

Job description

Job title

Senior Educational Assistant

Hours

hours per week

Contract

Term Time – 39 weeks per year

Role profile and grade

TLS22 – Grade 2, Point 4

Salary

Full time equivalent starting salary £29,108 per year pro-rated to 39 weeks per year

Location

Inscape House School, Cheadle, Stockport, Cheshire

Reports to

Deputy Head of EOTAS/Outreach and Phase Leader

Type of DBS required

Enhanced, Child and Adult Workforce

The Together Trust is committed to safeguarding and promoting the welfare of the people we support and expects all our staff and volunteers to share this commitment.

Safeguarding checks will be undertaken for the successful candidate in line with our safer recruitment policy, including an Enhanced DBS check (at no cost to yourself).

This role will involve regulated activity.

Job purpose

Outreach Senior Educational Assistant

To provide specialist, flexible, and creative outreach support for autistic students, including those with a demand avoidance profile and students who have experienced Emotionally Based School Non-Attendance (EBSNA). The role focuses on reducing anxiety, rebuilding trust in education, and facilitating engagement through personalised, non-traditional learning approaches either at Inscape, at the home, or within the local/ wider community setting.

Key responsibilities

Specifically, the post requires the postholder to:

Direct Student Support:

- Provide one-to-one for autistic students, including those with PDA and other co-occurring difficulties (e.g., anxiety, sensory processing needs, ADHD).
- Use low-demand, child-led approaches to build trust and engagement, adapting communication and learning strategies accordingly.
- Under the direction of the teacher implement structured routines, visual supports, and personalised learning plans to reduce anxiety and increase participation.

Lone Working & Outreach

- Work independently in various settings, including students' homes, Inscape House School, and/ or the wide community, maintaining high professional standards.
- Work closely with the teacher to adapt the support based on student needs, using a flexible, creative approach to engagement.
- Maintain detailed records of student progress, behaviours, and strategies used, ensuring clear communication with the teacher, phase leader and Deputy Head.

Curriculum

- Adapt learning experiences to be student-led, interest-driven, and responsive to the individual needs of each student, ensuring engagement through personalised approaches.
- Creatively adapt resources and use alternative methods (e.g., play-based learning, outdoor education, project-based tasks, and sensory activities) to foster natural curiosity and meaningful engagement.
- Facilitate non-directive, collaborative learning opportunities that gently reintroduce education in a way that feels safe, empowering, and pressure-free.
- Create flexible, collaboratively developed timetables that allow students to engage at their own pace, celebrating their strengths and autonomy in learning.
- Use low-demand strategies, such as indirect language, shared control, and negotiation, to support participation.
- Support emotional regulation and sensory needs through tailored strategies, including safe spaces, movement breaks, and sensory-friendly environments.

Professional Collaboration:

- Liaise regularly with the Outreach team/ key teacher and therapy team to ensure a coordinated approach to support.
- Contribute to EHCP reviews, multi-agency meetings, and professional discussions when appropriate.

Parent & Carer Engagement:

- Establish trusting relationships with families.
- Provide regular updates on student progress, celebrating successes and addressing concerns with sensitivity always collaborating with the Outreach teacher on next steps of support.

Families and Safeguarding

- Follow Inscape house safeguarding procedures, ensuring the safety and wellbeing of all students.
- Recognise and respond to distress or escalation, using de-escalation techniques and seeking advice from the wider team and PBS at Inscape house
- Commitment to working with the staff team to ensure the highest levels of safeguarding are always upheld.
- Work as a member of a staff team including teachers, speech & language therapists, other educational assistants, educational psychologists and consultant psychiatrists.
- Report any safeguarding concerns to the Senior Designated Person.
- Adhere to all safeguarding and lone working policies, practices and expectations including online safety.

Supporting Learning

- Ensure that all policies implemented by the school are actively upheld and always promoted.
- Build and maintain positive and constructive working relationships with pupils, families, multi-agencies, professionals and colleagues, to maximise pupils' development and maintain the overall ethos and vision of the school.
- Provide feedback to pupils and the class teacher, supporting with the monitoring, recording and reporting of pupil progress to support with the attainment of all pupils.
- Support students transitioning into and out of the school.
- Support pupils within the learning environment, to promote independence, inclusion, acceptance and equality of access to learning opportunities.

- To take a lead role alongside the class teacher with the implementation of individual EHC plans to ensure that the school is meeting the specific needs of all pupils.
- On occasion, lead the delivery of specific learning objectives and activities, adjusting them to meet the requirements of individual pupils following support from the class teacher.

Training & Development:

- Engage in staff training, meetings, and professional development.
- Mentor other assistants under supervision.
- Support agency, bank, and placement students.

Care Duties:

- Assist with personal hygiene and health care needs under guidance.
- Administer medication when required following training.
- Supervise and support students during school times, including on educational visits.
- Assist with mealtimes, playtimes, and lunchtime clubs.
- Support safe arrival and departure of students on transport.
- This role requires flexibility, autonomy, and strong interpersonal skills to create a supportive learning environment for students with complex needs.

Other responsibilities

- Actively engage with the Together Trust's vision, mission and values.
- Commit to promoting equality, diversity and inclusion.

Additional information

- Undertake any reasonable duties commensurate with the role and grade as determined by the headteacher or line manager.
- This job description reflects the current requirements of the post. As duties and responsibilities change and develop, the job description

will be reviewed and amended subject to consultation with the postholder.

Person specification

You will need demonstrate the extent that you have the necessary requirements for this role. Please use examples in your application how you match the criteria in the person specification and your experience of the responsibilities outlined for the role.

	Essential	Desirable
Education, qualifications and training	<p>Level 3 or higher Teaching Assistant qualification or commitment to obtain such qualification within a given period of time.</p> <p>Evidence of recent relevant professional development.</p>	
Experience and skills	<p>Experience of successful work with pupils who present with behaviours that concern.</p> <p>A clear commitment to the ethos and practices of the school and the Together Trust.</p> <p>An ability to work in co-production with parents.</p> <p>Flexibility in dealing with changing circumstances.</p> <p>Ability to identify, clarify, prioritise and solve problems as they arise.</p>	<p>Two or more years' experience of working with autistic students within a school or community setting.</p>
Knowledge and understanding	<p>Awareness of current developments in supporting autistic pupils.</p> <p>Knowledge of specific approaches to working with autistic people.</p>	
Other	<p>Clean driving license with business insurance and use of own car</p> <p>Commitment to continuing development of professional skills eg. Training.</p> <p>Flexibility and a positive attitude to change.</p> <p>Ability to cope with challenging behaviour.</p> <p>Strong personal resilience.</p> <p>Computer literate</p>	

Applications are welcome from all regardless of age, disability, marriage or civil partnership, pregnancy or maternity, religion or belief, race, sex, sexual orientation, trans status or socio-economic background. We are committed to making reasonable adjustments for disabled people. We positively encourage applications from those with lived experience.