



Job Description and Person Specification

Job title	Individual Needs Assistant
Reports to	Assistant Head for Inclusion
Contract	Fixed term
School	Oakwood Primary Academy
Location	Magnolia Drive, Eastbourne, East Sussex, BN22 0SS
Grade	Choose an item
Hours	33.75 hours per week (8.15 to 3.30pm)
Working weeks	Term time only plus INSET days

Job description

Role purpose

To contribute to a wide range of teaching and learning activities to support a pupil(s) with additional needs to achieve their greatest potential. This role assists in promoting the best possible outcomes in terms of wellbeing, learning and personal development of all pupils. This role may work with one pupil, or a range of pupils, across the school, as needs dictate.

The role will involve liaison with the SENCo and class teacher, to ensure the child's needs are met referring to the Educational and Health Care Plan and to ensure the child's wellbeing needs are met.

Key tasks

- Assist the pupil to support their access to the curriculum, to help the pupil understand instructions, complete tasks and engage in learning activities. This may include:
 - Clarifying and explaining instructions
 - Ensuring the pupil(s) is/are 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 their needs
 - Supporting in specific areas that require improvement/development, e.g. speech and language, behaviour, reading, spelling, numeracy, handwriting etc
 - Using praise, commentary and assistance to encourage the pupil(s) to stay on task
- Monitor pupils' responses to learning tasks and modify your approach accordingly
- Have high expectations of all pupils; respect their social, cultural, linguistic, religious and ethnic backgrounds, and be committed to raising their educational achievement
- Determine the need for, prepare, maintain and assist with the preparation of, learning resources
- Support the responsible use of ICT in learning activities
- Promote high standards of English and Maths



- Undertake marking of pupils' work and accurately record achievement and progress
- Maintain the appearance and ethos of the school by completing classroom and corridor displays
- Liaise sensitively and effectively with parents/carers, recognising their roles in pupils' learning
- Undertake break and lunchtime duties
- Be involved in extra-curricular activities, such as trips, visits and clubs and assist with special school events, for example sports days and open days
- Provide empathetic, proactive support with personal care requirements in a manner appropriate to the pupil's needs and as documented in the care plan, whilst ensuring the pupil's dignity is maintained
- Be confident in utilising de-escalation strategies to support children who may be dysregulated.
- Give positive encouragement, feedback and praise to reinforce and sustain the pupil's efforts and develop self-reliance and self-esteem
- Undertake other relevant administrative duties, as directed by the teacher
- Carry out and report on systematic observations of pupils to gather evidence of their knowledge, understanding and skills and provide this feedback to the teacher/SENDCO, including feedback on the effectiveness of the behaviour strategies adopted
- Assist in the development and implementation of individual education plans
- Administer basic first aid to pupils
- Feedback any significant incidents to the teacher to ensure that the parent/carer partnership is effective
- Provide an environment that is safe and conducive to high-quality learning, built on mutual respect
- Build and maintain successful relationships with pupils, treat them consistently, with respect and consideration, and be concerned for their development as learners
- Demonstrate and promote the positive values, attitudes and behaviour you expect from the pupils you work with
- Adopt a range of strategies, in line with the schools' policy and procedures, to establish a purposeful learning environment and to promote good behaviour
- Promote and role model acceptance and inclusion of pupils with SEND/SEMH, encouraging pupils to communicate in an appropriate and acceptable manner
- Recognise and respond effectively to equal opportunities issues as they arise, including by challenging stereotyped views, and by challenging bullying or harassment, following relevant policies and procedures

Midday Meal Supervision

- Be proactive in ensuring a successful lunchtime for all pupils
- Provide positive praise for all and any behaviour and attitudes that support positive outcomes for all pupils during lunchtimes
- Model collaborative, positive and calm behaviour and attitudes that pupils can aspire to
- Work with other members of the team to ensure the lunch break starts and finishes on time
- Encourage pupils to eat healthily and try new foods



- Supervise pupils in the dining hall, in the playground and/or inside the school during wet play
- Ensure pupil's safety during the lunch break
- Actively promote positive behaviour and good relationships in line with school processes and procedures
- Help resolve conflict where necessary in line with school processes and procedures
- Intervene and deal with inappropriate behaviour in accordance with the Behaviour Policy and Procedure and, where necessary, report difficulties to your line manager
- Have knowledge of individual pupil's special needs and requirements
- Report incidents in line with school policy

Support of Colleagues

- Work proactively and collaboratively with other members of the staff team

Self-Development

- Attend staff and team meetings as required
- Participate in training and other learning activities offered by the school
- Improve own practice, including through observation, evaluation and discussion with colleagues

Legislative and Procedural Compliance

- Maintain confidentiality on all school matters at all times
- Follow all legislation and best practice relevant to your role
- Follow all school and Aurora Academies Trust policies, procedures and guidelines

Safeguarding and Child Protection

- All staff have a responsibility for providing and safeguarding the welfare of children and young people they come into contact with
- All staff must comply with the school's Safeguarding Policy
- If, in the course of carrying out the duties of the post, the postholder becomes aware of any actual or potential risks to the safety and welfare of our pupils, these concerns must be reported immediately in accordance with the policy
- It is a requirement of the role that appropriate safeguarding and child protection training is undertaken
- A Disclosure and Barring Service (DBS) Check will also be required, and any additional checks recommended by Keeping Children Safe in Education may be undertaken (which may include online and social media checks)

The list of duties in this job description should not be regarded as exclusive or exhaustive.

This job description details the duties of the post at the time 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.



Aurora Academies Trust reserves the right to update this job description, from time to time, to reflect changes in, or to, your job. You will be consulted about any significant proposed changes.

This post is initially offered as a 1-year fixed term contract effective 3rd September 2025. This is a term time post + INSET days. The salary is payable for 44.85 weeks per year – which includes holiday pay.

Person specification

	Criteria	E = Essential D = Desirable	Assessed by A = Application C = Certificates I = Interview
Qualifications	NVQ Level 2 for Teaching Assistants, in Childcare or in Playwork, or equivalent	D	C
	GCSE level 4 or above in English and Maths, or equivalent	E	C
Experience	Previous experience in a similar role	D	A
	Experience of using Makaton/sign language to communicate	D	A
	Experience of working with pupils on the Autism Spectrum	D	A
	Experience of working with pupils with complex needs	D	A
	Experience of establishing positive relationships with children and/or young people	E	I
	Experience of working as part of a team	E	I
	Experience of using IT to support pupils in the classroom	D	I
Skills and abilities	Ability to use language and other communication skills that pupils can understand and relate to	E	I
	Ability to demonstrate active listening skills	E	I
	Ability to consistently and effectively implement agreed behaviour management strategies	E	I
	Ability to provide levels of individual attention, reassurance and support with learning tasks, relevant to the pupils' needs	E	I



	Ability to monitor pupils' responses to learning activities and, where appropriate modify and/or adapt the activities as agreed with the teacher to achieve the intended learning outcome	D	I
	Ability to carry out and report on systematic observations of pupils' knowledge, understanding and skills	D	I
	Ability to create and maintain high-quality and accurate records	E	I
	Ability to offer constructive feedback to pupils, to reinforce self-esteem	E	I
	Ability to remain calm and patient under pressure, whilst working to deadlines	E	I
	Ability to work effectively and supportively as a member of the school team	E	I
	Ability to work in an organised and methodical manner	E	I
Knowledge	Knowledge of, or willingness to learn, the legal and organisational requirements for maintaining health, safety and security of yourself and others	E	I
	Knowledge or awareness of the SEN Code of Practice	D	I
	Knowledge of strategies to recognise and reward efforts and achievements towards self-reliance that are appropriate to the age and development stage of the pupils	D	I
Attributes	Display a commitment to, and an ability to contribute to, the protection and safeguarding of children and young people	E	I
	A commitment to giving pupils and families the opportunity to reach their full potential	E	I
	A passion for working with and supporting children and/or young people	E	I
	Model behaviour, attitudes and dress that set the best possible example to pupils	E	I
Other	Ability to maintain confidentiality on all school matters	E	I
	Ability to create and maintain an appropriate environment which ensures the safety of all users of the school	E	I
	Willingness to participate in further training and development opportunities offered by the	E	I



	school, Aurora Academies Trust and the county		
	Flexibility in the approach to work and the demands of the post and to be adaptable to the changing circumstances of the school	E	I
	A commitment to the school's vision, values and ethos	E	I
	A commitment to Aurora Academies Trust vision, values and ethos	E	I