Recruitment Pack

SEND Teaching Assistant
Fixed term, until August 2027, may extend

Salary Scale: Band 5, SCP 6, pro rata
(Actual Salary £20,065.59)

Closing date: 9am, Monday 16th November 2026
Interviews: w/c Monday 23rd November 2026

Kindness Respect Achievement Equality Forgiveness Friendship
Resilience Peace Hope Determination Gratitude Positivity

Job Title: SEND Teaching Assistant
Contract Type: Fixed Term (Until August 2027)
Working Hours: 33 hours a week
Location: Bankfoot Primary School
Start Date: As soon as possible
Salary: Band 5, SCP 6, pro rata (Actual Salary £20,065.59)
Possibility of Extension: Yes

Are you passionate about supporting children with Special Educational Needs and Disabilities?

We are looking to appoint a dedicated and enthusiastic SEND Teaching Assistant to join our supportive team. This is a fantastic opportunity to make a real difference in the lives of our pupils by helping them to achieve their full potential.

About the Role:

As an SEND Teaching Assistant, you will work closely with the SENDCo to support pupils with a range of needs, including those with EHCPs (Education, Health and Care Plans). You will assist with the delivery of individualised learning plans, promote independence, and help create an inclusive, supportive learning environment. You will be working with a team of other teaching assistants in our internal SEN Provision – The Hive.

Key Responsibilities:

- Provide one-to-one or small group support for pupils with SEND, including in our internal SEN Provision – The Hive.
- Assist in the preparation and delivery of differentiated learning materials
- Monitor and record pupil progress and report to teaching staff
- Support pupils' social, emotional, and personal development
- Work collaboratively with staff, parents, and outside agencies

We are looking for someone who:

- Has experience working with children with SEND (preferred but not essential)
- Is patient, compassionate, and committed to inclusive education
- Has good communication and interpersonal skills
- Can work effectively as part of a team
- Holds a relevant qualification (e.g., Level 2/3 Teaching Assistant or equivalent) or has a willingness to train

What We Offer:

- One well-being day a year
- A welcoming and inclusive school community
- Ongoing training and professional development
- Supportive leadership and a collaborative team environment

We encourage potential candidates to visit our school. To book a visit, please contact Sameena Hussain (HR Manager) on 01274 732068 or email office@bankfoot.bradford.sch.uk.

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BANKFOOT PRIMARY SCHOOL

Outline Job Description

POST TITLE:	**SPECIAL EDUCATIONAL NEEDS TEACHING ASSISTANT**
GRADE:	**BAND 5 (SCP 6)** pro rata (Actual Salary £20,065.59)

GENERIC INTRODUCTION:

The following information is furnished to assist staff joining the school to understand and appreciate the work content of their post and the role they are to play in the organisation. The following points should be noted:

1. Whilst every endeavour has been made to outline the main duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings, therefore, may have been used below, in which case all the usual associated routines are naturally included in the job profile.

2. Employees should not refuse to undertake work, which is not specified on this form, but they should record any additional duties they are required to perform, and these will be taken into account when the post is reviewed.

3. Bankfoot Primary is an Equal Opportunities Employer and requires its employees to comply with all current equality policies in terms of equal opportunity for employment.

4. Bankfoot Primary is committed, where possible, to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

PRIME OBJECTIVES OF THE POST:

To complement, appreciate and support the role of teachers and other professionals by undertaking work/care/support programmes which enables access to learning in the community as part of a teacher planned approach.

To support the SENCO, class teacher or room leader in the management of pupils in the classroom, and other senior staff on a range of teaching and learning experiences which deliver an appropriately differentiated and suitably challenging creative curriculum for all pupils whilst meeting statutory requirements.

Work within school policies and procedures under the direction and guidance of senior staff and within an agreed system of supervision.

May from time to time be required to undertake other duties commensurate with the grade and level of responsibility defined in this job description.

KNOWLEDGE AND SKILLS:

(See Personnel Specification)

EFFORT DEMANDS:

- Will assist in maintaining the good discipline of pupils throughout school and be expected to use good common sense, as well as use initiative in all matters relating to the conduct and behaviour of individual pupils, groups of pupils and whole classes, the safety, mobility (if required), hygiene and wellbeing of the pupils; making decisions within established working practices and procedures.
- Will recognise and challenge any incidents of racism, bullying, harassment, victimisation and any form of abuse of equal opportunities, ensuring compliance with the relevant school policy and procedures.
- Will deal with any issues, immediate problems or emergencies that arise in line with school policies and procedures liaising with colleagues where necessary e.g. dealing with a sick, injured or distressed child.
- Acting as a role model, will establish productive and constructive working relationships with pupils, setting high expectations, motivating and interacting with them, being aware of their individual needs, supporting difference and ensuring all pupils have equal access to opportunities to learn and develop whilst responding appropriately.
- Will have the ability to cope with the requirements of the post, which will include working with pupils who have emotional/behavioural/physical difficulties.
- Will contribute to the overall ethos/work/aims of the school.
- Will appreciate and support the role of other professionals.
- Be vigilant and sensitive to any child protection/safeguarding concerns that arise, reporting any concerns to the designated officer in line with school policy and procedure.

RESPONSIBILITIES:

- Will always supervise and support pupils consistently including those with special needs; recognising and responding to their individual needs whilst ensuring their safety and education in the learning environment.
- Assist with the development and implementation of Individual Education Plans, Personal Care Programmes and EHCPs; attending to the pupils' personal needs and maintaining related personal programmes with the correct use of care materials including the safety and wellbeing of the pupils, therapy and medical intervention needs of the pupil and first aid, paying attention to social, health, physical and welfare matters as well as high standards of cleanliness and hygiene e.g. washing, dressing, toileting, and, if applicable, mobility.
- Provide one-to-one or small group support for pupils with SEND
- Assist in the preparation and delivery of differentiated learning materials
- Monitor and record pupil progress and report to teaching staff

- Support pupils' social, emotional, and personal development
- Work collaboratively with staff, parents, and outside agencies
- For posts working with pupils who are physically less able, it may be necessary to be able to physically assist the pupil in line with school polices and good practice.
- Will occasionally be required to supervise the class for brief periods during a morning or afternoon session where the classroom teacher is not available.
- Promote and reinforce the inclusion, acceptance and integration of all pupils, including those with specific and special needs and those from different cultures and/or with a different first language as appropriate.
- Set challenging and demanding expectations whilst promoting self-esteem and encouraging pupils to act independently as appropriate as well as interact and work co-operatively with others and engage in activities led by the teacher.
- Will prepare, create and maintain a purposeful, orderly and supportive learning environment to meet the lesson plans. Take responsibility for the care, preparation, maintenance and use of relevant equipment, assisting pupils in its use and clearing/storage afterwards.
- Promote positive values, attitudes and good pupil behaviour and encourage pupils to take responsibility for their own actions whilst supporting the teacher in managing this. Deal promptly with conflict and incidents (including those involving restraint) and reporting challenging behaviour where appropriate in line with established policy.
- Will gather/report information from/to parents/carers as have directed, taking into account parental/carer concerns, dealing with them sensitively under the direction of the teacher.
- Will provide clerical/administrative support as directed by the teacher.
- In respect of local and national learning strategies, will support pupils to achieve learning goals e.g. literacy, numeracy, KS1 and KS2, early years as directed by the teacher.
- Will support pupils in the use of ICT in learning activities as directed by the teacher and develop pupils' competence and independence in its use.
- Will participate in own performance development, identify and address any training needs/other learning activities.
- Will assist with the supervision of pupils out of lesson times, including before and after school and at lunchtimes, accompanying teaching staff and pupils on visits, trips and out of school activities, taking responsibility for a group under the supervision of the teacher.
- Will assist in the supervision of students on work experience, trainees and voluntary helpers.

ENVIRONMENTAL DEMANDS/WORKING CONDITIONS:

- Will have long periods of sitting or standing.
- Available to work during school hours during term time and a willingness to be flexible as may be required to attend staff meetings/training sessions outside of usual hours.
- Will have contact with members of the public/other professionals e.g. teaching staff, governors, parents/carers, community groups, local education authority, external providers etc.
- The post holder may occasionally be subjected to antisocial behaviour from members of the public/parents/site users.

- This post may include a degree of manual lifting and handling. You are expected to be aware of health and safety policies and procedures and frequently assess your ability to carry out the lifting tasks required of you.
- Report all concerns to an appropriate person.
- Will be expected to undertake Lunchtime Supervision
- Will be expected to train as a First Aider and undertake First Aid duties

FLUENCY DUTY

In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard.

For this role the post holder is required to meet the Intermediate Threshold Level

Intermediate Threshold Level

The post holder should demonstrate:

- They can express themselves fluently and spontaneously with minimal effort and,
- Only the requirement to explain difficult concepts may hinder a natural smooth flow of language.

SPECIAL CONDITIONS OF SERVICE:

- No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (An enhanced DBS check is required).

OTHER CONSIDERATIONS

- To be aware of and comply with policies and procedures relating to child protection; being vigilant for signs that children may be being abused and to report any such suspicions to the school's nominated Child Protection Co-ordinator or the Headteacher.
- To act in accordance with the Data Protection Act and maintain confidentiality at all times e.g. access to staff/student/parent and carers files.
- Accept and commit to the principles underlying the Schools Equal Rights policies and practices.
- Be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act.
- Must be legally entitled to work in the UK.

Personnel Specification

PLEASE NOTE: When completing your application please demonstrate evidence of impact for each of the attributes below as appropriate.

	ESSENTIAL (E)/DESIRABLE (D)
EXPERIENCE:	• Experience of working in a team situation. E • Experience of working with or caring for children of relevant age e.g. voluntary organisation or parental/caring responsibilities. E • Experience of working with children with special educational needs. E • Provide evidence of having previously spoken fluently to customers at an Intermediate Threshold Level. E
QUALIFICATIONS /TRAINING:	• GCSE English and Maths or equivalent e.g. Adult Literacy/Numeracy at level 1. E • Other relevant qualifications relating to the post e.g. Level 2 NVQ in Health/Childcare, first aid qualification. D • Evidence of further training/development and/or willingness to participate in further training and development opportunities. E
KNOWLEDGE/ SKILLS:	• Will possess knowledge of the school's relevant procedures or practices. D • Will have an outline understanding of relevant legislation. D • Will have knowledge of some of the policies covering their service area. E • Problem solving skills. E • Good communication skills. E • Exercising advisory, guiding, negotiating and persuasive skills at a developed level. E • Good numeracy/literacy skills. E • Basic ICT skills. E • An understanding of the needs of a multicultural society. E • An understanding of the issues relating to pupils who have additional learning needs, more able and special educational needs. E • Knowledge of childcare. E • Awareness of child development. E • Knowledge and commitment to schools Equality policy. E • Ability to relate well to pupils and adults. E • Ability to work constructively as part of a team. E • Ability to remain calm under pressure. E • Demonstrate a commitment to working with children of the relevant age. E • Demonstrate good co-operative, interpersonal and effective listening skills E. • Maintain confidentiality in matters relating to the school, its pupils, parents or carers. E • Ability to perform all duties and tasks with reasonable adjustments where necessary. E • Ability to cope with the requirements of the post, which will include working with pupils who have emotional/ behavioural/physical difficulties. E • In line with the Immigration Act 2016; you should be able to demonstrate fluency of the English Language at an Intermediate Threshold Level.

Selection Process Guidance

Safeguarding

We are committed to safeguarding and promoting the welfare of children and expect all staff to share this commitment. All posts are subject to an enhanced criminal records check via the Disclosure and Barring Service (DBS) and an online check. We will assess the candidate's suitability for working with children as part of the selection process. We will check the accuracy of all information and investigate any perceived anomalies. We take up references prior to interview and use these to verify the information you have given us. Firm offers of employment are never made without satisfactory references.

Inclusion

As a School we are an inclusive employer. We welcome applications from candidates of all backgrounds, faith, ethnicities or with any protected characteristics. We are simply looking for the very best candidate for the job and will assess your application only on the information in your written application or your performance at interview should you be successfully shortlisted.

We will ensure that the selection process is fair and without discrimination for or against any candidate based on age, ethnicity, gender, religious beliefs, marital status, sexual orientation or disability. The person specification sets out the criteria used to assess candidates through the selection process.

Visits to the school

Visits to the school are encouraged, but you will not be disadvantaged if you are unable to visit. Please contact Sameena Hussain (HR Manager), via email: office@bankfoot.bradford.sch.uk to arrange an appointment. The visit will give you an opportunity to ask questions about the role and the school to assess if this is somewhere you would like to work.

Applications

Please ensure that all parts of the application are completed. We do not accept CVs as part of the selection process. Please ensure that you demonstrate how your experience and skills make you suitable for the position.

Shortlisting

We assess all applications against the person specification criteria using the evidence you provide in your application. This is done by a panel of senior staff. We carefully check all applications for anomalies.

Candidates who best meet the person specification will be invited to an interview. We will notify you via e-mail.

References

We request references for all candidates who are invited to interview. Requests will be made at the same time that candidates are invited to interview. Your first referee should be your current or last, employer.

Interview Process
The interviews will be held at the school and will consist of tasks and a formal interview. These are designed to allow you to demonstrate your skills and abilities. You will be asked to bring proof of qualifications and identity with you.

Final Selection
Following the tasks and formal interview, we will use the person specification as a guide to select the most suitable candidate for our school. We will then telephone each candidate to inform them of the outcome. We will give brief feedback during this telephone conversation.

Offer of Employment
We will make a verbal offer of employment by telephone on the day of the interview, and this will be confirmed in writing. Any offer is made subject to:

- References satisfactory to us
- A satisfactory DBS check
- Provision of proof of identity and qualifications

Timeline

Closing date: 9am, Monday 16th November 2026,
Interview w/c: Monday 23rd November 2026