



Individual Role – Unique Characteristics

This document is to be used in conjunction with the Job Family generic role profile

Job Title	<i>Senior Teaching Assistant</i>
Department	<i>Learning Support</i>
Job Family Role Profile Level	<i>PCD7</i>
Date	<i>September 2026</i>
Responsible to	<i>SLT and Head of Learning Support</i>

Purpose

- The primary focus is to carry out specified work with an individual under the supervision of the Head of Learning Support.

Key Responsibilities:

Support for the Pupil:

- Provide tailored 1:1 support to meet the educational, emotional, and social needs of the YP.
- Implement strategies and interventions outlined in the YP's EHCP and behaviour/support plans.
- Promote the YP's independence, confidence, and engagement in learning.
- Support the development of communication, interaction, and social skills.
- Assist with personal care, where required.
- Monitor and record progress against individual targets, providing regular feedback to the class teacher and SENCO.

Support for Teaching and Learning:

- Plan and deliver specific learning activities or small group interventions under the direction of the teacher or SENCO.
- Adapt learning materials and approaches to suit the YP's abilities and learning style.
- Use specialist strategies or assistive technologies to support learning.
- Contribute to the assessment and review of the YP's progress.
- Supervise the YP during unstructured times (breaks, lunchtimes, transitions) as needed.

Support for the Curriculum:

- Have a secure understanding of the curriculum and make it accessible for the YP.
- Contribute to differentiation and personalised Pupil Passports.

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- Support the delivery of therapy programmes (e.g. speech and language, occupational therapy) under professional guidance.

Support for the School:

- Maintain confidentiality and safeguard the welfare of the pupil in line with school policy.
- Attend relevant training and meetings as required.
- Liaise effectively with parents/carers, external professionals, and other staff members.
- Promote positive behaviour and model the school's values and expectations.

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Person Specification:

	Essential	Desirable
Qualifications	Senior Teaching Assistant status or equivalent qualification.	Additional specialist qualification at Level 3 or above. Training in specific interventions (e.g. PECS, Makaton, Team Teach, Thrive or similar). First aid or medical training.
Knowledge	Up to date knowledge and understanding of the practices and procedures within education relating to the welfare, safety and education of children. Working knowledge of relevant policies/ codes of practice/ legislation. Working knowledge of national curriculum and other relevant learning programmes/ strategies. Understanding of statutory frameworks related to teaching. Understanding of principles of child development and learning processes.	Knowledge of EHCP processes and SEND frameworks.
Relevant Experience	Working with or caring for children and young people with additional or complex needs (e.g. ASD, ADHD, SEMH, communication difficulties)	Experience working in a specialist or inclusive setting. Experience working with children of relevant age. Experience of working in a classroom setting. Experience in working in another service to young people.

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FAIRTRADE



<p>Skills</p>	<p>Excellent communication and teamwork skills.</p> <p>Ability to use strategies for supporting learning and behaviour.</p> <p>Ability to self-evaluate learning needs and actively seek learning opportunities.</p> <p>Ability to relate well to children and adults and build positive and trusting relationships with pupils.</p> <p>Able to work constructively as part of a team, understanding classroom roles and responsibilities and own position within these.</p> <p>Able to prioritise tasks and act on own initiative.</p> <p>Able to motivate and encourage children to develop to their full potential.</p> <p>Commitment to safeguarding and inclusion.</p>	<p>Can use ICT effectively to support learning.</p> <p>Use of other equipment technology – video/DVD, photocopier.</p>
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