



Aldbrough Primary School

“We’re not just a school,
we’re a family!”

Phone: 01964 527422 E-mail: aldbrough.primary@eastriding.gov.uk
Website: www.aldbrough.e-riding.sch.uk X: @AldbroughSchool



Dear Applicant,

On behalf of the pupils and Governing Body, I would like to thank you for the interest you have shown in our vacancy. Within this pack you will find the Job Description and Person Specification for the Teaching Assistant vacancy. You can access further information about our school by visiting our website; www.aldbrough.e-riding.sch.uk or our 'X' page; @AldbroughSchool.

In September 2018 I became Headteacher of this fabulous school and along with the whole school community, I am passionate in driving our school forward and always striving to be the best we can. We do this in three main ways: community, care and excellence.

Our aim is to provide challenge, to inspire and to encourage aspiration for all of our pupils. Above all, we want to make our curriculum an exciting experience for all our pupils, providing the foundations for success in the future, regardless of sex, culture, race, background or disability. We believe that everyone who attends our school can, and should, achieve success and that by promoting a culture where all associated with the school can learn and develop as individuals, we will all be proud to be associated with Aldbrough Primary School.

In our latest Ofsted inspection in February 2022, we were rated 'Good', and since then our school continues to develop, strengthen and succeed. We believe the report reflects our school community well, our children, staff, governors, and parents who work tirelessly to ensure that as well as providing a great education, we prepare our children in all areas for life in the world around us.

We believe we are at the start of a very exciting journey for both our pupils and staff and, therefore, this is an excellent time and opportunity to be joining us. Please don't be deceived by the fact our school looks very small from the outside, as the saying goes, great things come in small packages.

If you are passionate and determined about making a difference to the lives of our pupils and feel excited about joining our brilliant team, then we look forward to receiving your application. Please submit your completed application form to corkishr@hslc.co.uk.

Once again, thank you for your interest in this post and our amazing school.

Yours sincerely

Zee Harrison
Headteacher

Teaching Assistant (1:1 with named child)
Grade 3b (£26,403 FTE / £19,584 actual)

32.5 hours, term time only

Come and join Aldbrough school; the village school that makes a real difference through community, care and excellence

We are looking for an experienced and motivated individual to join our team to work one to one with a child in EYFS. The role involves supporting the child in their learning, helping them overcome barriers, and actively encouraging them to become the best versions of themselves.

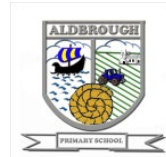
Applicants must be able to work using their own initiative, possess good communication skills and have experience of working with children with various special educational needs, including learning, medical and behavioural difficulties.

At Aldbrough, we pride ourselves in being an inclusive setting who work closely as a team to ensure the best outcomes for all of our children. If you believe in our vision and are passionate about making a difference to the lives of our children then we are keen to hear from you.

To apply, please download an application form and email it to corkishr@hslc.co.uk before the closing date.

Closing Date: 3.00pm, Monday 1st December 2025

Job Outline



Job Title	Teaching Assistant (1:1 Named Child)
Responsible to	Headteacher
Working arrangements	8.30am – 3.30pm, Monday – Friday, Term Time Only
Overall purpose of the role:	- To provide appropriate support and assistance to children with special educational needs (learning, medical or behavioural), within the school environment and on school outings and to provide general assistance to teaching staff in respect of these pupils. - To have a clear understanding of the range of difficulties that students present in mainstream schools and to be able to demonstrate evidence and knowledge of strategies which can be implemented to enable these children to fulfil their potential and partake fully in all aspects of school life.

Key Accountabilities:

- Support the pupil's arrival at school each morning, helping them settle and plan positively for the day ahead.
- Take responsibility for the child's safety, wellbeing, and movement around the school site.
- Provide tailored emotional and wellbeing support to ensure the pupil feels safe, understood, and ready to learn.
- Support and assist the pupil to learn as effectively as possible both in group situations and on his/her own
- Offer targeted support in areas of need such as speech and language, reading, spelling, numeracy, and handwriting.
- Ensure the pupil can use equipment and materials appropriately, supporting gross and fine motor skills where required.
- Support the development of the pupil's social skills both inside and outside the classroom.
- Motivate and encourage the pupil by providing appropriate individual attention, reassurance, and guidance with learning tasks.
- Use praise, commentary, and encouragement to help the pupil maintain focus and stay on task.
- Implement agreed behaviour management strategies consistently and effectively, maintaining a calm and positive learning environment.
- Support differentiation, clarify instructions where needed, and provide feedback to the class teacher to enhance learning.
- Promote the acceptance and inclusion of the pupil with SEN, encouraging pupils to interact with each other in an appropriate and acceptable manner
- Monitor the pupil's engagement and progress during learning activities and adapt tasks as agreed with the teacher to meet learning intentions.
- When working with a group of pupils, understand and use group dynamics to promote group effectiveness and support group and individual performance.
- Support the pupil's departure from the school, providing appropriate feedback to parent/carer at the end of the day.
- Assist in implementing the pupil's Support Plan and contribute to Annual Review processes.

- Keep accurate, detailed records of the support provided and the pupil's progress.
- Maintain clear and effective communication with pupils, parents, and colleagues at all times.

General Accountabilities:

- To take responsibility for promoting and safeguarding the welfare of children and young people within the school and to report concerns in accordance with the school's policy.
- To demonstrate consistently high standards of personal and professional conduct
- To be responsible for your own Health & safety, as well as that of colleagues, students and visitors.
- To treat all stakeholders professionally and with respect.
- To promote equality, diversity and inclusion and demonstrate this within your role.
- To play a full part in the life of the school community; supporting and promoting its mission, ethos and values and complying with policies and procedures, and encouraging students to do the same.
- To ensure the confidentiality and security of all the school's data, documentation and information.
- To continue own professional development and attend training/refresher courses and meetings as required by the Headteacher.
- To carry out other appropriate duties that maybe reasonably required to successfully carry out the role.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Signed:

Date:

Person Specification

Qualifications and Training	Essential	Desirable
GCSE (or equivalent) at least a Grade 4 (previously Grade C) in English and maths Relevant TA qualification (e.g., Level 2/3) Evidence of commitment to appropriate and continuous professional development First Aid training, or willingness to complete it Training in SEND support (ASD, ADHD, SEMH, speech & language). Safeguarding training. Team Teach or behaviour management training.	✓ ✓ ✓ ✓	✓ ✓ ✓
Experience	Essential	Desirable
Experience of working with primary-aged children Experience of supporting children with SEND Experience of supporting learning under a teacher's direction Experience of delivering 1:1 intervention Experience of SEMH or communication needs Experience of effectively adapting resources for individual needs.	✓ ✓ ✓	✓ ✓ ✓
Skills, knowledge and aptitudes	Essential	Desirable
Understanding of child development and primary curriculum. Ability to support differentiation and implement learning strategies. Good understanding of inclusive SEND practice. Ability to build positive, trusting relationships with pupils. Strong written and verbal communication skills. Effective use of praise, encouragement, and behaviour strategies. Good organisational and record-keeping skills. Ability to work independently and within a team. Understanding of safeguarding procedures and confidentiality. Able to use initiative to enhance learning experiences. Knowledge of specific SEND strategies (e.g., visual supports, sensory needs, social skills programmes). Understanding of speech and language strategies. Awareness of multi-agency working	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓	✓ ✓ ✓
Personal Attributes	Essential	Desirable
Patient, calm, and nurturing approach Empathetic and sensitive to emotional needs Resilient, positive, forward looking and enthusiastic about making a difference Honest, reliable and punctual Flexible and responsive to changing needs. High standards of professionalism in all areas with a willingness to accept responsibility and respect confidentiality Ability to build and maintain positive relationships through effective interpersonal skills Effective Team player, including sharing expertise and experience, supporting colleagues and working with others to improve practice skills and knowledge. A positive role model for young people and colleagues with a commitment to promoting and safeguarding the welfare of students A commitment to the school's ethos and actively promoting the policies and procedures of the school, whilst making a positive contribution to the wider life and ethos of the school. Ability to self-organise, multi task and prioritise to meet deadlines Personal impact and presence to inspire respect and confidence in pupils, colleagues and parents.	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓	

The above requirements will be measured through a range of methods including application form, interview process, references and criminal record checks.

5 reasons to join Aldbrough Primary School

Ofsted 2022

1. Staff say that they are proud to be a member of the Aldbrough family and describe leaders as 'exceptional'. This is echoed by parents and carers
2. Pupils enjoy their lessons and are enthusiastic about the wide range of opportunities available to them
3. Staff talk positively about their workload and say that they are excited to be part of the school's next phase.
4. Pupils understand that they are expected to work hard and uphold the school's rules of 'to be ready, be respectful and be safe'.
5. Governors are knowledgeable and work hard supporting the school. Staff are appreciative of the actions taken by governors which have had a positive impact on their wellbeing.





“Our school is an amazing place to be. Everyone treats the school rules with respect; and if I don’t understand something, I feel brave enough to ask for help.”

Aldbrough Primary School
Headlands Road, Aldbrough, Hull, East Riding of Yorkshire HU11 4RR
Phone: 01964 527422 E-mail: aldbrough.primary@eastriding.gov.uk
Website: www.aldbrough.e-riding.sch.uk X: @AldbroughSchool