

The logo consists of four overlapping rounded squares in shades of light blue, yellow, and green, arranged in a 2x2 grid.

BLACKDOWN
EDUCATION
PARTNERSHIP



BELIEF IN EVERY CHILD



Dear colleague

We are delighted that you are interested in The Blackdown Education Partnership (BEP) and the role of SEND 1:1 Teaching Assistant at Isambard Kingdom Brunel Primary School (IKB).

This is a fantastic opportunity to be part of a new school that opened in 2020 and is growing organically year on year. Part of the Blackdown Education Partnership, IKB has a nurturing environment, for our pupils as well as our staff, who benefit from working collaboratively with the other primary schools within the Trust.

We are looking for an enthusiastic and dedicated person who can bring adaptability, creativity and a child-centered approach to the classroom. In return, we can offer a supportive and friendly environment where staff thrive and are encouraged to embrace their own personal development.

I very much hope this has ignited your enthusiasm and I look forward to receiving your application.

Best wishes

Andrew Wootton

IKB Headteacher



SEND 1:1 Teaching Assistant – Starting Spring / Summer 2026



Hours: Full Time – Monday to Friday, 8.30am – 3.30pm (may consider part-time initially)

Working Weeks – 38 weeks and 3 days per academic year.

Main Job Purpose

Working 1:1 with a named child. To provide support for learning activities for child on an individual or group basis, under the general direction of the class teacher and SENCo.

To support and complement the work of the classroom teacher by supporting class work, the environment and personal care. Delivering programmes of intervention, as recommended by SENCo, class teacher and external agencies.

Providing personal, social, welfare, emotional and behavioural support. Facilitating social communications and interaction with peers.

Working alongside teaching staff, parents and a range of professionals on a regular basis to implement and review programmes of intervention.

See the Job Description for a full breakdown of the role and responsibilities.

The closing date for this post is 9am on Monday 23rd March 2026.

Interviews will be held on Thursday 26th March 2026.

To make an application please use the online application platform [Careers at Isambard Kingdom Brunel Primary School - Eteach](#) also available through our school website www.ikbschool.co.uk





SEND 1:1 TEACHING ASSISTANT

Job Title:	SEND 1:1 Teaching Assistant
Location:	Isambard Kingdom Brunel School, Thomas Place, Wellington, Somerset, TA21 8FP
Pay grade:	NJC 15, Point 4.
Salary:	£25,185 full time equivalent, £18,749 actual annual salary
Hours of work:	Full time 32.5 hours per week (may consider part-time initially) Monday to Friday 8.30am to 3.30pm with 30-minutes unpaid lunch. Term Time only (38 weeks) plus 3 inset days. This includes some annual training days which will be worked at the start of each academic year, dates and times to be confirmed annually. Fixed for the duration pupil is at school, or until SEND need ceases, or until the SEND funding ceases
Key relationships:	School Leadership Team, teaching/ support staff, LA representatives, external agencies, organisations, individuals, parents.
Reporting to:	Class Teacher and SENCo
Requirements:	Teaching Assistant Qualification - desirable
Experience:	At least one-year experience of working effectively in a school - essential
Disclosure Level:	Enhanced



Duties and accountabilities of post:

Support for pupils

Under the guidance of the teaching staff, provide direct support for the learning of individual children or groups of children, to achieve defined progress and targets by:

- Attend to the pupils' personal needs, and implement related personal programmes, including social, health, physical, hygiene, first aid and welfare matters, as appropriate
- Supervise and support pupils' ensuring their safety and access to learning
- Use specialist (curricular/learning) skills/training/experience to support pupils
- Assist with the development and implementation of Individual Education/Behaviour Plans
- Establish constructive working relationships with pupils, setting high expectations and acting as a role model
- Promote the inclusion and acceptance of all pupils
- Support pupils consistently whilst recognising and responding to their individual needs
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities
- Set challenging and demanding expectations and promote self-esteem and independence
- Employ strategies to recognise and reward achievement of self-reliance
- Provide feedback to pupils in relation to progress and achievement

Support for the teacher

- Work with the teacher to establish an appropriate learning environment
- Work with the teacher in lesson planning, evaluating and adjusting lessons/work plans as appropriate
- Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives
- Provide objective and accurate feedback and reports as required to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
- Be responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems/records as requested
- Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour



- Liaise sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/meetings with parents with, or as directed

Support for the curriculum

- Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs
- Implement learning strategies e.g. literacy, numeracy, and make effective use of opportunities provided by other learning activities to support the development of relevant skills and feeding back to the teacher, as appropriate
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use
- Help pupils to access learning activities through specialist support
- Determine the need for, prepare and maintain general and specialist equipment and resources

Support for the school

- Input into reviews and reports e.g. EHCP plans
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school and wider Trust
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher and Trust SENCo, to support achievement and progress of pupils
- Attend and participate in regular meetings, as required
- Participate in training and other learning activities and performance development, as required
- Recognise own strengths and areas of expertise and use these to advise and support others
- Provide appropriate guidance and supervision and assist in the training and development of other staff as appropriate
- Undertake planned supervision of pupils' out of normal lesson times, including lunchtimes, as appropriate
- Supervise pupils on visits and trips, as appropriate
- Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these



Other responsibilities

- To undertake additional duties as required, commensurate with the level of the job.
- Maintain positive, professional relationships with stakeholders and colleagues.
- To participate in induction training, staff review processes and professional development opportunities.
- To commit to Equal Opportunities and Anti-Discriminatory Practice.
- The Trust operates a Smoke-Free Policy and smoking is prohibited in any of our buildings, on premises and vehicles.
- To be familiar with and adhere to all relevant Trust Policies and Procedures.
- Comply with the Trust's Health and Safety requirements specifically for the school they are working at.
- The duties of the post may vary from time to time without changing the general character of the post or level of responsibility entailed.

Typical working pattern

- Annual leave will only be taken during school holidays.
- This working pattern is subject to change and you will be required to work flexibly with colleagues to ensure the operational needs of the Trust are met.

Special Factors

- This role may involve some traveling between schools within the Trust (and new ones that may join in the future). The reimbursement of travel costs to schools, other than the location of the central Trust office, will be as per the Trust's travel policy.
- The post-holder will support the achievement of the Trust's objectives by working proactively with colleagues on projects or activities outside their direct area of responsibility, as required.
- The post-holder is expected to familiarise themselves with and adhere to all relevant Trust and Policies and Procedures including Health and Safety and Data Protection requirements.
- To be aware of and assume the appropriate level of responsibility for safeguarding and promoting the welfare of children and to report any concerns in accordance with the Trust's safeguarding policies.



This post is exempt from the Rehabilitation of Offenders Act 1974 under the Exceptions Order 1975 (as amended in 2013 and 2020). This means that both spent and unspent convictions and cautions may need to be disclosed. However, certain convictions and cautions are considered 'protected' under filtering rules and do not need to be disclosed. Guidance on what should be disclosed can be found on the Ministry of Justice website: [Guidance on the Rehabilitation of Offenders Act 1974 and the Exceptions Order 1975 - GOV.UK](#)

Blackdown Education Partnership is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. We particularly welcome applications from underrepresented groups including ethnicity, gender, transgender, age, disability, sexuality or religion.

The successful candidate will be required to undertake an Enhanced Disclosure via the Disclosure Barring Service (DBS).

The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

You have a duty of care for your own health and safety at work and that of others who may be affected by your actions at work.

**The closing date for this post is 9am on Monday 23rd March 2026,
Interviews will be held on Thursday 26th March.**



Person Specification



Qualifications	Essential	Desirable
Childcare or Teaching Assistant qualification		✓
GCSE Grade C or above or equivalent in English & Maths, plus at least three other academic subjects		✓
Level 2 food hygiene certificate		✓
Awarded or willing to work towards qualifications in English/literacy and mathematics/numeracy equivalent to at least level 2 of the National Vocational Qualifications framework (see below - equivalent qualifications)		✓
Experience	Essential	Desirable
At least 1 year experience of working effectively in a school setting	✓	
At least 1 year experience of applying the regulations applicable to Health & Safety, Hygiene, Child Welfare & Protection	✓	
Understanding of how different children develop and learn and the experience to identify and apply appropriate processes to achieve progression		✓
Understanding of the role of the class teacher and of the parent in developing and maintaining an effective learning environment		✓
Previous, varied experience of working with children in an educational setting		✓
Experience of working in a setting subject to Health & Safety, Hygiene, Child Welfare & Protection regulations		✓
Skills and Knowledge	Essential	Desirable
Skills of empathy, listening, communication and responding with appropriate language to build rapport with children of reception age, varying abilities and backgrounds	✓	
Aptitude to develop a knowledge of the role within an education environment	✓	
Ability to demonstrate effective working with individual pupils and small groups under the direction and supervision of a qualified teacher	✓	
An awareness of child protection and safeguarding	✓	
The ability to converse at ease with members of the public and provide advice and information in accurate spoken English is essential for the post.	✓	



Skills and Knowledge	Essential	Desirable
The ability to contribute effectively to the workload and responsibilities of a team		✓
Ability to work on own initiative, including recognition of when and how to refer issues elsewhere for effective resolution		✓
Ability to build and maintain successful relationships with pupils, treat them consistently, with respect and consideration, and are concerned for their development as learners		✓
Ability to improve own practice and knowledge, including through observation, evaluation and discussion with colleagues.		✓
Behaviours		
Understanding of and commitment to equality and diversity.		
Empathy with other Trust teams and Schools		
Understanding of and commitment to Trust Values		
Capacity to work as part of a team as well as individually without supervision and under pressure		
Demonstrate a positive and pro-active approach to work and focused on outcomes		
Demonstrate creativity, flexibility and responsiveness to change		
Commitment to continuous professional development of self and others to maximise skills/experience.		
Other		
Willing and able to work flexibly across the local area as directed by the Line Manager and to meet the needs of the Trust.		
Willing to undergo training and staff development to maximise skills and experience relevant to the post.		
Access to a car and ability to undertake travel as required to fulfil the duties of the post.		

