‘From Ducklings to Swans:

Soaring to Success.’



**Job Description**

**1:1 Teaching Assistant**

Kent Range 4, 27.5hrs per week, term time only

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| **JOB PURPOSE** |
| The 1:1 TA will ensure that the pupil can integrate as fully as possible within the class. They will be required to support them with their emotional regulation and learning in all areas of the curriculum, working towards outcomes specified on the pupils personalised plan. |
| **PERSON SPECIFICATION:**  Ideally, we are looking for a person who…   * Has recent experience of working in a school setting providing in-class support and working with children with identified needs * Has an understanding of how children learn and the complexities and potential barriers to this process * Has an understanding of ASD and strategies used to support children with ASD * Has an understanding of a range of special educational needs including emotional and behavioural difficulties, and communication and language needs. * Is resilient and can use their own initiative to adapt their teaching and support to meet the needs of the pupil * Has strong interpersonal skills and a positive attitude * Is able to liaise closely with teachers, support staff and the wider community * Has Numeracy and Literacy qualifications of GCSE grade C or above. Alternatively NVQ level 2 or equivalent. The ideal candidate must be able to work with pupils up to and including Year 6 and the demands of the modern curriculum. * Can work as part of a team, understanding different roles and responsibilities within a classroom and a school * Can lead interventions, potentially with small groups of children in addition to the identified pupil * Is able to record interventions and outcomes to measure progress. * Is willing to undertake further training * Can take direction * Has good communication, organisational and record keeping skills   An awareness of phonics would be an advantage. |

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| **Designation of post within management structure** |
| Responsible to the SENCO/Headteacher |

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| **Main Duties and Responsibilities** |
| * To provide learning support for the pupil in class in all areas of the curriculum or in withdrawal situations, either 1:1 or small groups in order that they make good progress. * To develop knowledge of the particular needs of the child and seek advice from SENCO, class teacher and outside agencies as required. * To aid access to the full range of learning experiences both inside and outside the classroom and provide modified materials as required e.g. worksheets, games, visual prompt cards etc. * To facilitate communication using a range of communication strategies as appropriate. * To support emotional regulation of the child using a range of strategies supported by the class teacher, SENCO and external professionals * To attempt to de-escalate potential behavioural issues * To make or modify resources as suggested and advised by the teacher, SENCO, Educational Psychologist or other outside agencies. * To be involved in the planning and preparation of the day-to-day class activities for the pupil. * To organise and maintain an inclusive learning environment both in the classroom and outside. * To support the pupil in the playground where necessary * Motivate and encourage the pupil to have a go at activities they may be unsure of. * Provide positive reinforcements, praise and rewards. * Facilitate inclusion in small group activities with peers and support interaction between them. * To attend in service training and relevant meetings relevant to the post in order to keep up to date with developments in working with children with special educational needs. * Provide support and facilitate interaction with peers in the classroom and around school. * To be responsible for implementing the targets on the pupils’ Personal Plan in liaison with the class teacher and SENCO. * To keep running records/evidence of work towards the targets. * To run specific programmes and activities to assist the pupil’s individual learning and social needs. * To liaise effectively with the SENCO, Head Teacher, Class teacher and other support staff, outside agencies e.g. Speech and Language Therapists, Educational Psychologists etc. * To attend and input into the pupils individual reviews and Target Setting meetings * To comply with policies and procedures relating to child protection, health and safety, welfare, security, confidentiality and data protection, reporting any concerns to the appropriate person. * To contribute to the overall aims and targets of the school, support the roles of other members of staff and attend relevant meetings as required. * To be aware of and take part in the school’s annual appraisal cycle and participate in training and development activities as required. |

Signed…………………………………………………

Dated………………………………………………….

Headteacher:……………………………………………