The Cedars Primary School

Job Description

Teaching Assistant

Grade: Scale 4 or 5 (depending on experience)

Responsible to:	Headteacher
Line Managed by:	Class Teacher
Working hours:	32 hours per week /Term time only (39 weeks per year)
Working Times:	8:45 am to 4 pm Mon – Thurs 8:45 am to 3:45 pm Fri (30 minute unpaid lunch break per day)

Main purpose of the job

- To support pupils with complex social, emotional and mental health (SEMH) needs—many of whom may also be neurodivergent and/or have experienced adversity or trauma.
- To contribute to a relational and trauma-informed school culture where behaviour is recognised as communication of unmet or underdeveloped needs, and staff respond with curiosity, compassion, and emotional attunement.
- To help pupils develop resilience as learners and make sustained progress by identifying gaps in learning and implementing targeted strategies that support them to know more, remember more, and do more.
- To promote co-regulation, relational safety, and academic inclusion through consistent, attuned support.

Core Outcomes

Within a framework of supervision by the class teacher, and using a relational lens, to:

- Deliver small-step, scaffolded learning adapted to the pupil's developmental and emotional profile.
- Support pupils to build resilience, independence, and a positive learning identity.
- Help pupils experience success by identifying learning gaps and using interventions that are evidence-informed and responsive to their needs.
- Use relational approaches such as PACE (Playfulness, Acceptance, Curiosity, Empathy) to support co-regulation and connection.
- Recognise that dysregulated behaviour often reflects a communication of need, and respond by identifying what lies beneath.
- Create emotionally and cognitively safe learning environments that allow pupils to access the curriculum meaningfully.

- Monitor progress holistically—including academic, social, and emotional development—and adjust support accordingly.

Main Responsibilities and Tasks

Teaching & Learning

- Under the supervision of the class teacher, to deliver planned activities to individual pupils and small groups in small steps so that they are able to access the planned learning.
- To identify individual learning gaps and misconceptions and support pupils using strategies that promote long-term understanding and retention.
- To support the development of pupils' literacy skills in all lessons and assist with areas of weakness for individual pupils, e.g., language, dysregulation, reading, handwriting.
- To support social communication skills at all times.
- To help pupils build resilience by encouraging risk-taking, safe mistakes, and perseverance in learning.
- To model the use of tools, resources and strategies that support independent and regulated learning.
- To work with Occupational Therapists and Speech & Language Therapists to deliver individual and whole class interventions and programmes

Assessment

- To provide feedback to the class teacher on both academic and emotional progress made by individual pupils in lessons, both verbally and in writing.
- To assist the class teacher to mark work and give verbal feedback to pupils on progress made and next steps in all lessons.
- To contribute to pupil reports and Behaviour Support Plans.
- To participate in reviews of pupil progress and annual review meetings.
- To work with the class teacher to identify pupils requiring targeted interventions based on progress data and ongoing assessment.
- To support the assessment of whether pupils are knowing more, remembering more, and applying learning consistently over time.

Pastoral

- To provide support for pupils' emotional and social needs by encouraging and modelling positive behaviour in line with the school's Behaviour Policy.
- To use co-regulation and trauma-informed strategies to support dysregulated behaviour, recognising that behaviour is communication.
- To participate in formal and informal restraint training to ensure the safety and well-being of pupils at all times. To physically intervene only when necessary, in accordance with school policy, with a relational, de-escalative approach.
- To assist with the general pastoral care of pupils, follow Health Care Plans and administer medication in line with school policies.
- To be a certified Paediatric First Aider and help pupils who are sick, injured or distressed, using sensitivity and appropriate protective equipment.

Management of Resources

- To prepare classrooms for lessons, ensuring resources are ready and available and cleared away when no longer needed.
- To prepare and maintain appropriate learning aids, materials, and equipment, and model and assist pupils in their use.

Support for the Class Teacher

- Carry out any reasonable duties which the class teacher deems appropriate and necessary for the benefit and well-being of the pupils.
- Accompany the class and supervise pupils on off-site activities and educational visits as required.
- To organise and maintain appropriate classroom displays in consultation with the class teacher.
- To provide general clerical/admin support to the class teacher e.g., photocopying, laminating, filing etc.
- To liaise with parents in conjunction with the class teacher via the end of day emails home, by phone or in person.

General Duties

- To drive the school minibus if necessary (if a holder of an appropriate licence and training/driver assessment has been completed).
- To attend INSET training as required by the school and show a commitment to continuing professional development, particularly in trauma-informed and relational practice.
- To be aware of and comply with all school policies, particularly those relating to Safeguarding, Child Protection, Health & Safety, Security, Confidentiality, and Data Protection and report any concerns to the appropriate person.
- To adhere to the school's expectations, ethos and Staff Code of Conduct.
- To assist with the work familiarisation and mentoring of new Teaching Assistants.
- To foster good home/school links and professional relationships where appropriate.
- To collaborate with other members of the TA team to work on a school or curriculum enhancement project
- To carry out any other duties that the Headteacher may deem appropriate or necessary.

Relational Statement

The Cedars is committed to a trauma-informed, relationship-based approach. All staff are expected to understand that behaviour is a form of communication and that our role is to respond with curiosity, connection, and compassion. Dysregulation is not defiance—it is a signal of distress. Staff model emotional regulation, co-regulate with pupils, and help them feel safe, seen, soothed, and supported.

The school is committed to safeguarding and promoting the welfare of children and young people and expects its staff and volunteers to share this commitment.
The school follows safer recruitment practices and rigorous pre-employment checks will be undertaken before any appointment is confirmed.
This post is subject to an enhanced clearance by the Disclosure and Barring Service and checks against the prohibited list.