

Advert

Fiveways School, Victoria Road
Yeovil, Somerset BA21 5AZ
Tel: 01935 476227



Caring, enthusiastic people needed to support pupils with Severe Learning Difficulties.

Full Time Senior Teaching Assistant

Grade 13 - £13.47-£14.59 per hour - Your pro rata gross starting basic salary will be approximately £20,110 per annum. This sum is divided into twelve equal payments of approximately £1,675 and paid direct into your bank account on the last working day of each month, less any NI/Tax/Pension deductions.

Term time: 40 Working Weeks

5 days per week, 33.65 hrs

08:40 – 16:30 hrs per day and an afternoon for CPD training

To start September 2026.

Due to the school expansion we require Senior Teaching Assistants to join our 'outstanding' (OFSTED) school. The post holders will join a highly supportive community with a drive for ensuring a good life for all pupils now and in the future through personalised learning experiences. Becoming part of our community will mean embracing our ethos of valuing everyone's contributions and working collaboratively with all parties to ensure the very best provision for pupils. In addition, we offer a robust Continuing Professional Development programme throughout the year to promote excellent practice. An education standard equating to GCSE Grade C in English and Mathematics, a minimum A-C/Point 4 or equivalent is essential (you will be enrolled to complete an HLTA qualification). A qualification relevant to supporting the learning process in schools would be desirable. A suitable qualification for this post would be NVQ2.

Fiveways School is committed to safeguarding and promoting the welfare of children. All applicants must be willing to undergo Child Protection screening and an enhanced DBS clearance. Due to KCSiE guidance, online checks will be carried out as part of our shortlisting process. **Please note Local Authority policy requires us to request all references (current and past employers) before interview.**

The school employs a rigorous "safeguarding" approach to recruitment.

Fiveways School strives to ensure that no employee or job applicant receives less favourable treatment than another on the grounds of age, disability, race, gender reassignment, marital or civil partnership, religion or belief, sexual orientation, sex or pregnancy and maternity.

Closing Date for applications: **Thursday 2nd July 2026**

Date for Interview: **Friday 10th July 2026**



A Fairer, Ambitious Somerset

Fiveways School

A Specialist School for 'Communication and Interaction'

Fiveways School adopts a rigorous approach and is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Victoria Road, Yeovil Somerset BA21 5AZ

Tel: 01935 476227 E-mail: office@fiveways.school

Headteacher: Mr Swavek Nowakiewicz

Website: <http://www.fivewayschool.co.uk>

"What does a good life look like for me now and in the future?"

JOB DESCRIPTION

Job Title: Senior Teaching Assistant
Grade and Salary Range: Grade 13, £13.47-£14.59
Responsible To: Headteacher and appropriate Teacher

Purpose of the Job

This job description is directed towards a Senior Teaching Assistant role within Fiveways (SLD) School. To assist the Head teacher and teachers in the development and implementation of the curriculum and in the provision of a stable, caring and supportive learning environment, which enables pupils to achieve their full learning potential and prepare them for life beyond school. Work within the context of the school's vision statement 'What does a good life look like for me now and in the future'.

There is a special needs requirement to support pupils **presenting with Severe, Profound and Multiple Learning Difficulties**. **Pupils may not be readily engaged** in activities and some present with behaviours that are a significant challenge. Support is both one-to-one and in groups.

Main Responsibilities and Duties

Support the teaching and learning processes. Typically, the job will include all, or most of the following elements. Under the guidance and direction of the teacher take the responsibility for:

- Developing, maintaining and applying knowledge and understanding of pupils' general and specific learning needs to ensure that support is given to them at an appropriate level.
- Delivering learning support individually and in groups through a range of tasks, mainly:
 - Supporting and delivering learning activities including literacy and numeracy tasks.
 - Focusing support on areas needing development, both academic and social, with specific emphasis on pupils' Personal Learning Goals.
 - Working to ensure pupils are able to use ICT and other specialist equipment to enhance their learning.
 - Contributing to the implementation of the curriculum.
 - Motivating and encouraging pupils to engage with learning activities with appropriate levels of effort and behaviour.
 - Ensuring differentiation and access to the curriculum for pupils with varying abilities.
 - Contributing directly to the assessment of pupils' learning and progress including language and literacy and numeracy.
 - Assuming responsibility and supervision of less experienced TAs or supply TAs; supporting the development and mentoring of less experienced colleagues.

Assist teaching staff with the development of learning activities and strategies, with the provision of teaching and learning resources and in the preparation and maintenance of a safe, secure and suitable learning environment.

- Assist in the development, delivery and evaluation of programmes of work.
- Assist teachers in timetabling of lessons and curriculum as required.
- Upkeep of relevant data files, catalogue resources, maintain inventories, photocopy and use ICT systems for administration and educational purposes.
- Contribute to and ensure regular evidence capture review and recording of pupils progress using school systems.
- Assist in the preparation, organisation and maintenance of classrooms to ensure they are tidy and the learning environment is safe. Assist with creation of displays, visual aids, mount and display pupil's work.
- Assist in preparation for educational visits and where appropriate accompany pupils acting as group leader.
- Attend and contribute to school staff meetings and in-service training, within contracted hours or outside normal hours by agreement.
- To assist with the delivery of some activities that lie outside the normal school day (ie, camps, extended school day trips).
- By agreement, drive the minibus and take responsibility whilst on the bus.

To provide care and supervision of pupils within the classroom, within the school and outside of the school.

- Supervise and support pupils using cloakrooms, showers and toilet facilities.
- To engage and encourage pupils during playtime activity and support them when entering and leaving using school transport.
- Assist in the supervision of Standard Assessment Tasks and tests/assessments as directed.
- Escort pupils to school or parental transport, home or to hospital as necessary.
- Assist pupils eating, in a controlled environment. To carry out structured feeding programmes using a variety of specialist equipment involving pupils with special dietary requirements and/or tube feeding.
- Develop an understanding of and provide for pupils' specific personal needs to ensure a safe learning environment. This may include providing for pupils' hygiene/medical and personal care needs, support and assistance to the pupil in respect of toileting. Some pupils may also need the emergency administration of specific medical procedures.
- To support and assist pupils with independent mobility and physiotherapy programmes.
- To assume responsibility and supervision of whole classes for periods in the absence of the teacher; establishing learning opportunities for pupils and becoming the point of reference for class based staff. If such periods are to be extended (whole days) this would be when all other possibilities have been exhausted. In such circumstances access to a designated teacher is identified.

Additionally, under the overall direction of teaching staff. Typically, the job may include some or all of the following duties, depending on the needs of pupils:

- Where a current First Aid qualification is held, in the absence of other medical facilities:
 - Maintain First Aid equipment and materials, and dispense medicines in accordance with school policy.
 - Undertake First Aid.
- For some pupils to carry out specific medical procedures (when training has been provided) such as:
 - Catheterisation
 - Administration of anti-convulsant medication
 - Gastrostomy tube feeding
 - Suction pumping for congestion
 - Reflux conditions
- Under the direction of Health service professionals, undertake activities in support of occupational, physio and speech therapy.
- Under the instruction of teaching staff and, where appropriate, to assist in the development of Personal Learning Goals for pupils with special education needs, complete assessments and contribute to the annual review process.
- To undertake a key worker role when required.
- Using a range of strategies to gain acceptance and inclusion of pupils with special education needs. This may involve taking pupils off site and supporting them in mainstream and FE settings.
- Monitor and support pupils engaged on work experience programmes as required.

There will also be an allocated 'Area of responsibility' for details of which are described below:

To undertake as directed by the Head and Teacher responsible, the following duties: **To be determined**

Supporting Processes. Problem Solving and Creativity.

On a daily basis, within prescribed school guidelines and under the direction of the teacher, develop a range of strategies to engage individuals and groups of pupils, often with differing requirements, in the experience of learning and in their personal, social, health and moral education. For example, a reward system appropriate to an individual pupil.

Use a variety of interpersonal techniques to establish and support relationships with pupils, parents and carers.

Additionally, creativity energy and innovation are needed to meet the special education and care needs of all pupils, such as those with substantial physical disability, substantial emotional difficulties, regular exhibitions of challenging behaviour including aggression.

Decision Making.

- Within the agreed school policies, guidelines and rules, decide on when and how to apply a range of strategies for the benefit of pupils relation to their education activities, behaviour and care. These decisions often need to be made immediately to deal with the situation presented.
- Guidance is normally readily available from teaching staff and more complex or controversial decisions will be referred to a teacher.
- There will be often a need to make immediate decisions, without initial referral to teachers, in relation to immediate care, control and safety of pupils with special education or personal needs.

Physical Effort and Working Conditions. A special school environment, although the job holder may be involved in external school activities, such as horse riding, swimming and educational visits.

- Most of the working day is spent actively involved and physically engaged, with periods of crouching / bending to engage pupils in activities.
- Substantial physical support is required on a regular basis, to give pupils access to the full curriculum, in providing assistance to pupils with significant physical disability, and in some cases to those who challenge behaviourally.
- There may be a need to physically manual handle pupils, to facilitate learning as identified in the school curriculum and to attend to safety or care needs. Risk assessments, detailing agreed manual handling good practice will be available for each pupil presenting a physical risk in these terms. Until such a time when these are fully implemented the general advice received in training sessions should influence manual handling practice, supported by advice from the physiotherapist.

There are regular physical risks associated with intervention in incidents of challenging behaviour, including aggression. Staff receive training in safe de-escalating responses and physical intervention.

Contacts and Relationships.

- Contact with all staff in school to pass and receive information, advice, guidance, suggestions and ideas.
- Contact with Health Service professionals to provide support for the pupils with known medical conditions.
- Contact with parents/carers and other agency staff to provide support for pupils, such as giving feedback on pupil's progress. Such communications can be of a delicate nature depending on a pupil's particular needs.

Additional Information.

While the level of pupil needs will vary from time to time, the job holder will be predominately working with pupils **who are especially difficult to engage in activities, may present more frequent behavioural problems** and where the attention span presents greater challenges and a need for high levels of patience to attain pupils' personal learning goals.

Knowledge, Skills and Experience.

- Experience of working with children in an educational setting, preferably with experience on SEND.
- Qualities required are discretion, loyalty, commitment, patience, flexibility, good personal organisation, firmness, to be numerate and literate, a team worker and to have good oral communication.
- Background knowledge of the curriculum and school's procedures and policies.
- Knowledge of pupils' personal learning goals and, where appropriate more specialised knowledge in specific areas.
- Significant empathy with pupils who have additional or special educational needs. Where appropriate, to be prepared to undertake special skills training eg, signing, to meet additional educational and communication needs.
- A willingness to attend training as required enhancing the knowledge, understanding and skills to improve the level and quality of support given to pupils and teachers.
- Knowledge of legislation and regulations applicable to the support and care of pupils.
- An education standard equating to GCSE grade C in English and Mathematics, a minimum A-C/Point 4 or equivalent is essential. A qualification relevant to supporting the learning process in schools would be desirable.
- A suitable qualification for this post would be NVQ3 or BTEC Advanced Award for Learning Support Assistants, or equivalent.

It is vital that as part of Fiveways School's approach to safeguarding, governing bodies and proprietors create a culture that safeguards and promotes the welfare of children in our school. As part of this culture, it is important to adopt robust recruitment procedures that deter and prevent people who are unsuitable to work with children from applying for or securing employment, or volunteering opportunities in schools and colleges.

I agreed that the job description is a fair and accurate statement of the requirements of the job. I am committed to Fiveways safeguarding and promoting the welfare of children and young people and follow policies and procedures.

The job description, together with any agreed objectives, will normally provide the main criteria against which to evaluate a post holder's performance, through the schools Performance Management / Appraisal / TAPP (Teaching Assistant Progression Pathway)* process. I understand that Fiveways School adopts a rigorous approach and is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

***Delete as appropriate**

Job Holder (Signed): _____ Date _____

Headteacher (Signed): _____ Date _____



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PERSON SPECIFICATION – SENIOR TEACHING ASSISTANT GRADE 13

Area	Essential Criteria	Desirable Criteria
Education & Training	<ul style="list-style-type: none"> • Strong academic record and evidence to support this eg, certificates to ensure effective support of pupils' learning across the curriculum • GCSE English and Mathematics minimum A-C/Point 4 or above or equivalent 	<ul style="list-style-type: none"> • HLTA/TA qualification or equivalent • Evidence of SEND Specific CPD • Any other relevant qualifications
Experience	<ul style="list-style-type: none"> • Experience of supporting pupils' from EYFS • Experience of working in a school environment or equivalent • Evidence of supporting colleagues as part of a team 	<ul style="list-style-type: none"> • Working with pupils; with SEMH needs • Delivering individual programmes • Teaching and supporting pupils' with SEN • Running interventions for pupil behaviour/challenges
Knowledge	<ul style="list-style-type: none"> • A duty and responsibility to follow the school's Child Protection and Safeguarding Policy and procedures and undertake mandatory Safeguarding training as directed by the school • Have experience and understanding of practice and principles for Safeguarding children within an educational setting • Awareness of equalities duties • Contribution to Annual Review Process for pupils' EHCPs 	<ul style="list-style-type: none"> • Understanding of a range of strategies to enhance pupil engagement and learning

PERSON SPECIFICATION – SENIOR TEACHING ASSISTANT GRADE 13

Area	Essential Criteria	Desirable Criteria
Skills	<ul style="list-style-type: none"> • Supporting colleagues to develop their practice • Excellent interpersonal and communication skills for working in partnership with pupils’ parents, colleagues and other professionals • Effective use of ICT to support ICT Learning • To support the learning of individuals and groups of pupils, assessing and recording progress towards targets and learning outcomes across the curriculum • First Aid or a willingness to undertake training • The ability to relate well to both pupils and adults • Patience, empathy, a positive ‘can do attitude’, flexibility and 100% commitment to support pupils with SEND. • An interest in further learning in the field of SLD/PMLD • Positive behaviour management skills which also support pupils to develop positive strategies for managing their emotions effectively • To confidently use initiative and deliver sessions; seeking guidance/advice where necessary • Develop Pupils Personalised Learning Goals and consider learning opportunities for pupils • Ability to meet pupils’ physical and care needs (to include personal care) following training in a way which maintains their dignity and ensures their physical well being 	<ul style="list-style-type: none"> • Deliver training to others • Minibus driver or willingness to undertake training if a driver • Team Teach trained • Signalong trained • PECS or equivalent

PERSON SPECIFICATION – SENIOR TEACHING ASSISTANT GRADE 13

Area	Essential Criteria	Desirable Criteria
Professional Attributes	<ul style="list-style-type: none"> • Solution focused and flexible • A positive team member who is reliable, consistent and able to use their initiative • Emotional resilience and the ability to remain calm under pressure • Empathic towards the pupils, their families and the challenges they face • Positive attitude towards change, innovative and self-reflective • Passionate about enabling all pupils to overcome barriers to learning and achieve success in preparation for adulthood • Committed to professional development • High expectations of yourself and also of your colleagues • Embrace the ethos of the school • Willingness to take on responsibilities • Determined to enable all pupils to succeed • Excellent attendance and punctuality • Embrace the school vision, mission and values. Our core values are empathy, respect, high expectations, partnership and teamwork, excellence and enjoyment and ambitious for all 	