificates
O	Observation
I	Interview
T	Task
R	References
D	DBS Disclosure

Issues arising from references will be taken up at interview, all appointments are subject to satisfactory references

