

ST GEORGE'S CHURCH OF ENGLAND PRIMARY SCHOOL

Chequers Road, Minster, Sheerness, Kent ME12 3QU
Love, Care, Share, Trust and Respect



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JOB DESCRIPTION

SCHOOL	St Georges Church of England Primary School
JOB TITLE	1:1 TA with Midday Supervisor duties
GRADE	APLb (FTE £23,615 - £25,006)
REPORTS TO	Headteacher or line manager
DATE	JUNE 2024

JOB PURPOSE

To provide learning and care support for an individual pupil with special educational needs (SEN) to help work towards the outcomes on their education and health care plan (EHCP). This will involve working with the teacher to plan and deliver activities and supporting the pupil with routines, transitions and behaviour management.

MAIN DUTIES AND RESPONSIBILITIES

Supporting the pupil

- Build a positive relationship with the pupil, promoting high self-esteem, independence and social inclusion
- Promote high standards of behaviour, responding to incidents in line with the school's behaviour policy and guidelines on physical intervention
- Assist with the development and delivery of individual education, support and care plans administering medication after training.
- Support the pupil with their social, emotional and mental health needs, escalating concerns where appropriate

Teaching and learning

- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase the pupil's achievement
- Contribute to the planning of differentiated learning activities for the individual, delivering activities inside or outside the classroom
- Support the teaching of a broad and balanced curriculum aimed at helping the pupil achieve their full potential in all areas of learning
- Promote, support and facilitate inclusion by encouraging participation of the pupil in learning and extracurricular activities
- Use effective behaviour management strategies consistently in line with the school's policy and procedures

'They will soar on wings like eagles ...'

' Isaiah 40:31

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- Organise and manage teaching space and resources to help maintain a stimulating and safe learning environment
- Use ICT skills to advance the pupil's learning
- Through observations, provide regular feedback to teachers on the pupil's progress, attainment and barriers to learning
- Monitor, record and report on progress and attainment
- Read and understand lesson plans shared prior to lessons, if available
- As part of the lunch team, be part of a team that is responsible for supervising pupils and the school's premises during the midday break to ensure that the break runs effectively and that the safety and welfare of pupils is maintained, encouraging safe and fun play.

Working with staff, parents/carers and relevant professionals

- Share knowledge and understanding of the pupil with other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision
- Communicate effectively with other staff members, pupils, and parents and carers
- Keep other professionals accurately informed about performance, progress and any areas of concern
- Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers
- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Develop effective professional relationships with colleagues

Professional development

- Help keep their own knowledge and understanding relevant and up to date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school
- Take part in the school's appraisal procedures

ADDITIONAL DUTIES AND RESPONSIBILITIES

- As part of the lunch team, be part of a team that is responsible for supervising pupils and the school's premises during the midday break to ensure that the break runs effectively and that the safety and welfare of pupils is maintained, encouraging safe and fun play.

The employee is expected to undertake any other duties which from time to time may be required and be relevant and commensurate with the post, as deemed necessary by the Headteacher.

The school is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment and work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies.

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The employee is expected to show a commitment to promoting the ethos and values of the school, as well as the wider trust.

This job description may be amended at any time following discussion between the head teacher and member of staff and will be reviewed annually.

Signed (Employee): Dated:

Signed (Headteacher): Dated:

Person specification: Teaching Assistant

CRITERIA	QUALITIES	ESSENTIAL OR DESIRABLE
Qualifications and training	➤ GCSE or equivalent level, including at least a Grade 4 (previously Grade C) in English and maths	Essential
	➤ First-aid training, or willingness to complete it	Desirable
	➤ NVQ Level 3 Teaching Assistant/Learning Support or equivalent	Desirable
Experience	➤ Experience working in a school environment or other educational setting	Essential
	➤ Experience working with children / young people	Essential
	➤ Experience working with children / young people with special educational needs (SEN)	Desirable
	➤ Experience planning and delivering learning activities	Essential

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Skills and knowledge	<ul style="list-style-type: none"> ➤ Good literacy and numeracy skills ➤ Good organisational skills ➤ Ability to build effective working relationships with pupils and adults ➤ Skills and expertise in understanding the needs of all pupils ➤ Knowledge of how to help adapt and deliver support to meet individual needs ➤ Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils ➤ Excellent verbal communication skills ➤ Active listening skills ➤ The ability to remain calm in stressful situations ➤ Knowledge of guidance and requirements around safeguarding children ➤ Good ICT skills, particularly using ICT to support learning ➤ Understanding of roles and responsibilities within the classroom and whole school context 	<p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p>
Personal qualities	<ul style="list-style-type: none"> ➤ Enjoyment of working with children ➤ Sensitivity and understanding, to help build good relationships with pupils ➤ A commitment to getting the best outcomes for all pupils, and promoting the ethos and values of the school ➤ Commitment to maintaining confidentiality at all times ➤ Commitment to safeguarding pupil's wellbeing and equality ➤ Resilient, positive, forward looking and enthusiastic about making a difference ➤ Capacity to inspire, motivate and challenge children and young people 	<p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p>

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