

EYFS/ KS1 Teaching Assistant linked to Higher Needs Funding

Sir Henry Fermor CE Primary School

Pay: £24,796 FTE; actual pay approx. £18,818 per annum

Start Date: ASAP

Hours: 8.30am to 3.30pm Monday to Friday

Contract: Temporary linked to 2 pupils funding

App Close Date: Wednesday 11th November 2026 at 12pm.

Interviews: Provisionally Tuesday 17th November 2026

Applications will be reviewed on a rolling basis and we reserve the right to interview and close the advert early due to the volume of applications we receive.

Job Description

- Support children's learning on a one-to-one basis to meet individual needs, including intimate care.
- Work across KS1 and EYFS classes and support children working outside of class expectations.
- Contribute to a positive, nurturing, and inclusive learning environment.

The ideal candidate will:

- Have previous experience working with children.
- Be enthusiastic, consistent, and adaptable, able to think on their feet.
- Possess good literacy and numeracy skills.
- Have excellent interpersonal skills and the ability to work collaboratively as part of a team.
- Desirable to have Paediatric First Aid

Salary Scale:

The post will be for 32.5 hours per week, Monday to Friday, 8.30am to 3.30pm each day including half an hour lunch duty and half an hour lunch.

The salary is Tenax Schools Trust SS4 £24,796 Fulltime equivalent - actual pro rata salary will be approx. £18,818 based on 32.5 hours per week, 39 weeks per year.

Visits to the school are positively encouraged. Please contact the school office to find out more and arrange a convenient time. Please contact Natalie Birkby on 01892 652405 or email HR@fermorschool.org.uk to book a visit. Please find application form attached below.

Key duties and responsibilities:

1. To aid pupils to learn as effectively as possible both in group situations and on their own.
2. To establish supportive relationships with the pupils concerned
3. To promote the acceptance and inclusion of pupils with SEN, encouraging pupils to interact with each other in an appropriate and acceptable manner
4. Monitor pupils' response to the learning activities and, where appropriate, modify or adapt the activities as agreed with the teacher to achieve the intended learning outcomes. Give feedback on achievements in order to reinforce and develop self-reliance and self-esteem, including marking children's work
5. To give positive encouragement, feedback and praise to re-enforce and sustain pupils' efforts and develop self-reliance and self-esteem.
6. To support pupils in developing social skills both in and out of the Classroom
7. To support the use of ICT in learning activities
8. To mark pupils' work under the direction of the class teacher.
9. To support the pupils in developing social skills both in and out of the classroom.
10. Under the direction of the teacher, carry out and report on systematic observations of pupils to gather evidence of their knowledge, understanding and skills upon which the teacher makes judgements about their stage of development. Provide this feedback on the pupil(s)' learning and behaviour to the teacher/SENCO, including feedback on the effectiveness of the behaviour strategies adopted
11. When working with a group of pupils, understand and use group dynamics to promote group effectiveness and support group and individual performance

12. To prepare work and activities in advance of the lesson (within employed hours) e.g. operating AVA equipment as required i.e. photocopier, laminator, making books, labels, signs and undertaking practical tasks to maintain a good standard of classroom appearance.

13. Where appropriate to develop a relationship to foster links between home and school, and to keep the school informed of relevant information

14. To be aware of confidential issues linked to home/pupil/teacher/school

15. To contribute towards reviews of pupils' progress as appropriate

16. When working with a child on a 1-1 Basis:

- To aid pupils to learn as effectively as possible both in group situations and on his/her own by, for example:

- Clarifying and explaining instructions

- Ensuring the pupil(s) is able to use equipment and materials provided

- Motivating and encouraging the pupil(s) as required by providing levels of individual attention, reassurance and help with learning tasks as appropriate to pupils' needs

- Assisting in weaker areas, e.g. speech and language, behaviour, reading, spelling, numeracy, handwriting/presentation etc

- Using praise, commentary and assistance to encourage the pupil to concentrate and stay on task

- Liaising with class teacher, SENCO and other professionals about individual education plans (IEPs), contributing to the planning as appropriate

- Providing additional nurture to individuals when requested by the class teacher or SENCO

- Consistently and effectively implementing agreed behaviour management strategies

- Helping to make appropriate resources to support the pupil(s)

- Meeting pupils' physical needs while encouraging independence e.g. help pupils to change for PE lessons or swimming, clean and reassure pupils after accidental soiling of clothes, help with mobility around the school

- Creating appropriate resources to support the pupil(s)
- Where appropriate, to know and apply positive handling techniques

17. To determine the intervention strategies to be used to manage the behaviour of pupils with behavioural or emotional difficulties with the teacher.

18. To take part in training activities offered by the school and the county to further knowledge (within employed hours)

19. To support playground/break time supervision e.g. educational games, homework clubs etc (within employed hours)

20. To accompany teacher and pupils on educational visits

21. To know and apply school policies on Child Protection, Health & Safety, Behaviour, Teaching and Learning, Equal Opportunities etc.

22. To comply with legal and organisational requirements for maintaining the health, safety and security of yourself and others in the learning environment

23. To carry out the above duties in accordance with the Children's Service Equal Opportunities Policy.

This job description sets out the duties of the post at the time when it was drawn up. Such duties may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot of themselves justify a reconsideration of the grading of the post.

Person specification

The following sets out the criteria for these positions. Applicants who have a disability and who meet the criteria will be shortlisted. Applicants should describe in their application how they meet these criteria.

Criteria

GCSE's Maths and English to grade C or above or equivalent. Y

NVQ Level 3 for Teaching Assistants or equivalent qualification or willingness to work towards a relevant qualification Y

Willingness to undertake additional training as part of their professional development e.g.the DfES Teacher Assistant Induction Programme Y

Good literacy, maths and communication skills- good interpersonal skills Y

Have necessary skills to manage and supervise a small group activities safely and be able to use a range of strategies to deal with pupil behaviour. Y

Other relevant qualifications- e.g. first aid, paediatric first aid, safeguarding, Y

Current or recent experience of working with primary aged pupils in an education setting Y

Be able to devise and implement structured learning activities, under the direction of the teacher, and be able to evaluate their effectiveness and measure pupils' progress, giving feedback as required. Y

Working knowledge of relevant policies and codes of practice- e.g. Keeping Children Safe in Education, Safeguarding, health and safety, security, equal opportunities and confidentiality Y

Ability to relate well to children and adults, understanding their needs and being able to respond accordingly. Y

An enjoyment of learning, both that of others and your own Y

Ability to be pro-active about challenge and change Y

Be able to devise and implement structured learning activities, under the direction of the teacher, and be able to evaluate their Ability to use own initiative Personal resilience Y

Ability to use ICT to support learning Y

Personal resilience Y

Generic duties relevant to all members of staff

1.1 Tenax Schools Trust

All staff are expected to be committed to the ethos of the Trust in everything they do.

It is expected that all staff work collaboratively as members of the Trust to share good practice, resources and ideas and realise the Trust's visions and aims. All staff should act with professional integrity at all times, following the Staff Handbook.

1.2 Teaching and Learning

This is our core business and therefore it is an absolute priority. Although this role is not a direct teaching role you are expected to support all teaching staff, irrespective of seniority, to ensure they concentrate on the core business. This may mean undertaking tasks outside of your area of responsibility where required.

1.3 Health and Safety

Employees are required to work in compliance with the Trust's Health & Safety Policies and under the Health and Safety At Work Act 1974 (as amended), ensuring the safety of all parties they come into contact with, such as members of the public, in premises or sites controlled by the Trust.

In order to ensure compliance, procedures should be observed at all times under the provision of safe systems of work through safe and health environments, including information, training and supervision necessary to accomplish those goals.

1.4 Safeguarding

The Tenax Schools Trust is committed to safeguarding and promoting the welfare of children and young people and all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people. All staff are to have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the Tenax Schools Trust. Any safeguarding or child protection issues must be acted upon immediately by informing the Designated Safeguarding Lead.

The duties, responsibilities and accountabilities highlighted in this job description are indicative and may vary over time at the discretion of the Headteacher and the CFO. This job description will be reviewed annually and is an integral part of the appraisal and line management process.

1.5 Medical Information and Disclosure and Barring Service (DBS) Disclosure

Prior to appointment, you will need to complete a health statement that will be assessed by Tenax Schools Trust's Occupational Health Team.

The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All staff will be expected to hold or be willing to obtain an enhanced DBS disclosure issued with the Trust as the employer. This disclosure will need to be approved by Tenax Schools Trust before we can fully confirm your appointment. Please note that having a criminal record does not automatically mean that an offer of appointment will be withdrawn.

1.6 Childcare Disqualification Regulations 2009

School staff working regularly with pupils in Early Years are covered by the Childcare Disqualification Regulations 2009. The school will need to ensure that they are not knowingly employing a person who is disqualified under the 2009 Regulations in connection with relevant childcare provision. Accordingly, the successful candidate may be required to demonstrate to the school, by completing a self-declaration form as part of the pre-employment checks process, that they have not been disqualified under the 2009 Regulations.

If the preferred candidate is found to be disqualified under the 2009 Regulations, the offer of employment may be subject to the application by the preferred candidate to Ofsted for a waiver and the receipt of a waiver from Ofsted. Full guidance from the Department for Education about the Childcare Disqualification Regulations, the posts to which the regulations apply, and the criteria for disqualification can be found at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/528473/Disqualification_under_the_childcare_act_June2016.pdf

1.7 Eligibility to Work in the UK

In line with Safer Recruitment guidance issued by the DfE and other employment related legislation, you will be required to provide evidence of your identity and eligibility to work in the UK. The evidence required is one of the following documents:

A full British passport (current or expired) or national identity card issued by a state which is party to the Europe Economic Agreement or other passport stating your eligibility to work in the UK. ^[L]_{SEP}

A full birth certificate issued in the UK or Republic of Ireland AND an official document showing your National Insurance number, for example, P45, P60 or a document issued by HM Revenue & Customs or another government department. (A document showing a temporary NI number would not be satisfactory.) ^[L]_{SEP}