



The Griffin Primary School

Sponsored by Lawrence Sheriff School



Job Description – Teaching Assistant (TA2) (SEN 1:1)

The Griffin Primary School is committed to safeguarding and promoting the welfare of children and young people and we expect all staff, governors and volunteers to share this commitment. We believe that pupils have a right to learn in a supportive, caring and safe environment which includes the right to protection from all types of abuse. Everyone who works or volunteers at the academy is subject to an enhanced DBS disclosure.

Closing Date: 12.00 pm on Wednesday 15th April 2026

Interview Date: Friday 24th April 2026

Start Date: Tuesday 1st September 2026

Salary: Salary on Scale F (Points 7 – 10, £26,403 FTE - £28,142 FTE)

Hours: 33.75 hours per week (8.30am-12.00pm / 12.30-3.45pm) Monday to Friday, term time only 39 weeks (including training days).

Contract type: Permanent

Reporting to: Class Teacher / Headteacher

Applications should be made on the application form provided on the school website www.thegriffinprimary.uk

The Griffin Primary School is committed to creating a diverse workforce. We will consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

The Griffin Primary School is a single form entry school which opened in Rugby in September 2023. With purpose-built school and nursery buildings, this is a golden opportunity to become a member of a great team and helping develop the school and plan and implement outstanding provision. We believe that a happy school is a successful school and our vision is that all members of our school community are 'Happy, kind and confident'. We are sponsored by the outstanding Lawrence Sheriff School in Rugby, which is also the host for Coventry and Central Warwickshire's Teaching School Hub.

We seek to appoint someone who is enthusiastic, engaging and has good knowledge and skill in supporting children with SEND, specifically physical difficulties. The position is based in Reception initially, then moving up with the child. This role would be suitable for either a full time or job share basis. We are looking for candidates who can establish good relationships whilst providing engaging opportunities to support learning, effectively manage behaviour and keep children safe. Due to the nature of this role you will need to be physically fit and mobile. You will also assess children's progress to inform next steps, working under

the supervision of the class teacher. You will have the opportunity for regular CPD. Please see the job description and person specification for more information.

JOB PURPOSE

To provide high-quality 1:1 support for a pupil with physical disabilities, enabling them to access learning, participate fully in school life, and develop independence. This role involves personal and intimate care, physical support, and close collaboration with teaching staff, therapists, and parents/carers.

RESPONSIBILITIES AND MAIN DUTIES:

1. Learning Support

- Work 1:1 with the pupil to support access to the curriculum, adapting tasks and resources as needed.
- Implement personalised learning plans, including EHCP outcomes and therapy recommendations.
- Support engagement, attention, communication, and participation in classroom activities.
- Use a range of strategies to promote independence and confidence.

2. Physical and Medical Support

- Provide safe and sensitive **intimate care**, including assistance with toileting, dressing, and personal hygiene, following school policies and training.
- Support the pupil with safe **manual handling**, including transferring to/from wheelchair or specialist seating and using hoists or mobility equipment (training will be provided).
- Monitor the pupil's wellbeing, comfort, and safety throughout the day.
- Assist with physiotherapy or medical routines under the guidance of health professionals where required.

3. Inclusion and Social Development

- Encourage positive social interaction with peers and support participation in all aspects of school life, including playtimes, enrichment activities, and educational visits.
- Promote the inclusion and acceptance of all pupils within the classroom, encourage them to interact and work co-operatively with others and engage in all activities
- Promote the pupil's emotional wellbeing, resilience and sense of belonging.
- Establish productive working relationships with pupils, acting as a role model, demonstrating positive values, attitudes and behaviour and setting high expectations
- Promote independence and employ strategies to recognise and reward achievement

4. Collaboration and Communication

- Work closely with teaching staff, the SENCO, parents/carers, and external professionals (e.g., physiotherapists, occupational therapists).
- Contribute to an Independent Support Plan (ISP), educational reviews, observations, and record-keeping relating to the pupil's progress and support needs.

5. General Duties

- Undertake general administrative classroom tasks to ensure the smooth running of the school
- Promote positive behaviour and relationships in line with the school's policy
- Maintain confidentiality and uphold safeguarding responsibilities at all times.

- Adhere to policies and procedures relating to child protection, health, safety and security, confidentiality, equality and data protection
- Contribute to the overall ethos/work/aims of the school

The person undertaking this role is expected to work within the policies, ethos and aims of the school and to carry out such other duties as may reasonably be assigned by the Headteacher. The post holder will be expected to have an agreed flexible working pattern to ensure that all relevant functions, including extracurricular activities, are fulfilled through direct dialogue with employees, contractors and community members.

All staff take an active role in the school's care and guidance of pupils. The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

LEARNING AND TEACHING

- Develop early reading, including through phonics, and early maths
- Promote personal, social and emotional development and high self-esteem
- Be actively involved in the day-to-day management of the learning environment
- Monitor individual/group achievements of key objectives and feedback to the teacher
- Adapt learning activities to ensure access for individual pupils

WORKING WITH CHILDREN

- Ensure high quality interactions with pupils during lessons and when around school
- Ensure high quality observations of pupils' strengths and areas for development, recording this and sharing with the class teacher in line with policy
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop, both academically and socially
- Monitor and provide for the care, safety and welfare of pupils
- To undertake first aid training and provide first aid cover if required

PROFESSIONAL DEVELOPMENT

- Attend staff meetings and continuous professional development days as required
- Keep up to date with current issues relating to education
- Engage in the review process by considering achievements, training needs and areas for development
- Maintain a good working knowledge of the Curriculum and principles of Primary education

ESSENTIAL QUALITIES

- Care and compassion - provide the very best childcare to every child every day combined with the ability to professionally challenge poor practice

- Being team-focused - work effectively with colleagues and other professionals and support the learning and development of others through mentoring and sharing of professional expertise and experience
- Honesty, trust and integrity - develop trust by working in a confidential, ethical and empathetic manner with a professional attitude
- Commitment to improving the outcomes for children through a positive attitude. Demonstrate inspirational and child centred care and education
- Work in a non-discriminatory way, by being aware of differences and ensuring all children have equal access to opportunities to learn, develop and reach their potential
- Working practice which takes into account fundamental British values including democracy, the rule of the law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs

SAFEGUARDING AND CONFIDENTIALITY

All members of staff have a responsibility and duty of care to safeguard and promote the welfare of pupils. Staff must be aware of the systems within the school which support safeguarding and must act in accordance with the school's Child Protection and Safeguarding Policy and Staff Code of Conduct. Staff will receive appropriate child protection training which is regularly updated. All staff are required to obtain an Enhanced Disclosure and Barring Service check (DBS check) on appointment and will undergo induction and child protection training, with regular updating.

Personal Experience, Qualities and Qualifications	Essential	Desirable
Qualifications and experience		
A good general education, including GCSE English and Maths or equivalent	x	
Hold a recognized NVQ or other Teaching Assistant qualification	x	
Recent experience of working in a 1:1 (SEND) position in a primary school	x	
Recent experience of working with pupils with physical difficulties		x
Paediatric First Aid at Work		x
Hold a recognised qualification in supporting children with SEND		x
Key skills, experience and knowledge		
An understanding of the EYFS/National Curriculum and how children learn	x	
Have knowledge and understanding of the Little Wandle Phonics Scheme		x
Have good communication and listening skills and be able to present information verbally and in writing to others	x	
Have a good level of skill and knowledge in supporting children with SEND (Physical Disabilities)	x	
Understand the need for schools' policies and how they relate to local and national frameworks e.g. (child protection, health and safety, equal opportunities, SEN, etc.)	x	
Can plan own work when required	x	
Can transfer theory/training into practice	x	
Can solve problems and can exercise initiative and independent action	x	

Is proactive in offering ideas	x	
A commitment to professional development	x	
Skills and Abilities		
Clear evidence of working consistently to a 'good' or 'outstanding' standard	x	
Promote the school's aims positively, and use effective strategies to motivate and inspire the children	x	
Establish and develop good working relationships with children, staff, parents, Trustees and the community	x	
Create a happy but challenging and effective learning environment to promote confident and independent learners	x	
Have effective organisational skills	x	
Work well within a team, enabling team members to do their best	x	
Be a confident and competent user of ICT		x
Have the ability to promote excellent learning behaviours for all pupils, including those with additional need.	x	
Personal Attributes		
Be happy, kind and confident	x	
Be resilient and have a positive mindset	x	
Be professional, reliable and punctual	x	
Be able to prioritise and manage time effectively	x	
Be physically fit and mobile	x	
Be willing to contribute to the wider life of the school	x	