



Job Description – Special Educational Needs (SEND) Teaching Assistant – Primary SEND Hub

Job Title: Special Educational Needs (SEND) Teaching Assistant – Primary SEND Hub

Salary/Grade: Grade 3 - £27,274.00-£29,071.00 (pro rata to hours and weeks worked)

Hours: 37 hours per week, term time only

Responsible to: Head Teacher, SENDCo, and HUB Teachers

Start date: 4th January 2027

Job Purpose:

To work within the school's dedicated, specialist Primary SEND Hub, providing high-quality tailored support to children with complex, high-level Special Educational Needs and Disabilities (SEND). The role involves facilitating access to a bespoke or heavily adapted curriculum, promoting social inclusion within the wider mainstream school, and advancing children's independence, emotional regulation, and personal development.

Key Responsibilities:

1. Specialist Learning & Classroom Support:

- Deliver targeted interventions and group learning activities adapted to the unique needs of children within the SEN Hub, either on a 1:1 or small-group basis.
- Implement Education, Health and Care Plans (EHCPs) and School Support Plans (SSPs), monitoring progress and providing feedback to the Teacher and SENDCo.
- Prepare and adapt learning materials, sensory resources, and visual aids (e.g., widget, Now-and-Next boards) to make the curriculum accessible.
- Support transition and integration when Hub children spend time in mainstream, inclusive classrooms.
- Use online learning/assessment tools, such as Tapestry.
- Deliver, record and track interventions.
- Have an understanding of a total communication approach in order to make communication accessible for all children.

2. Behaviour, Emotional Regulation & Wellbeing:

- Apply positive behaviour support and de-escalation strategies for children demonstrating complex social, emotional, or dysregulated behaviours.
- Utilise sensory regulation techniques, play-based approaches, and outdoor learning environments to keep children engaged and calm.
- Foster self-esteem, confidence, and independence, ensuring children feel secure and nurtured within



the Hub environment.

- To demonstrate consistently the positive attitudes, values and behaviour which are expected of children.
- To have high expectations of all children and have commitment to them achieving their potential.
- To demonstrate consistently the positive attitudes, values and behaviour which are expected of children.
- To be flexible and reactive to day to day changes.

3. Communication & Collaboration:

- Work closely with external agencies, including Speech and Language Therapists (SaLT), Occupational Therapists (OT), and educational psychologists, executing their prescribed programmes.
- Maintain positive communication with parents and carers, providing regular updates on their child's daily successes and wellbeing.
- Keep accurate records of pupil interventions, milestone progress, and behavioural incidents in line with school policies.
- Maintain positive communication with class teacher, providing regular updates on children's daily successes, assessment and wellbeing.

4. Personal Care & Safeguarding:

- Assist with personal care needs where required, including hygiene, toileting, feeding, and mobility assistance, maintaining dignity at all times.
- Adhere strictly to safeguarding regulations, child protection procedures, and health and safety policies.

5. Professional Development:

- Help keep their own knowledge and understanding 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 build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school.
- Take part in the school's appraisal procedures.
- Add any other duties of particular relevance to your school and the role, such as Breakfast Club.



5. Relationships with children:

- To develop fair, respectful, trusting, supportive and constructive relationships with children, communicating sensitively and effectively with them.
- To listen carefully to children, paying attention to what they say and valuing and respecting their views.
- To have clear rules and routines for behaviour in the provision, and take responsibility for promoting good and courteous behaviour both in and around the provision, in accordance with the school's behaviour policies/staff handbook.
- To have high expectations of behaviour with a range of strategies, using positive praise and rewards consistently and fairly in accordance with the school's policies.
- Contribute to a safe and stimulating environment by effectively organising and managing areas, physical space and resources.
- To have an understanding of the differences in ways that children learn, communicate and develop their understanding.

Other Duties:

The duties and responsibilities in this job description are not restrictive and the post holder may be required to undertake any other duties which may be required from time to time. Any such duties should not, however, substantially change the general character of the post.

Equal Opportunities: The post holder must carry out his/her duties with full regard to the setting's equal opportunities policy

Health and Safety: The post holder must carry out his/her duties with full regard to the setting's Health and Safety procedures.



Person Specification:

Criteria	Essential	Desirable
Qualifications	- GCSE Grade C/4 (or equivalent) in English and Maths. - Minimum Level 2 Teaching Assistant qualification (or equivalent experience).	- Level 3 Teaching Assistant qualification. - Specialist training in SEND (e.g., Team-Teach, TACPAC, Makaton, Widget, Attention Autism).
Experience	- Experience working with children with SEN in a school, specialist unit, or care setting. - Experience managing dysregulated behaviours or sensory processing needs. - Experience planning and delivering learning activities.	- Specific experience working within a primary school SEN Hub or alternative provision (AP). - Experience implementing EHCP targets. - Experience of delivering interventions such as Intensive Interaction, Attention Autism, TACPAC. - Experience of using Tapestry for assessment and communication purposes.
Knowledge & Skills	- Deep understanding of specific needs such as Autism (ASD), ADHD, Speech and Language difficulties, and SEMH. - Ability to adapt curriculum delivery creatively. - The ability to remain strong in stressful situations. - Excellent verbal communication skills.	- Knowledge of primary curriculum frameworks and early child development. - Understanding of local authority SEND procedures.
Personal Attributes	- A love of the job and a real passion to work with children. - Exceptional patience, resilience, and adaptability.	Passion for proactive professional development and specialised training.



	• Calm under pressure with strong de-escalation skills. • A warm, collaborative approach to teamwork.	
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