

BROOMHILL BANK SCHOOL

JOB DESCRIPTION

JOB TITLE: Teaching Assistant

REPORTING TO: TA Manager / Head of School

SALARY RANGE: Kent Scheme B

EFFECTIVE DATE OF JOB DESCRIPTION: April 2026

1	JOB PURPOSE
	To provide outstanding support for teaching and facilitate outstanding independent learning at Broomhill Bank School. Support the welfare of pupils and ensure that the school values are reinforced throughout the school curriculum. Build positive relationships with pupils, promoting independence, resilience, self-esteem and social inclusion.
	KEY RESPONSIBILITIES
2.0	TEACHING AND LEARNING
2.1	Work with individuals or small groups of pupils in the classroom under the direct supervision of teaching staff and provide feedback to the teacher, undertaking basic record keeping in respect of pupil learning, behaviour, safeguarding etc. Enable students to make maximum progress towards achieving their targets; ensuring high standards in health, safety and good behaviour is maintained. This may include working 1 to 1 with a student.
2.2	Contribute to the facilitation of excellent behaviour for learning, establishing and maintaining positive relationships with students and keeping pupils on task.
2.3	Prepare and clear up learning environments, equipment and resources, including photocopying, filing and the display and presentation of pupils work and contribute to maintaining a safe environment.
2.4	Be able to use a range of strategies to deal with classroom behaviour and understand individual behavioural needs to ensure students' learning needs are met. Support students to understand and manage their emotions accordingly, support students to understand and follow instructions, support independent learning and inclusion of all pupils. Adapt communication style to

	respond to pupils according to their individual needs.
2.5	Support the class teacher with formative assessment within the lesson providing constructive feedback to students, both written and verbal. Record and report on development, progress and attainment under the guidance of the Teacher.
2.6	Promote good student behaviour, dealing promptly with conflict and incidents in line with established policy and the Student Behaviour Policy.
2.7	Comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
2.8	Take opportunities to build the appropriate skills, qualifications and experience required for the role, with support from the school.
2.9	Give positive encouragement, feedback and praise to reinforce and sustain the pupil's efforts and develop self-reliance and self-esteem.
3	STANDARDS AND QUALITY ASSURANCE
3.1	Support the aims and ethos of the school.
3.2	Set a good example in terms of presentation, punctuality and attendance and behaviour.
3.3	Attend and participate in 'special' school events and student performances when possible.
3.4	Uphold the school's behaviour code, school rules and uniform regulations.
3.5	Participate in staff training with a commitment to Continuous Professional Development and participation in leadership training activities.
3.6	Attend team and whole school meetings.
4	OTHER DUTIES AND RESPONSIBILITIES
4.1	Responsible via coaching and Appraisal for own practice and continuing professional development; identifying training and development needs in line with the School Development Plan and maintaining a CPD portfolio reflecting personal and professional achievements.
4.2	Escort and supervise students on educational and out of school activities, under the direction and guidance of teaching staff.
4.3	Share in the corporate responsibility for the well-being and discipline of all students and staff.

4.4	Visibly support and uphold the school policies for behaviour management, discipline, bullying and health and safety, and equality.
4.5	Work within the policies, codes of practice and legislation relating to the school, reporting any concerns to the relevant person.
4.6	General involvement in the efficient day-to-day running of the school.
4.7	Carry out any other duties as may reasonably be requested by the Executive Headteacher or Governing Body.

Key differences for KR5 and KR4s

A more experienced Teaching Assistant at KR5 level would demonstrate the following additional attributes

- Performed the role for a number of years especially in an SEN setting
- Demonstrates and Flexible and “can do” attitude to help out in class / breaks at short notice with minimal time to prepare
- Experience in leading a group of students / colleagues on a piece of work
- Willing to take on more responsibility as and when required.
- Confident and more experienced in subject matter and on some sites, this may mean leading a lunchtime club in that subject eg Art, Forest School or Cookery.

PERSON SPECIFICATION – LEVEL 1 KSB TEACHING ASSISTANT

	CRITERIA	ESSENTIAL	DESIRABLE	EVIDENCE BASE / MODE OF ASSESSMENT
SECTION 1: EDUCATION AND TRAINING				
1.1	A good basic standard of education and a good general knowledge of English and Mathematics to GCSE level or equivalent.	✓		
1.2	Competent in the use of basic technology (IT/ photocopier etc)	✓		
1.3	Evidence of continuing professional development - holder of a training portfolio of recent CPD relevant to work with children with communication difficulties.		✓	

1.4	Receptive to undertaking professional development particularly in the field of autistic spectrum and other, related, interaction and communication disorders.	✓		
SECTION 2: KNOWLEDGE AND EXPERIENCE				
2.1	Experience of working successfully as part of a team and supporting colleagues	✓		
2.2	Ability to provide support for students with ASD, Dyslexia and ADHD. including those with complex Social, Emotional & Mental Health needs ensuring their safety and access to learning activities.	✓		
2.3	Knowledge and experience of procedures relating to child protection, health, safety and security, confidentiality, data protection and Risk Assessments		✓	
2.5	Prior experience of working successfully as a Teaching Assistant with students who have a EHCP.		✓	
2.6	Experience of adopting a wide range of approaches to students with Communication and Interaction difficulties.		✓	
2.7	Experience of successfully supporting systems and strategies to enable students to manage and take responsibility for their own behaviour		✓	
2.8	Clear understanding and knowledge of the difficulties faced by young people with Autism and the barriers that this can present for their education and their role in the wider community.		✓	
2.9	Sound in the knowledge and application of appropriate professional boundaries for school staff and students.	✓		
SECTION 3: SKILLS AND ABILITIES				
3.1	Ability to encourage students to interact with others and engage in activities led by the teacher or Teaching Assistant	✓		
3.2	Ability to be an excellent role model, and to inspire and encourage students to reach their full potential.	✓		
3.3	Ability to motivate reluctant learners by being resourceful and building and maintain professional relationships.	✓		

3.4	Ability to work proactively with students and staff to achieve best outcomes	✓		
3.5	Awareness of body language and tone can influence a student's response			
3.6	Flexible in approach and willing to adjust to the many changing demands of the individual or the group.	✓		
3.7	Good organisational skills and be able to provide written information accurately.	✓		
3.8	Willingness to share expertise and skills, to further the development of colleagues.		✓	
3.9	Capacity to learn the skills and attributes necessary to support the learning of colleagues and participate in collaborative opportunities in the local community.	✓		
3.10	Able to promote and present the school and its community in a positive way to parents, students, governors etc.	✓		
3.11	Holder of a valid manual driving licence and willing to undertake a minibus driving test.		✓	
SECTION 4: PERSONAL ATTRIBUTES				
4.1	Flexibility, and able to adapt to changing circumstances and new ideas.	✓		
4.2	Empathy and humour.	✓		
4.3	An understanding of how external factors can have a negative impact on students' achievements		✓	
4.4	Appreciates the contribution of pupils, staff, parents and governors to the whole school community.	✓		
4.5	Commitment to establishing a healthy work/life balance. Understanding your own wellbeing, triggers and how to manage them.	✓		
4.6	An enquiring mind with a commitment to lifelong learning.	✓		
4.7	Ability to remain calm in challenging situations.	✓		
4.8	Ability to provide students with the daily consistency, by being available to attend work as contracted.	✓		
4.9	An understanding of the physical and emotional demands that the role entails	✓		
SECTION 5: EQUAL OPPORTUNITIES				
5.1	Commitment towards adherence to the principles set out within the Schools Equality Plan.	✓		

5.2	Commitment to the promotion of the concept of equal opportunities in the work situation with all students and staff.	✓		
5.3	Understanding and sensitivity to discrimination experienced by members of minority groups and a commitment towards reducing this.	✓		

The Governors are committed to safeguarding and promoting the welfare of children and the successful candidate will therefore be subject to an Enhanced Check with the Disclosure Barring Service and other pre-employment checks in line with Keeping Children Safe in Education 2022 guidance. Broomhill Bank School recognises diversity and welcomes applications from anyone with relevant qualifications and knowledge