Job Description Specialist Inclusion Base (SIB) Teaching Assistant

Start Date:	January 2027
Responsible to:	SIB Teacher
Location:	Queen's Park Infant Academy
Grade:	Grade 3, SCP 4-6
Disclosure Level:	Enhanced Disclosure & Barring Service Check

Job Purpose & Objectives

- To work as part of the Specialist Inclusion Base team, supporting pupils with Special Educational Needs and Disabilities (SEND), including Autism Spectrum Condition (ASC), Speech, Language and Communication Needs (SLCN), developmental delay and associated learning needs.
- Working under the direction of the Teacher, SENCo and Provision Lead, the post holder will support pupils to access learning, develop communication, social and emotional skills, increase independence and achieve their individual targets. The role contributes to the delivery of high-quality specialist provision whilst promoting inclusion and participation within the wider school community.
- The post holder will be primarily based at Queen's Park Infant Academy, however may be required to work across other Coastal Learning Partnership Specialist Inclusion Bases to provide support and cover during periods of staff absence.

Safeguarding

Coastal Learning Partnership is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to share and demonstrate this commitment.

The successful candidate will be required to demonstrate that they meet the essential elements of the person specification and will be subject to pre-employment checks including a health check, online searches, Enhanced DBS check and satisfactory references.

Main Duties & Responsibilities

- **Supporting Teaching and Learning**
- Support the learning and development of pupils on an individual basis and in small groups under the guidance of the Teacher and Provision Lead.
- Deliver planned interventions and learning activities, adapting these where appropriate to meet pupils' individual needs.
- Support pupils in accessing a personalised curriculum through structured teaching, communication strategies and positive behaviour support approaches.
- Assist in implementing recommendations from external professionals, including Speech and Language Therapists, Educational Psychologists and Occupational Therapists.
- Prepare, organise and maintain learning resources, specialist equipment and classroom environments that support effective learning.
- Promote independence by encouraging pupils to make choices, solve problems and develop self-help skills appropriate to their developmental stage.

- **Supporting Pupil Development**

- Support pupils' communication, language, social interaction and emotional regulation through consistent and responsive practice.
- Build positive, trusting relationships that promote confidence, self-esteem and engagement in learning.
- Support pupils during transitions, unstructured times, educational visits and enrichment activities.
- Assist with personal care, intimate care and medical needs where required, following agreed care plans and training.
- Contribute to providing a safe, nurturing and inclusive environment where every child feels valued and successful.

- **Monitoring and Assessment**
- Observe, record and report on pupil engagement, progress and wellbeing.
- Contribute to monitoring outcomes identified within EHCPs, Support Plans and Provision Maps.
- Maintain accurate records as directed by the Teacher, SENCo or Provision Lead.
- Share relevant information with colleagues to support effective planning and review of provision.

- **Partnership Working**
- Work collaboratively with teachers, therapists, families and external agencies to support positive outcomes for pupils.
- Contribute positively to team meetings, training and professional discussions.
- Develop and maintain professional relationships with parents and carers, sharing information appropriately under the direction of the class teacher or Provision Lead.

Wider Responsibilities
- Supervise pupils during playtimes, lunchtimes, educational visits and other activities as required.
- Participate in training, supervision and professional development activities.
- Support colleagues across Coastal Learning Partnership provisions when required to ensure continuity of provision for pupils.
- Undertake any other duties commensurate with the grade and responsibilities of the post.

The above lists are by no means exhaustive; it is more of a guide of expected duties. The post holder may, therefore, be directed by the Provision Leader to undertake any other duties commensurate with this role

Supervisory / Managerial Responsibility

- No direct line management responsibility.
- May provide support, guidance and modelling of good practice to students, volunteers, apprentices or new members of staff working within the provision.
- Responsible for the day-to-day supervision of pupils and maintaining their safety and wellbeing during learning and wider school activities

Communication / Contacts

The post holder will communicate effectively and professionally with:

- Pupils and their families.
- Teachers, Provision Leads and Senior Leaders.

- SENCo and Inclusion Team.
- Therapists and other external professionals.
- Colleagues across Coastal Learning Partnership schools and Specialist Inclusion Bases.
- The post holder will:
- Maintain confidentiality and comply with Data Protection and GDPR requirements.
- Contribute to meetings and reviews as required.
- Share information appropriately to support pupil progress, wellbeing and safeguarding.
- Promote positive partnerships with families and external agencies.

Career / Salary Progression

Coastal Learning Partnership is committed to supporting professional growth and development.

The successful candidate will have access to:

- A comprehensive induction programme.
- Ongoing Continuing Professional Development (CPD).
- SEND-specific training, including Autism, Speech and Language, communication approaches and positive behaviour support.
- Apprenticeship opportunities where appropriate.
- Coaching, mentoring and networking opportunities across the Trust.
- Career progression routes within SEND provision and wider school-based roles across Coastal Learning Partnership.

Safeguarding Responsibilities

- Demonstrate a commitment to safeguarding and promoting the welfare of children and young people.
- Be familiar with and adhere to the school's safeguarding, child protection, behaviour, health and safety and staff conduct policies.
- Maintain professional boundaries at all times.
- Be aware of the Designated Safeguarding Lead (DSL) and Deputy DSLs and follow safeguarding reporting procedures without delay.
- Report any concerns relating to the safety, wellbeing or welfare of a child immediately in accordance with school procedures.
- Attend all mandatory safeguarding training and updates.
- Contribute to creating a culture where safeguarding is everyone's responsibility.
- Understand and fulfil statutory safeguarding duties in line with *Keeping Children Safe in Education (KCSIE)*.

NB: The aim of the job description is to indicate the general purpose and level of responsibility of the post. Please be aware that duties may vary from time to time without changing their character or general level of responsibility. Duties may be subject to periodic review by the Headteacher (in consultation with the post holder) to reflect the changing work composition of the school.

This is an outline job description only and the post holder will be expected to undertake the duties commensurate within the range and grade of the post or any lesser duties as directed by the Headteacher

Criteria	Essential	Desirable
Qualifications:	• Childcare qualification (CACHE level 2, NVQ level 2) • Experience of the Early years, KS1 or KS2 • Educated to GCSE level in Maths & English	• Up to date Safeguarding training • Experience of supporting pupils with ASD and Speech and Language difficulties.
Experience	• Experience in working with children who have additional needs • Working with or caring for children of a relevant age in an educational setting	• Supporting pupils in achieving individual targets and where appropriate, more specialised knowledge in specific curriculum areas • Appropriate knowledge of first aid or willingness to train
Knowledge	• Good numeracy and literacy skills • Good IT skills • Excellent evaluation and monitoring skills • Understanding of the principles of Safeguarding and how this may apply to the role • Working with or caring for children with special educational needs	• Delivering individual support plans • To know how to support children using a variety of learning styles which suit their needs. • To confidently use a total communication approach or be willing to access training.
Skills & Abilities	• Able to work constructively as part of a team • Able to relate well to children and adults • Able to respond sensitively and flexibly to competing demands from pupils • Satisfactory DBS clearance (will be confirmed as part of pre-employment checks) • Able to communicate effectively with a range of stakeholders	• Use a variety of interpersonal techniques to establish supportive relationships with pupils, parents and carers
Qualities & Attitudes	• Able to cope with personal hygiene needs and respond appropriately to pupils	• Able to exert moderate physical effort; crouching or bending when working with pupils • To be confident in supporting a child with significant physical needs • Experience in manual handling

Whilst originally based at Queen's Park Infant Academy, the post holder will be required to travel to other local sites, including other CLP schools.