



Joy Lane Primary Foundation School

1:1 SEN Teaching Assistant
Information for applicants



Start date: ASAP

Salary: £24,513 (pro-rata) + SEN Allowance (£1,484.97 per annum)

Level: KSA

Hours: 32.5 hours per week – Monday to Friday 8.45am – 3.45pm

Term-Time Only

Thank you for your interest in this post at Joy Lane Primary Foundation School.

We are looking for a SEN Teaching Assistant to provide 1:1 support to a child with special educational needs, helping them engage with and succeed in their learning.

This is fixed term part-time contract, until 31st August 2027. (Possible extension dependent on staff structure).

The successful candidate will be able to demonstrate a nurturing, patient and understanding approach, having the best interests of children at heart at all times.

This post offers the opportunity of working in a friendly and supportive school with an ideal opportunity to continuously develop their practice. In order to clarify the type of person we are looking for, a person specification and job description are provided.

If you feel you have the skills and experience necessary to be a part of our school team, we would welcome your application.

If so, you are asked to:

Complete the application form in full with a supporting statement that:

Clarifies how you meet the person specification

Gives examples of your teaching Assistant experience

Outlines the contribution you can make to Joy Lane Primary Foundation School

Yours faithfully,

Joy Lane Primary Foundation School



Joy Lane Primary Foundation School

Executive Headteacher Welcome

We believe that all children should be encouraged to aspire to lead a happy and fulfilling life, whatever form that may take. As a school, learning is our 'core business' and to this end we aim to provide a broad and balanced curriculum, comprising of rich and engaging learning opportunities which will inspire children at the start of their lifelong learning journey. We recognise that at times learning can be challenging, but it will ultimately be something to reflect upon with pride. We aim to equip everyone in our learning community so that they can adapt to situations as they meet them and move towards the future with confidence.

Successful learning requires an effective partnership between home and school from the very start. Of course, children are subject to school rules – clear boundaries and good order are essential in the school environment to ensure that every child feels safe and secure to facilitate good attitudes for learning.

And then the fun begins...

Inclusion at Joy Lane

At Joy Lane Primary School, all pupils regardless of their individual needs are provided with inclusive teaching, enabling them to make the best possible progress and feel that they are a valued member of the wider school community. We expect that all our pupils with SEND will meet or exceed the high expectations we set for them based on their age and starting points. We use our best endeavours to give all our pupils the support they need, whilst having access to a broad and balanced curriculum. Working in partnership with families, it is our aim that pupils will become confident individuals who are enabled to reach their full potential through adaptive teaching and learning approaches.

We are incredibly proud of our diverse culture and embrace the individuality of all members of our school community; young and old.

Additional Educational Needs

Having been awarded the Inclusion Quality Mark and Centre of Excellence award, we pride ourselves on ensuring all pupils are able to meet their full potential. Each and every child has an individual range of abilities and strengths which mean they progress at an individual rate. Some children may require additional support to enable them to make more progress or allow them to consolidate their existing skills and knowledge. This support can range from individual support, small group work within or outside the classroom, the following of a specific programme or receiving specialist support from external agencies. These groups are designed to support any child with an additional need such as Special Educational Needs, English as an Additional Language, Medical Needs or a physical disability. On identification of these needs, targets are set between home and school and shared with the child. Following on from this, interventions are put in place and progress is monitored and reviewed regularly. The school is committed to meeting the needs of every child and we maintain high expectations of what all our children can achieve.



Person Specification – 1:1 SEN Teaching Assistant

We are seeking a dedicated and compassionate 1:1 Teaching Assistant to join our friendly team at Joy Lane Primary Foundation School.

We are looking for a SEN Teaching Assistant to provide 1:1 support to a child with special educational needs, helping them engage with and succeed in their learning. You will work closely with the class teacher and the SENCO to ensure the individual needs of each child are met effectively.

Responsibilities:

- Provide support to a child with special educational needs on a 1:1 basis both inside and outside the classroom.
- Assist in the implementation of Individual Education Plans and Behaviour Support
- Help create a supportive and inclusive learning environment that promotes the social, emotional, and academic development of the child.
- Work collaboratively with the class teacher, SENCO, and other professionals involved in the care of the student, such as speech therapists, occupational therapists, and psychologists.
- Support the student in developing their independence skills, including managing intimate care while toileting (if applicable), ensuring their dignity and privacy are respected at all times.
- Adapt and modify teaching materials and resources to meet the specific needs and abilities of the student.
- Assist with behaviour management strategies, implementing positive reinforcement techniques, and deescalation strategies when necessary.
- Observe and record student progress, maintaining accurate records and providing feedback to the class teacher and SENCO.
- Promote inclusion and foster positive relationships among all students, encouraging empathy, understanding, and respect for diversity.
- Attend relevant training and professional development sessions to enhance knowledge and skills in supporting students with special educational needs.
- Maintain a safe and secure environment for all students, following safeguarding policies and procedures at all times.

Requirements:

- Relevant experience working with children with special educational needs is compulsory.
- Understanding of different special educational needs and the ability to adapt teaching strategies accordingly. □
Sensitivity, patience, and empathy when working with students with diverse needs.
- Excellent communication and interpersonal skills to establish positive relationships with students, colleagues, and parents.
- Ability to follow instructions, work independently, and use initiative to support student learning effectively.
- Willingness to undergo training and professional development related to special educational needs and intimate care.
- A commitment to promoting inclusion and equality in the classroom.
- Strong organisational skills and the ability to maintain accurate records and documentation



Qualifications	<p>Level 2 Diploma or equivalent (desirable)</p> <p>Paediatric First Aid qualification (desirable)</p>
Experience	<p>Previous experience of working with children</p>
Skills and Abilities	<ul style="list-style-type: none">• Numeracy and literacy skills• Basic IT Skills• Ability to relate well to children and adults, understanding their needs and being able to respond accordingly.• Good influencing skills to encourage pupils to interact with others and be socially responsible.
Knowledge	<p>Requires knowledge and procedures for supporting and leading learning activities</p> <p>Knowledge and compliance with policies and procedures relevant to child protection, health and safety, security, Equal Opportunities and confidentiality.</p>

Note:

We are committed to safeguarding and promoting the welfare of children and young people. An enhanced DBS check is required for this post. If selected for interview, please note that online searches will be carried out in line with KCSIE.



1:1 SEN Teaching Assistant Job Description

Purpose of the Job:

To work with teachers as part of a professional team to support 1:1 teaching and learning for a SEN pupil. Providing learning support to overcome barriers to learning, such as those with learning difficulties and/or behavioural, social, communication, sensory or physical disabilities.

Principal Accountabilities

1. Assist with the Implementation of planned learning activities/teaching programmes as agreed with the teacher, adjusting activities according to pupils' responses as appropriate
2. Participate in planning and evaluation of learning activities with the teacher, providing feedback to the teacher on pupil progress and behaviour
3. Support the teacher in monitoring, assessing and recording pupil progress/activities
4. Provide feedback to pupils in relation to attainment and progress under the guidance of the teacher
5. Support learning by arranging/providing resources for lessons/activities under the direction of the teacher
6. Support pupils in social and emotional well-being, reporting problems to the teacher as appropriate
7. Share information about pupils with other staff, parents / carers, internal and external agencies, as appropriate
8. Understand and support independent learning and inclusion of all pupils as required.

Teaching Assistants at this level may also undertake some or all of the following:

1. Administer medication in accordance with an agreed plan under direction of healthcare practitioner and following appropriate training
2. Update pupil records
3. Assist with break-time supervision including facilitating games and activities
4. Assist with escorting pupils on educational visits
5. Support pupils in using basic ICT
6. Undertake moving and handling activities as required.
7. Attend to pupils' personal needs including toileting, hygiene, dressing and eating, as well as help with social, welfare and health matters, reporting problems to the teacher as appropriate. Physically assist pupils in activities (may involve lifting, where mobility is an issue)
8. Work with pupils on therapy or care programmes, designed and supervised by a therapist/teacher

The post holder must work within the relevant policies, codes of practice and legislation reporting any concerns to the relevant person. The post holder must have good communication skills to be able to inform, persuade, inspire and motivate pupils and provide feedback to other professionals as required.