



That they may have life; life in all its fullness - John 10:10

HORDLE CE (VA) PRIMARY SCHOOL

ADVERT FOR SEND 1:1 SUPPORT TEACHING ASSISTANT

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Contract Commencement Date:	October 2026 or as soon as available
Application Closing Date:	Wednesday 7th October
Interviews:	Friday 16th October
Expected Start Date:	October 2026
Contract type:	Fixed Term to July 2026, with the potential to be extended
Hours:	34.25 hours per week, 8.00am - 3.30pm Monday to Thursday, 8.45 - 3.30pm Friday
Key Stage:	KS2
Salary Type:	B Grade, £20,802 - £21,081 per annum actual (£25,615 - £25,958 per annum FTE)

The Governors of Hordle Church of England Primary school are excited to offer an opportunity for a caring and dedicated SEND 1:1 Teaching Assistant to join our thriving staff team.

We are currently recruiting for a 1:1 SEND Support TA with the position being based in EYFS initially. Experience in speech and language would be preferable. As with all 1:1 TA positions, the candidate would also be expected to offer support as a classroom Teaching Assistant as required. Relevant experience is essential and you must be able to demonstrate this in your application.

Who are we?

Hordle is an outstanding school (Ofsted 2022) situated on the outskirts of the New Forest with a beautiful learning environment and two Nursery settings. We aspire to excellence and want to recruit like-minded colleagues who thrive on the challenge of inspiring the next generation.

Who are we looking for?

The successful candidate will:

- Be experienced in supporting children with additional needs
- Believe in, and promote, inclusion for all and be someone who is able to implement strategies to support children with SEND
- Be able to assist with the development and implementation of an EHCP plan, Behaviour plans, Risk Assessments and other care programmes
- Have experience in the deployment of a wide range of strategies to support children with communication and regulation needs
- Be able to communicate effectively with all members of the school community.
- Be motivated and personable, with a passion for creating a fun and engaging learning experience whilst setting challenging and demanding expectations and promote self-esteem and independence.
- Help pupils develop resilience and independence, both in learning and forming positive relationships with peers and staff



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What can we offer you?

We have a wonderfully supportive and motivated team of staff who are committed to providing the very best for the children of Hordle. As a school, we explicitly seek to grow the next generation of educators and we invest substantially in the ongoing professional development of our team.

Still interested?

If you have any further questions or you would like an application please visit the vacancies page of our school website.

The school has a policy on equality of opportunity which is designed to ensure that all staff receive fair and equal treatment regardless of their gender, race, ethnic origin, disability, sexual orientation, age, religion or beliefs, or any other factors not relevant to their ability to do the job for which they are employed. This is a school in which safeguarding of our pupils is paramount and all applicants will be subject to rigorous pre-employment checks prior to appointment.



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Essential	Desirable
Level 2 qualification (or equivalent). Satisfactory DBS clearance (confirmed as part of pre-employment checks). Good numeracy and literacy skills. Good IT skills to support recording, monitoring and communication. Understanding of safeguarding principles and how these apply in practice. Excellent evaluation and monitoring skills - able to observe and record progress effectively. Understanding of child development in the Early Years. Experience of working with or caring for children with additional needs / SEND. Experience of working as part of a team, including with parents and professionals. Able to relate well to young children and adults, including parents. Demonstrates a strong positive belief in children's abilities through encouragement and praise. Able to cope with personal hygiene needs and respond appropriately. Be a high-quality model for speech.	Level 3 qualification (or equivalent). Experience of supporting children with speech, language and communication needs (SLCN). Experience of delivering personalised SALT programmes under therapist guidance. Knowledge or experience of alternative communication methods (e.g. Makaton, visuals, gestures). Experience of delivering individual support plans, including social skills and facilitating peer connections. Experience of delivering social stories and visual timetables. Understanding of a range of SEND and adaptive teaching strategies (multi-sensory, creative, and non-verbal approaches). Experience of delivering highly structured interventions (e.g. precision teaching). Understanding of strategies to support phonological awareness skills, including rhyme, syllables and onset sounds. Experience of working in an Early Years setting (Nursery or Reception). Experience of delivering personalised phonics and early reading. Advanced training in communication and language development. Experience of supporting emotional regulation (e.g. Zones of Regulation, Emotion Coaching). Experience of creating and using Aided Language Displays.