The Laurels Primary School is seeking a

Teaching Assistant

(1:1 SEND Support)

dmat.education

Join us at

The Laurels Primary School -

where getting better never stops!

Do you believe every child deserves someone who sees their potential? Are you passionate about helping children with additional needs flourish and become increasingly confident and independent? If so, this is an exciting opportunity to join our warm, ambitious and supportive community at The Laurels Primary School, part of Durrington Multi-Academy Trust (DMAT).

The Laurels is a small, friendly one-form entry primary school with around 195 pupils, where every child is known as an individual. Our children are curious, enthusiastic and eager to learn, and they deserve the very best support to help them thrive. Inclusion is at the heart of everything we do. Our provision is built on high expectations, genuine care and the belief that every child can succeed.

We are looking for a compassionate, patient and committed Teaching Assistant to join our team in this permanent role. The successful candidate will initially provide 1:1 support for a child in Reception, with the expectation that they will continue supporting the child as they progress through the school. As the child's needs develop, the role will evolve too, with a continued focus on promoting independence, inclusion and access to learning. As a permanent member of our team, the successful candidate may also be deployed to support other pupils in accordance with the needs of the school.

Working alongside our experienced teaching staff and SENDCo, you will play an important role in ensuring that the child can participate fully in school life, while helping them to develop the skills and independence they need for the future.

We believe that 'Getting Better Never Stops' – not only for our pupils, but for our staff too. Our culture is built on support, professional growth and genuine care for one another. Ofsted described us as "a close-knit team… where staff feel proud to work, supported by considerate leaders who are highly aware of well-being."

Here, you'll be encouraged to develop as a practitioner, learn alongside experienced colleagues and take pride in the collective journey of improvement that never stops. At The Laurels, you'll find:

- Brilliant children who are enthusiastic, kind and full of potential.
- A committed team who believe in teamwork, high expectations and enjoying what they do.
- Supportive leaders and governors who care deeply about both staff and pupils.
- A school where inclusion is lived every day and every member of staff makes a genuine difference.
- Opportunities to develop your knowledge and expertise in supporting children with SEND.

Come and see our wonderful school in action - meet our enthusiastic children, our dedicated team and experience the supportive culture we're so proud of. To arrange a visit or find out more, please contact the school office.

We can't wait to welcome someone who shares our vision and wants to make a lasting difference to a child's life while becoming an integral part of our school community.

Charlotte Bull
Headteacher

The Role

Teaching Assistant

You will work under the direction of the class teacher and SENDCo, initially within our Reception team. The role is currently focused on providing 1:1 support for a child with an EHCP and is expected to continue supporting the child as they progress through the school. Your support will evolve alongside them, responding to their changing strengths and needs and promoting increasing independence over time.

What you'll do

You will:

- Support a child with an EHCP to access learning and participate fully in all aspects of school life.
- Build a warm and trusting relationship that helps the child feel safe, valued and confident.
- Promote independence, ensuring that support enables the child to do increasingly more for themselves rather than creating unnecessary dependence on an adult.
- Adapt your approach as the child develops, responding to their changing learning, communication, social, emotional and sensory needs.
- Help the child develop positive relationships with their peers and other adults so that they are fully included within their class and wider school community.
- Work closely with the class teacher, SENDCo, parents/carers and external professionals to implement agreed provision and support the child's progress towards their EHCP outcomes.
- Use agreed strategies to support communication, emotional regulation, social interaction, learning and independence.
- Contribute observations and evidence to help evaluate the child's progress and the effectiveness of their provision.
- Support high-quality teaching by working flexibly with the child, individuals and small groups where appropriate.
- Work collaboratively as a valued member of our school team and contribute positively to the wider life of The Laurels.

Main Duties

Supporting the child

- Support the implementation of the child's EHCP outcomes and agreed provision, under the direction of the class teacher and SENDCo.
- Adapt activities, resources and approaches to enable the child to access high-quality teaching alongside their peers.
- Use agreed strategies consistently to support the child's communication, learning, emotional regulation, social interaction and sensory needs.
- Promote the child's independence and confidence, adjusting and reducing adult support where appropriate as their skills develop.
- Support the child to develop positive relationships and participate in the social and wider life of their class and school.
- Observe and record relevant information about the child's learning, development and progress and contribute evidence to reviews of their provision.
- Work constructively with parents/carers and external professionals, under the direction of the class teacher and SENDCo, to support consistency of approach.

- Support the child with personal and intimate care where required, in accordance with agreed plans, appropriate training and the school's Intimate Care Policy.
- Provide appropriate supervision and support to help the child remain safe throughout the school day, including during transitions, playtimes and outdoor learning, in accordance with agreed risk assessments and support plans.

Supporting teaching and learning

- Work with individuals and groups of pupils under the direction of teachers and leaders, contributing to an inclusive learning environment in which all pupils can succeed.
- Support the implementation and delivery of learning activities and interventions and provide appropriate feedback to the class teacher.
- Prepare or adapt resources where required to enable pupils to access learning successfully.
- Support positive behaviour in accordance with the school's Behaviour Policy, maintaining high expectations alongside a calm, consistent and compassionate approach.
- Encourage pupils to develop confidence, resilience, positive relationships and independence.

Working as part of the school team

- Work collaboratively with teachers, the SENDCo, teaching assistants and other colleagues, sharing relevant information to ensure continuity of provision.
- Establish positive and professional relationships with pupils, colleagues, parents/carers and other members of the school community.
- Communicate relevant information to teachers and leaders and seek advice promptly where concerns or difficulties arise.
- Ensure essential information is shared appropriately with supply or cover staff and, where applicable, colleagues working across the week.
- Undertake breaktime and lunchtime duties as directed, supporting pupils' safety, wellbeing, social interaction and play.
- Administer first aid where appropriately trained and respond to pupils' welfare needs in accordance with school policies and agreed procedures.
- Follow school procedures relating to safeguarding, confidentiality, health and safety and site security at all times.
- Be a positive ambassador for The Laurels and contribute to the wider life of the school.
- Demonstrate a commitment to keeping children and young people safe by adhering to our safeguarding and child protection policies.

Professional development

- Participate fully in relevant training, professional development, appraisal and coaching.
- Develop knowledge and expertise relevant to the child's needs and share learning appropriately with colleagues.
- Reflect on the effectiveness of support and respond positively to feedback, adapting practice where this will improve outcomes for the child.
- Undertake other reasonable duties appropriate to the grade and nature of the role, as directed by the Headteacher or senior leaders.

Candidate Specification

Attributes	Essential	Desirable
Experience	Experience of working successfully with primary-aged children, including those with a range of individual learning, communication, developmental or emotional needs. Experience of building positive, trusting and professional relationships with children. Experience of working effectively as part of a team.	Experience of supporting children with special educational needs and disabilities (SEND), particularly autistic children. Experience of working within Early Years and/or Key Stage 1. Experience of supporting children with speech, language and communication needs. Experience of supporting children with sensory processing differences or emotional regulation needs. Experience of working collaboratively with parents/carers and external professionals.
Qualifications & Knowledge	GCSE English and Maths at Grade C/4 or equivalent qualifications, in line with Trust requirements. Basic IT skills, including the ability to use digital systems to record and communicate information. Understanding of children's learning and development. Understanding of inclusive practice and the importance of adapting support to meet individual needs. Awareness of how communication, sensory differences and emotional regulation can affect children's learning, behaviour and participation in school life. Understanding of safeguarding responsibilities and the importance of maintaining professional boundaries and confidentiality.	Relevant Teaching Assistant qualification, such as Level 2 or Level 3. Knowledge of the EYFS and/or primary curriculum. Knowledge of autism and neurodiversity-affirming approaches. Knowledge of strategies to support speech, language and communication, including visual timetables, now/next boards, Makaton or aided language boards. Knowledge of approaches to supporting emotional regulation, sensory needs and positive behaviour. Relevant First Aid qualification.
Skills and Personal Qualities	Builds warm, trusting and appropriately boundaried relationships with children, helping them feel safe, valued and confident. Demonstrates a calm, patient and emotionally resilient approach, responding consistently and sensitively to children experiencing distress or dysregulation. Demonstrates flexibility, reliability and a reflective approach, with a willingness to learn, respond to feedback and develop professional practice. Maintains high expectations for all children while recognising and celebrating individual progress. Communicates clearly and effectively, adapting language, instructions and interactions to meet children's individual needs. Recognises that behaviour can be a form of communication and responds sensitively to children's underlying needs. Understands how to provide effective individual support while promoting independence, positive peer relationships and inclusion, rather than creating unnecessary reliance on an adult.	Experience of using visual communication strategies or alternative and augmentative communication (AAC) approaches. Ability to use structured routines and visual supports to help children manage transitions and changes. Experience of using play-based approaches to develop communication, shared attention, social interaction and engagement in learning. Experience of supporting children to develop emotional awareness and regulation strategies. Confidence in contributing to the implementation and review of individual support plans and EHCP outcomes.

	Adapts their approach as a child's strengths, needs and independence develop over time. Recognises and responds appropriately to potential safety risks, maintaining effective supervision while supporting children to develop increasing independence. Supports children to engage in learning through motivating, appropriately adapted activities, including play-based approaches where appropriate. Works collaboratively with teachers, the SENDCo and other colleagues, following agreed approaches consistently while using appropriate initiative. Communicates professionally and sensitively with parents/carers and other professionals, respecting confidentiality and established lines of communication. Understands the importance of maintaining clear professional boundaries with pupils and families, including recognising and declaring potential conflicts of interest. Observes, records and communicates information about children's learning, development and progress accurately. Demonstrates a commitment to our school values of Responsibility, Resilience and Reflection, and shares our belief that Getting Better Never Stops.	
Practical Requirements	Willing and able to support children with toileting, changing and other personal and intimate care needs, in accordance with agreed care plans, school policies and appropriate training. Able to provide effective supervision and respond appropriately to children's safety needs across indoor and outdoor environments, with reasonable adjustments where appropriate. Willing to undertake training relevant to the individual needs of the pupils being supported. Able to follow agreed safeguarding, health and safety and emergency procedures consistently.	
Professional Development	Commitment to safeguarding and promoting the welfare of children. Willingness to participate in relevant training, coaching and professional development. Willingness to develop specialist knowledge and skills in response to children's individual needs. Commitment to working collaboratively, reflecting on practice and contributing positively to the wider life of The Laurels Primary School.	If you do not have a valid first aid certificate, training will be provided.

Package

Responsible to:	Headteacher and Assistant Headteachers
Salary Grade:	Grade 4, SCP 5
FTE salary:	£26,428.
Actual Salary:	£18,886.95 pro rata per annum
Hours:	8.30am – 3.15pm, Monday – Friday, with a 30-minute lunch break.
Working Pattern:	Term time only plus INSET days as requested by the school, paid as additional hours.
Contract Type:	Permanent

Safeguarding

The Laurels Primary School and Durrington Multi-Academy Trust are committed to safeguarding and promoting the welfare of children and young people. Safeguarding is everyone's responsibility and is a core expectation of every member of our staff.

The successful candidate will be expected to demonstrate a clear commitment to safeguarding, follow the school's safeguarding and child protection procedures and undertake all required training.

The appointment will be subject to the Trust's safer recruitment procedures, including appropriate pre-employment checks, an enhanced DBS check and a safeguarding interview.

Durrington Multi Academy Trust is an equal opportunity employer and we welcome the unique contributions that everyone can bring to Durrington Multi Academy Trust in terms of education, opinions, culture, ethnicity, race, sex, gender identity and expressions, nation of origin, age, languages spoken, colour, religion, disability, sexual orientation and beliefs.

What our staff say…

Taken from our anonymous staff survey (Edurio, March 2026):

100% of staff would recommend The Laurels as a place to work.

100% of staff would recommend The Laurels to parents.

“I feel valued, seen and heard by the Senior Leadership Team personally and professionally.”

“Everyone is really kind (staff, students, parents etc.) and super helpful.”

“Lots of chances for CPD; Senior Leaders have a vision for the school.”

“Friendship and support. I genuinely love coming to work.”

We're incredibly proud of the culture we've built together and we'd love you to be part of it.

How to Apply

We use SAMrecruit for all applications.

1. Click here to access our vacancy on SAMrecruit.
2. Create a SAMrecruit account (or log in if you already have one).
3. Complete the online application form in full.
4. Upload your supporting statement, ensuring it addresses the questions below.
5. Submit your completed application via SAMrecruit by **9.00am on Friday 23 October**.

In your supporting statement, please respond to the following questions:

1. Why would you like to work with the children and staff at The Laurels Primary School, and what would you bring to our team?

2. Drawing on your experience, how would you support a child with additional needs to feel safe, communicate their needs, access learning and develop increasing independence?

Some of our roles attract a high level of interest and, for this reason, we review applications as they are received. Vacancies may therefore close earlier than the advertised closing date, so early applications are strongly encouraged.

Given the individual nature of this role, applicants should be aware of the importance of maintaining appropriate professional boundaries. Any existing personal relationships with the child or their family should be declared during the recruitment process so that potential conflicts of interest can be considered appropriately.

Visits to the school are warmly welcomed. To arrange a visit, please contact Carly Oliver, Executive Assistant, at coliver@laurelsprimary.co.uk or 01903 830901

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