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, Permanent Teaching Assistants (part time will be considered)

Grade 14 - £13.05-£13.47 per hour - Your pro rata gross starting basic salary will be approximately £18,915 per annum. This sum is divided into twelve equal payments of approximately £1,576 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 (31.65 hrs) (Monday to Friday)

Monday: 08:40 – 15:30 hrs
Tuesday: 08:40 – 15:30 hrs or 16:15 hrs (with CPD)
Wednesday: 08:40 – 15:45 hrs
Thursday: 08:40 – 15:30 hrs or 16:15 hrs (with CPD)
Friday: 08:40 – 15:30 hrs

For CPD you have the ability to choose to attend on a Tuesday or Thursday

To start as soon as possible

Due to school expansion we require a team of enthusiastic 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. 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: **Wednesday 30th September 2026**
Date for Interview: **Tuesday 6th October 2026**

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 **Headteacher: Mr Swavek Nowakiewicz**
Tel: 01935 476227 E-mail: office@fiveways.school Website: http://www.fivewaysschool.co.uk

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JOB DESCRIPTION

Job Title: Teaching Assistant
Grade and Salary Range: Grade 14, £13.05-£13.47
Responsible To: Headteacher and appropriate Teacher

Purpose of the Job
This job description is directed towards a Teaching Assistant role within Fiveways (SLD) School. To assist the Headteacher and teachers in the development and implementation of a programme of work and in the provision of a stable, caring and supportive learning environment, which enables pupils to achieve their full learning potential and facilitates their social and moral development.

There is a special needs input to support pupils **presenting with Severe Learning Difficulties. Pupils may not be readily engaged** in activities. Support is both on a one-to-one basis and in groups, to pupils with **substantial** disability, learning difficulties or behavioural problems.

Main Responsibilities and Duties
Support the teaching and learning processes. Typically, the job will include all, or most of the following elements, under the **instruction** of the teacher:

- Develop, maintain and apply knowledge and understanding of pupils' general and specific learning needs to ensure that support is given to them at an appropriate level.
- Learning support is delivered individually and in groups through a range of tasks, mainly:
  - Supporting and directing literacy and numeracy tasks, clarifying and explaining instructions.
  - Focus support in areas needing improvement, both academic and social.
  - Work with and support pupils to ensure they are able to use ICT and other specialist equipment to enhance their learning.
  - Motivate and encourage pupils to concentrate on and fulfil the tasks set.
  - Undertake learning activities with pupils of varying abilities to ensure differentiation and access to the curriculum.
  - Seek to ensure the promotion and reinforcement of pupils self-esteem, appropriate levels of effort and behaviour and to guide pupils to become independent learners.
  - Contribute to the assessment of pupils' learning, in particular with regard to Literacy, Numeracy, Science and ICT skills.
  - Contribute to the implementation of the National, 16+ and/or Foundation Curriculum and specific individual pupil targets.

Assist the teaching staff in the development of learning strategies, with the provision of teaching

and learning resources and in the preparation and maintenance of a safe, secure and suitable learning environment. Typically, the job will include all, or most of the following elements:

- Assist in the development, monitoring and evaluation of programmes of work.
- Upkeep of data files, catalogue resources, maintain inventories, photocopy, record TV programmes and use IT systems for administration and educational purposes.
- Contribute to and assist in the development and monitoring of systems for review and recording of pupils progress.
- Assist in the preparation, organisation and maintenance of classrooms and their equipment, including assistance with and creation of displays, make basic visual aids, art and craft materials, mount and display pupils work.
- Assist teachers in timetabling of lessons and curriculum as required.
- Assist in the preparation of educational visits and accompany pupils.
- Attend and contribute to school staff meetings and in-service training events 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).
- To 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. Typically, the job will include all, or most of the following elements:

- 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 programmes.
- To assume responsibility and supervision of whole classes for periods in the absence of the teacher, if such periods are to be extended (whole days) this would only be when all other possibilities have been exhausted. In such circumstances access to a designated teacher would be identified. This would not be expected in the case of inexperienced TAs.

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 promote 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. The key aspect is that at this grade of post the TA is working under 'INSTRUCTION'.
- To assist in decision making about individual learning priorities (in partnership with the teacher and other TAs).
- 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 lift pupils, to facilitate learning as identified in the school curriculum (eg, music, PE) 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 (the production of which is school priority). 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, which are encountered with pupils who have psychological needs and/or physical disabilities.

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.
- To report summarised information to parents on, for example, pupil 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' individual targets.

Knowledge, Skills and Experience.

- Experience of working with children in an educational setting, preferably with experience on AEN.
- 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 Foundation and National Curriculum and School's procedures and policies.
- Knowledge of pupils' individual targets and, where appropriate may require 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 courses 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 NVQ2.

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 _____

Swavek Nowakiewicz

Fiveways School

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PERSON SPECIFICATION – TEACHING ASSISTANT GRADE 14

Area	Essential Criteria	Desirable Criteria
Education & Training	• GCSE English and Mathematics minimum A-C/Point 4 or above or equivalent	• Currently working as a TA or have TA qualification or above or working towards relevant qualification • Evidence of SEND Specific CPD • Any other relevant qualifications
Experience	• Evidence of working with others or as part of a team	Experience of • Working in a school environment or equivalent setting • Supporting pupils with SEND • Understanding of a range of strategies to enhance pupil engagement and learning • Contribution to Annual Review Process for pupils' EHCPs
Safeguarding Responsibility	• 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 an understanding of principles for safeguarding children and/or adults • Awareness of equalities duties	

PERSON SPECIFICATION – TEACHING ASSISTANT GRADE 14

Area	Essential Criteria	Desirable Criteria
Skills	• Excellent interpersonal and communication skills for working in partnership with pupils' parents, colleagues and other professionals • Ability to take instruction from the Class Lead • Effective use of ICT to support learning • Ability to relate well to children and adults • Patience, empathy, a positive 'can do attitude', flexibility and 100% commitment to support pupils with SEND. • Follow and implement Pupils Personalised Learning Goals in conjunction with the teacher • Capture evidence of progress towards learning goals using school systems • Use a range of learning support strategies and opportunities to enhance pupil engagement and progress • Consistent use of school communication and interaction practices • Use positive behaviour support skills which enable pupils to develop positive strategies for managing their emotions effectively • 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 • Professional curiosity to further learning particularly SLD/PMLD and positive behaviour support. • Model positive school practices to pupils, volunteers and visitors	• Minibus driver or willingness to undertake training if a driver • Team Teach trained • Signalong trained • Experience of communication systems • Knowledge and understanding of trauma informed practices

PERSON SPECIFICATION – TEACHING ASSISTANT GRADE 14

Area	Essential Criteria	Desirable Criteria
Professional Attributes	• Emotional resilience and the ability to remain calm under pressure • Solution focused and flexible • A positive team member who is reliable, consistent and able to use their initiative • 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 • Commitment to professional development relevant to effective job role • High expectations of yourself and 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	