



Teaching Assistant Job Description

Post Title:	Teaching Assistant
Location	Bank View School
Department:	Speke
Grade:	Grade 3 FTE - £25,583 - £27,254 per annum Actual Salary - £20,466 - £21,803 per annum Monday to Friday, 8.45am – 3.30pm Term Time Only
Responsible to:	Teaching Staff
Responsible for:	N/A

Purpose of the Post

The Teaching Assistant plays a vital role in supporting high-quality teaching, learning and inclusion to enable all pupils to achieve their full potential. Working under the direction of the class teacher and wider multidisciplinary team, the postholder will support pupils' academic, social, emotional and personal development.

The role includes contributing to the preparation of an effective learning environment, supporting pupils' communication, independence and wellbeing, and providing personal and intimate care where required. The Teaching Assistant will help create a safe, nurturing and aspirational culture where pupils feel valued, respected and supported to succeed.

Safeguarding and promoting the welfare of children is everyone's responsibility. The postholder will maintain a vigilant and proactive approach to safeguarding, ensuring that pupils are safe, heard and supported at all times.

Key Responsibilities

Learning and Development Activities

- Support the delivery of a broad, balanced and ambitious curriculum adapted to meet the needs of all pupils
- Work in partnership with teachers and other professionals to support pupils to make strong progress from their individual starting points



- Support pupils' engagement, participation and independence in learning across all curriculum areas
- Prepare and organise learning resources and classroom environments to support high-quality teaching and learning
- Adapt materials and activities to meet pupils' individual needs, including those identified within Education, Health and Care Plans (EHCPs)
- Provide timely feedback to teachers on pupil engagement, progress, barriers to learning and achievement
- Support pupils to develop resilience, confidence, self-regulation and positive attitudes towards learning
- Promote pupils' independence by encouraging reflection, problem solving and self-assessment
- Contribute to the implementation, monitoring and review of individual learning programmes and interventions
- Support whole-school priorities identified within the School Development Plan and contribute to continuous improvement.

Inclusion, Behaviour and Wellbeing

- Promote an inclusive, respectful and nurturing environment where pupils feel safe, valued and able to thrive
- Implement consistent behaviour approaches in line with the school's relationship and behaviour policy, promoting positive relationships and emotionally safe learning environments
- Support pupils using relational, attachment-aware and trauma-informed approaches
- Help pupils develop emotional literacy, communication skills, self-esteem and positive social interactions
- Support pupils to regulate emotions and manage behaviour in ways that maintain dignity and safety
- Work collaboratively with therapists and specialist staff to support therapeutic programmes and interventions
- Facilitate opportunities for pupils to develop independence, life skills, play, social communication and community participation
- Support pupils to participate fully and inclusively in all aspects of school life.

Safeguarding, Care and Welfare

- Maintain a vigilant approach to safeguarding and child protection, reporting concerns promptly in line with school policies and statutory guidance



- Promote and maintain high standards of health, safety and wellbeing for pupils and colleagues
- Support pupils' personal care, medical and intimate care needs respectfully and in accordance with individual care plans and risk assessments
- Monitor pupils' physical and emotional wellbeing and report concerns appropriately
- Support pupils during mealtimes, transitions, educational visits, breaktimes and lunchtimes as required
- Provide emergency First Aid where appropriately trained
- Maintain pupils' dignity, privacy and independence at all times.

Communication and Partnership Working

- Support pupils with speech, language and communication needs, including the use of augmentative and alternative communication (AAC) systems where appropriate
- Work collaboratively with teachers and other professionals including speech and language therapists and occupational therapists to embed effective communication and sensory regulation strategies
- Support pupils who use English as an Additional Language (EAL)
- Develop positive and professional relationships with parents, carers and families to support pupils' learning, wellbeing and development
- Contribute to communication systems including home-school communication books, review meetings and other agreed methods of communication.

Teamwork and Professional Responsibilities

- Work effectively as part of a multidisciplinary team, contributing positively to the wider life and ethos of the school
- Assist with assessment, observation, monitoring and accurate record keeping relating to pupil progress, wellbeing and behaviour
- Provide short-term supervision of individuals or groups in line with school procedures and national guidance
- Contribute to the induction, mentoring and support of colleagues where appropriate
- Engage positively with professional development, training and performance management processes
- Support the form tutor/class teacher and wider staff team to maintain organised, engaging and purposeful learning environments
- Demonstrate professional conduct in line with the expectations of the school and relevant professional standards.

Working Environment



The postholder may be required to work across any of the school sites: Fazakerley and Speke.

This role requires emotional resilience, flexibility and physical capability. The postholder will support pupils with a wide range of Special Educational Needs and Disabilities (SEND), including communication and interaction needs, cognition and learning needs, social, emotional and mental health needs, and physical or sensory needs.

The role may involve:

- Supporting pupils with complex learning, communication and behavioural needs
- Delivering personal and intimate care
- Working in busy and sensory stimulating environments
- Sitting at low tables or on the floor
- Physical support and, where trained, the use of positive handling strategies in line with school policy

Some pupils may present behaviours that challenge due to unmet communication, emotional or sensory needs. Staff are expected to respond professionally, calmly and consistently in line with training and agreed support plans.

Safeguarding Commitment

Bank View School is committed to safeguarding and promoting the welfare of children and young people. All staff are expected to share this commitment and to work in accordance with:

- Keeping Children Safe in Education (KCSIE)
- Working Together to Safeguard Children
- Code of conduct for adults
- The SEND Code of Practice
- The school's safeguarding, relationship and behaviour and health and safety policies

All appointments are subject to appropriate safeguarding checks, including an enhanced DBS check.

Equality, Diversity and Inclusion

Bank View School is committed to fostering an inclusive culture where diversity is valued and everyone is treated with dignity and respect. We are committed to equality of opportunity and anti-discriminatory practice for all staff, pupils, families and visitors, regardless of age, disability, gender identity, race, religion or belief, sex, sexual orientation, marital status or socio-economic background.



All staff are expected to contribute to a working and learning environment that is welcoming, inclusive and free from discrimination, harassment and victimisation.