Bishop Ridley CE Primary School, Part of the Aquinas Trust

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Application Pack

SEN Teaching Assistant - Specialist Resource Provision (Level 2)

To Start: ASAP

BISHOP RIDLEY
CE Primary School

SEND Teaching Assistant – Specialist Resource Provision (Level 2)

Bishop Ridley Church of England Primary School is seeking to appoint a committed, enthusiastic and caring Teaching Assistant to join our specialist resource provision.

Our provision supports children with autism and speech, language and communication needs, providing a nurturing and supportive environment in which they can develop their communication, independence, confidence and engagement with learning.

We are looking for someone who recognises that every child is different and who can adapt their approach to meet individual needs. The successful candidate will be patient, reflective and able to develop positive relationships with children who may experience difficulties with communication, social interaction and emotional regulation.

This is an exciting opportunity to work alongside experienced colleagues, develop specialist skills and make a meaningful difference to children's learning and development.

Bishop Ridley C of E Primary School is located a 10-minute walk away from Welling High Street with good public transport links (less than 8-minutes' walk from Falconwood Railway Station) and on-site parking.

Your responsibilities would include:

- Supporting children with autism and speech, language and communication needs to engage with learning through appropriately adapted activities and approaches.
- Developing positive and trusting relationships with children, recognising their individual communication, sensory and emotional needs.
- Using agreed communication approaches, visual supports and structured routines to develop children's understanding and independence.
- Supporting children to develop emotional regulation and positive relationships through calm, consistent and nurturing approaches.
- Working closely with the provision's lead teacher, HLTA and other support staff to deliver personalised learning and support strategies.
- Contributing to a welcoming, structured and inclusive learning environment in which every child can succeed.

Our ideal candidate will have:

- Experience of working with children with special educational needs and disabilities, ideally including autism and speech, language and communication needs.
- An understanding of the importance of adapting communication, routines and learning activities to meet individual children's needs.
- A calm, patient and compassionate approach, particularly when children are experiencing difficulty or distress.
- The ability to establish positive relationships and work effectively as part of a team.

- A willingness to learn and develop specialist skills in supporting communication, sensory needs and emotional regulation.
- Good literacy and numeracy skills, with the qualifications required for the post.

In return, we offer:

- A rewarding opportunity to support children with a range of additional needs.
- A welcoming and supportive school community.
- A collaborative staff team with a shared commitment to inclusive practice.
- Opportunities to develop specialist knowledge and skills through training and professional development.
- The opportunity to contribute to the continued development of our specialist resource provision.
- A school community guided by our Christian vision: One Community, Learning and Growing Together, Sharing the Love of God.

Bishop Ridley is committed to safeguarding the young people in our care and we expect all our staff to share this commitment. The successful applicant will be required to undergo an enhanced DBS check.

As an employee of the Aquinas Church of England Education Trust, you are required to have regard to the character of the Trust and its foundation and to undertake not to do anything in any way contrary to the interests of the foundation.

THE APPLICATION PROCESS AND TIMETABLE

CLOSING DATE

You are invited to submit an application form, available with this pack, along with a personal statement outlining your suitability for the role against the person specification and job description.

Closing date for applications: **6th December 2026**

We reserve the right to withdraw this advertisement at any time

SHORTLISTING

The candidates selected for interview will be informed after short listing and full details of the interview programme will be provided. If you have not heard anything from us after the interview date below, please assume your application has not been successful.

Shortlisted candidates will be asked to bring appropriate identification with them to interview. For the purpose of DBS clearance, only copies of the successful applicant's identification will be retained. All candidates should provide two references. Permission should be sought prior to including any referee on your application form. Shortlisted candidates may have their references taken-up before any interview – unless explicitly requested in your application.

INTERVIEWS

The candidates selected for interview will be informed after short listing and details of the interview process will be provided to candidates.

- Interviews to commence: **11th December 2026**

APPOINTMENT

All candidates will be contacted following interview.

- Appointment to commence: **ASAP**

APPLYING

Please send your application, outlining your suitability for the role against the enclosed person specification and job description, by email to Aquinas.recruitment@aquinastrust.org. Alternatively, submit your application to the HR Officer, Aquinas, Magpie Hall Lane, Bromley, BR2 8HZ.

All sections of the form should be completed as clearly and fully as possible. Please note CVs will not be accepted in place of a completed application form. A signed copy of your application form will be required prior to interview.

RETENTION OF INFORMATION

All information is stored securely and any information supplied by unsuccessful candidates will be destroyed through the confidential waste system after six months from the date of the interview, in accordance with our retention of records policy.

JOB DESCRIPTION – SEN TEACHING ASSISTANT

DETAILS

Job Title:	**SEN Teaching Assistant (Level 2)**
Grade:	**BEX05 (Full time salary £30,408.00 - £30,843.00 p.a.)**
Actual Pro rata salary:	**£23,508.19 p.a. - £23,844.48 p.a.**
Hours:	**32.5 hours per week, 6.5 hours per day**
Weeks:	**39 weeks per year (term time only)**
Contract:	**Permanent**
Accountable to:	**Teacher, SENCO and Headteacher**

THE ROLE

To work as part of the specialist resource provision team, supporting children with autism and speech, language and communication needs to access learning, develop independence and build their communication, social and emotional skills.

Working under the direction of the provision's lead teacher and alongside the HLTA and wider support team, the postholder will implement personalised approaches to learning, communication and emotional regulation which reflect each child's individual strengths and needs.

The role requires a nurturing, consistent and flexible approach, recognising the importance of positive relationships, predictable routines and appropriately adapted learning experiences in supporting children's development.

The following list of responsibilities and duties are not exhaustive.

DUTIES AND RESPONSIBILITIES

- Implement personalised learning activities under the direction of the provision's lead teacher, adapting support in response to children's needs.
- Use agreed visual supports, communication approaches and structured routines to help children understand and engage with learning.
- Support the development of communication, interaction and independence, recognising different methods of expression.
- Observe and record children's engagement, progress and responses to learning, sharing relevant information with the teaching team.
- Support children to develop emotional regulation through consistent approaches, co-regulation and individual support strategies.
- Contribute to a calm, safe and predictable learning environment that recognises individual sensory and emotional needs.
- Support children's inclusion and participation in the wider school community, including mainstream learning opportunities where appropriate.

OTHER

- Supervise and provide particular support for children with special educational needs and disabilities, ensuring their safety and encouraging pupils to interact with others and to engage in activities led by the teacher. Supervise and assist with any personal

care/toileting/medical needs as required.

- Maintain high but appropriate expectations, recognising children's individual starting points and needs and promote self-esteem and independence, providing feedback to pupils in relation to progress and achievement under guidance of the teacher.
- Work alongside external advisors and guidance to implement agreed strategies.
- Establish constructive relationships with pupils, and interact with them according to individual needs, promoting the inclusion/acceptance of all pupils.
- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of pupils' work.
- Assist with the planning of learning activities, monitoring pupils' responses to these, accurately record achievement/progress as directed.
- Use strategies, in liaison with the teacher, to support pupils to achieve learning goals.
- Provide detailed and regular feedback to teachers on children's progress, achievements, engagement and any emerging barriers to learning

- Proactively support pupil behaviour by implementing agreed positive strategies and manage behaviour incidents, utilising positive support strategies, co-regulation and de-escalation in line with individual behaviour support plans and behaviour policy
- Establish constructive relationships with parent/carers.
- Provide clerical and administration support for teachers, including administering coursework.
- Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses.
- Undertake programmes linked to local and national learning strategies recording achievement and progress and feeding back to the teacher.
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
- Work within pre-determined guidance, policies, procedures and teacher's guidance.
- Assist with the supervision of pupils out of lesson times, including before and after school. Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher.
- Attend weekly meetings and discussions, which contribute to the overall ethos/work/aims of the school.
- Awareness of the school's educational and behavioural policies for developing pupils.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.

SAFEGUARDING

All colleagues have the responsibility for promoting the safeguarding and welfare of children. All colleagues should be aware of the school's Child Protection and Safeguarding Policy and work in accordance with this document at all times.

The postholder must recognise that children with communication differences may experience additional barriers to expressing concerns or communicating distress and respond sensitively to individual communication needs and changes in presentation.

TRAINING

The Trust is committed to the development and progression of all staff. Staff are encouraged to attend training courses appropriate to their own and the school's needs. These include external courses, internal workshops and staff meetings. The successful candidate may be required to undertake training to fulfil the requirements of the post. The postholder will be expected to carry out such other duties as reasonably correspond to the general character of the post and are commensurate with its level of responsibility.

VARIATIONS

This job description sets out the duties of the post at the time when 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.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

This job description may be reviewed annually in consultation with the Head Teacher.

PERSON SPECIFICATION

SEN TEACHING ASSISTANT

Personal Specification	Essential	Desirable
Qualifications and Experience		
Full and relevant qualification in CACHE/NVQ Level 3		✓
Experience of supporting children with special educational needs and disabilities	✓	
First Aid Training		✓
Previous experience working in a school setting		✓
GCSE equivalent of grade C and above in both Maths and English	✓	
Effective use of ICT to support learning	✓	
Experience of supporting children with communication, sensory or emotional regulation needs		✓
Experience of using visual support or augmentative and alternative communication (AAC) approaches		✓

Experience of supporting autistic children		✓
Knowledge of safeguarding procedures with recognition of the safeguarding needs of children with communication differences	✓	
Organisation		
Ability to plan and organise	✓	
Ability to recognise changes in children's needs, communication or emotional presentation and share relevant observations with colleagues	✓	
Ability to record and pass on information accurately	✓	
Ability to respond calmly and flexibly to changing situations, while maintaining established routines and consistent approaches	✓	
Understand the importance of parental involvement.	✓	
Professional Skills and Interests		
Ability to adapt communication and interaction to meet individual children's needs.	✓	
Understanding of the importance of predictable routines, visual supports and individualised approaches	✓	
Ability to support positive relationships and children's emotional regulation	✓	
Willingness to reflect on practice, respond positively to feedback and develop specialist knowledge	✓	
Personal Qualities		
Must be willing to uphold the school's nurturing and inclusive vision with high expectations for all.	✓	
Ability to build relationships and to work as part of a team.	✓	
A friendly, helpful, caring and flexible approach.	✓	
Open-mindedness, patience and compassion	✓	
A commitment to equal opportunities	✓	
Ability to maintain confidentiality in all school matters	✓	

Ability to remain calm and reassuring when responding to children experiencing distress	✓	
Ability to relate well to other professionals	✓	
Ability to physically fulfil the responsibilities of the post	✓	
Willingness and ability to attend appropriate meetings and training	✓	
Flexible approach	✓	
Professional personal presentation	✓	
Excellent punctuality	✓	

HEALTH & SAFETY FUNCTIONS

This section is to make you aware of any health and safety related functions you may be expected to either perform or to which may be exposed in relation to the post you are applying for. This information will help you, if successful in your application, to identify any health-related condition which may impact on your ability to perform the job role, enabling us to support you in your employment by way of reasonable adjustments or workplace support.

Using display screen equipment	**X**
Working with children/vulnerable adults	**X**
Moving & handling operations	
Occupational Driving	
Lone Working	
Working at height	
Shift / night work	
Working with hazardous substances	
Using power tools	
Exposure to noise and /or vibration	
Food handling	
Exposure to blood /body fluids	**X**