

Job Description & Person Specification

Slimbridge Primary School
St. John's Road
Slimbridge
GL2 7DD

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Job Title: SEND Teaching Partner

Accountable to: SENDCO and Head Teacher

Start Date: 5th January 2026

Salary: Grade 3-5 depending on experience

Contract: Part-time (16.5 hours), Term Time only, Fixed Term Contract

JOB DESCRIPTION – Teaching Partner with SEND specialism

Name:

This Job Description is based upon 'The Professional Standards for Teaching Assistants' June 2016 with additional, school specific, detail.

Job Title: SEND Teaching Partner

Accountable to: SENDCO/Head Teacher

Principle Roles: To work in partnership with teachers across the whole school as deployed by the Headteacher/designated representative to raise the learning and attainment of all pupils, including those with any identified special education need including EHCPs whilst also promoting their independence, self-esteem and social inclusion.

Professional duties

The following duties shall be deemed to be included in the professional duties which a Teaching Partner may be required to perform at this school:

Teaching and Learning:

- Demonstrate an informed and efficient approach to teaching and learning for a variety of Special Education Needs and/ or Disabilities by adopting relevant strategies to support the work of the SENCo and class teacher and increase achievement of those with special educational needs and disabilities.
- Promote, support and facilitate inclusion by encouraging participation of all pupils especially those with SEND, in learning and extracurricular activities.
- Use effective behaviour management strategies consistently in line with the school's policy and procedures. Know when and how to use Individual Behaviour Plans, rewards and sanctions.
- Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role especially in the development and implementation of My Plan(+).
- Communicate effectively and sensitively with pupils to adapt to their needs and support their learning.

- Maintain a stimulating and safe learning environment by organising and managing physical teaching space and resources.

Knowledge and Understanding:

- Share responsibility for ensuring that their own knowledge and understanding, especially of SEND and disadvantaged pupils' needs, is relevant and up to date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness.
- Take opportunities to acquire the appropriate skills, qualifications, and/or experience required for the teaching partner role, with support from the school.
- Demonstrate expertise and skills in understanding the needs of all pupils including curriculum design and development within the school
- Demonstrate expertise and skills in understanding the needs of pupils with high-prevalence SEND – for example: ASD, ODD, SEMH.
- Know how to contribute effectively to the adaptation and delivery of support to meet individual needs.
- Demonstrate a level of subject and curriculum knowledge relevant to their role and apply this effectively in supporting teachers and pupils.
- Understand their roles and responsibilities within the classroom and whole school context recognising that these may extend beyond a direct support role.

Working with others

- Recognise and respect the role and contribution of other professionals, parents and carers by liaising effectively and working in partnership with them.
- Maintain confidentiality at all times, ensuring that relationships with parents maintain professional.
- With the SENCo/class teacher, keep other professionals accurately informed of performance and progress or concerns they may have about the pupils they work with.
- Understand their responsibility to share knowledge to inform planning and decision making.
- Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers.
- Communicate their knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision

General duties

- Assist with the supervision of pupils out of lesson times, including before and after school, break-times and at lunchtime
- Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher
- In an emergency to accompany a child or children to hospital or designated surgery when requested by the Headteacher or designated representative
- Undertake any other reasonable duties assigned by the Line Manager or Headteacher

Working Time: hours will be dependent upon those required by child's needs as directed by the Headteacher and will be subject to frequent review according to funding.

Specified working hours: Variable depending with a short term's notice but initially 16.5 hours over 3 days per week.

Special Conditions

The postholder will be subject to an enhanced DBS disclosure and suitability check to satisfy child protection requirements. The post is exempt from the provisions of the Rehabilitation of Offenders Act and all convictions or cautions must be declared.

At all times ensure that priority is given to the safeguarding of young people and that Safeguarding Policies and Procedures are followed.

This Job Description may be amended at any time, according to the changing priorities of the School as identified within the School's strategic plan and in consultation with the post holder.

Slimbridge Primary School is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment.

Having read and understood the job description above, I accept this as a reflection of the job for which I am being employed:

Working Time: 16.5 hours

Specified working hours: between 8:45am and 3.15pm daily depending on the needs of the school.

Head Teacher/ Line Manager's signature: _____

Date: _____

Post-holder's signature: _____

Date: _____

PERSON SPECIFICATION

	Essential	Desirable	How Assessed
Qualifications:			
Achieved NVQ level 3, equivalent in a teaching assistant related course or qualification evident by proven successful experience at this standard	✓		Application & certificate(s)
Maths and English to GCSE Grade C or equivalent	✓		Application & certificate(s)
Secure grammar, punctuation and spelling skills	✓		Application & task
ICT Literate with Microsoft Office skills	✓		Application & certificate(s)
DBS clearance	✓		ID checks and references
Experience:			
Relevant volunteer or paid classroom experience in last 2 years.	✓		Application & reference
Relevant paid classroom experience at Grade F	✓		Application & reference
Relevant classroom experience in Early Years		✓	Application & reference
Experience of working with pupils with a variety of needs ie autism, behaviour, academic	✓		Application & reference
Relevant experience of delivering intervention programmes in basic skills	✓		Application & reference
Ability to teach effective Phonics across all phases	✓		Task
Personal and Professional Skills and Attributes:			
Knowledge of strategies to academically and emotionally support pupils	✓		Application, interview & reference
Able to form and maintain appropriate professional relationships and boundaries with children and young people.	✓		Application, interview & reference
Highly motivated and enthusiastic	✓		Application, interview & reference
High professional standards	✓		Application, interview & reference
High expectations of students in terms of behaviour and achievement	✓		Application, interview & reference
Ability to work effectively as a member of a team	✓		Application, interview & reference
Ability to supervise pupils effectively both in and out of school in line with the school's behaviour policy	✓		Application, interview & reference
High quality organisational skills	✓		Application, interview & reference
Knowledge & understanding of the National Curriculum	✓		Application, interview & reference
Knowledge & understanding of the EYFS from FS		✓	Application, interview & reference
Ability to organise the classroom activities e.g. preparing and setting out resources and implementing strategies for teaching and learning	✓		Application, interview & reference
Willingness to engage in personal development activities	✓		Application, interview & reference
Willingness to play a part in the wider life of the school	✓		Application, interview & reference