



Flourish Together Federation

Job Description: Higher Needs Funding Teaching Assistant

Contract Type: Part-Time, Term-Time Only

Salary Range: Kent Range A

Responsible to: SENCO / Executive Headteacher

Location: Based at either High Halden or Woodchurch CEP School (not required to work across schools, but may attend joint training and professional development sessions)

Purpose of the Role

To provide personalised, high-quality support for pupils with significant additional needs in line with their Education, Health and Care Plans (EHCPs) and/or Personalised Plans. Working under the guidance of the SENCO and Class Teachers, the Higher Needs Funding Teaching Assistant will implement individualised learning and nurture strategies, adapt classroom activities, and promote inclusion, confidence, and independence for pupils with higher levels of need.

Key Responsibilities

1. Individual Support & Inclusion

- Provide 1:1 or small group support for pupils with higher levels of SEND, ensuring all interventions are aligned with the child's EHCP, Personalised Plan, Class Provision Map, and One Page Profile.
- Adapt tasks, materials, and environments to meet specific learning needs, especially for those with cognition and learning difficulties.
- Deliver tailored interventions across key areas including literacy, numeracy, working memory, language development, social skills, and emotional regulation.
- Enable access to the curriculum through personalised strategies and scaffolded learning.
- Promote inclusion by supporting pupils in whole-class, small-group, and structured play activities.
- Encourage pupil voice and engagement, helping pupils understand and contribute to their One Page Profiles and learning targets.

2. Nurture & Emotional Support

- Create a safe, supportive, and predictable environment that supports the child's social, emotional, and mental health.
- Use trauma-informed, attachment-aware, and nurturing approaches in all interactions, following the **Six Principles of Nurture**:
 1. Children's learning is understood developmentally
 2. The classroom offers a safe base
 3. Nurture is important for self-esteem
 4. Language is a vital means of communication
 5. All behaviour is communication
 6. Transitions are significant in the lives of children
- Lead or support targeted emotional literacy interventions such as ELSA-style activities, LEGO Therapy, Zones of Regulation, or Social Stories.
- Promote positive relationships, self-esteem, and independence through consistent routines, praise, and encouragement.

3. Collaborative Working

- Work in close partnership with Class Teachers, SENCOs, and external professionals to implement and review support plans.
- Contribute to the assessment of pupil progress, recording observations, engagement, and outcomes against EHCP and personalised targets.
- Support the preparation and delivery of meetings (e.g., Annual Reviews, TACs) by maintaining accurate and up-to-date records.
- Engage positively with families and carers, contributing to a consistent, joined-up approach between home and school.
- Support the delivery of provision outlined in Class Provision Maps and contribute to the development of personalised resources and strategies.



4. Classroom and Wider School Support

- Support teaching and learning across the curriculum, particularly in core subjects such as reading, writing, phonics, and maths.
- Reinforce and promote independent learning and social interaction throughout the school day.
- Supervise and engage pupils in lessons, breaktimes, lunchtimes, and during educational visits.
- Support class routines and contribute to behaviour management in line with school policies.
- Prepare, organise, and adapt resources, ensuring they are appropriate to the child's developmental stage and EHCP outcomes.

5. Professionalism & Development

- Follow all safeguarding procedures and contribute to maintaining a culture of vigilance and care.
- Attend and participate in relevant training, including Federation joint CPD and SEND-focused sessions.
- Reflect on and improve personal practice in line with school performance management processes.
- Maintain confidentiality and professionalism at all times.
- Carry out any other duties as directed by the SENCO, Class Teacher, or Head of School or Executive Headteacher that are commensurate with the responsibilities of the post.

Safeguarding Statement

The Flourish Together Federation is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. All posts are subject to an enhanced DBS check and satisfactory references.