



1 Worrall Drive, Wouldham Kent ME1 3GE
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 Headteacher: Mrs Victoria Baldwin BSc (Hons) NPQH

Job Description – Teaching Assistant

Purpose of the role

At Wouldham, teaching assistants are an integral part of high-quality teaching. The role is to work in partnership with teachers so that pupils - including those with SEND, disadvantaged pupils and pupils who need additional emotional or social support - can participate successfully, develop independence and make strong progress. Support should be warm and nurturing while maintaining high expectations and avoiding unnecessary dependence on adults.

Key responsibilities

Support learning and progress

- Know the intended learning and use teacher direction, modelling, questioning, prompts and scaffolds to help pupils think, participate and succeed.
- Work with individuals, groups or the whole class as directed, adapting support so pupils can access a broad, ambitious and inclusive curriculum.
- Promote independence: give the least help needed, encourage pupils to use classroom resources and strategies, and gradually reduce adult support.
- Observe pupils carefully and give concise, useful feedback to the teacher about understanding, misconceptions, engagement and next steps.
- Support practical, hands-on and purposeful learning, including effective use of indoor and outdoor environments and appropriate technology.

Inclusion, communication and regulation

- Understand and implement agreed provision, SEND plans and targeted strategies, including communication approaches such as visuals or colourful semantics where appropriate.
- Help pupils develop emotional regulation, resilience and readiness to learn through co-regulation, predictable routines and agreed strategies such as movement breaks or a change of adult/approach.
- Maintain high expectations for every pupil, recognising strengths and removing barriers without lowering ambition.
- Promote communication, interaction, play and positive peer relationships so pupils are included in the life of the class and school.

Behaviour, wellbeing and safeguarding

- Build calm, respectful relationships and apply the school's Nurture Behaviour approach consistently, using prevention, de-escalation and restorative practice as appropriate.
- Support safe, purposeful play at break and lunchtime, encouraging inclusion, creativity, cooperation and positive social interaction.
- Follow safeguarding, child protection, online safety, health and safety, confidentiality and staff conduct requirements; report concerns promptly through school procedures.

Person Specification

Working as part of the Wouldham team

- Work collaboratively with teachers and colleagues, understanding that the teacher retains responsibility for pupils' learning and progress.
- Prepare resources and learning environments efficiently; maintain accurate records where directed and contribute relevant information to review and planning.
- Communicate professionally with pupils, colleagues and families. Liaise with parents/carers under the direction of the teacher or school leader and maintain confidentiality.
- Work constructively with the Inclusion team and external professionals, implementing agreed advice consistently.
- Engage positively in training, coaching, appraisal and reflective practice; be willing to develop specialist knowledge where this benefits pupils.
- Contribute to the Christian ethos, vision and values of Wouldham All Saints, modelling kindness, patience, respect, inclusion and high aspiration.
- Undertake other reasonable duties appropriate to the role, as directed by the Headteacher or line manager.

Person specification

Criteria	Essential	Desirable
Qualifications & training	Good literacy and numeracy; appropriate TA/childcare qualification or equivalent experience; willingness to undertake safeguarding, first aid and role-specific training.	Level 2/3 TA qualification; relevant SEND, speech and language, autism, nurture or behaviour training.
Experience	Experience of working effectively with children and of supporting learning, development or wellbeing.	Primary-school experience; experience supporting pupils with SEND, SEMH or communication needs; delivery of structured interventions.
Teaching & learning	Understands how adults can scaffold learning, use questioning and feedback, and promote independence rather than create reliance. Able to follow plans and adapt support in response to pupils.	Knowledge of the primary curriculum and effective evidence-informed TA practice.
Inclusion & SEND	Able to recognise barriers to learning and implement reasonable adjustments and agreed individual strategies while maintaining high expectations.	Experience of visuals, communication strategies, sensory/regulation approaches or differentiated resources.
Relationships & behaviour	Builds positive, boundaried relationships; calm and consistent; able to support regulation and respond to behaviour in a nurturing, non-confrontational way.	Experience of nurture, restorative or trauma-informed approaches.
Safeguarding & professionalism	Understands the responsibility to safeguard children, maintain confidentiality, follow policy, record/report concerns and work within professional boundaries.	Previous safeguarding training in an education setting.
Communication & teamwork	Clear communicator and active listener; works flexibly and collaboratively; gives useful feedback to teachers and responds positively to direction and coaching.	Experience working with families and/or external professionals.
Personal qualities	Patient, reliable, reflective and resilient; warm but appropriately challenging; organised; committed to equality, inclusion, the school's Christian ethos and securing strong outcomes for every pupil.	Brings an additional skill or interest that enriches school life, play, outdoor learning, sport, creativity or communication.

These duties may be varied to meet the changing demands of the school at the reasonable discretion of the Headteacher and following consultation with you.