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1:1 SRP Teaching assistant

Valley Invicta primary school at kings hill

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| **JOB DESCRIPTION** | |
| **Job Title** | SRP High Needs Funding Teaching Assistant |
| **Grade** | VIAT 3 |
| **School / Department** | VIPS Kings Hill |
| **Base** | Kings Hill |
| **Hours** | 16.5 hours |
| **Reports to** | SENCo |
| **Accountable to** | Headteacher/Classroom Teacher/Senior Leadership Team |

**Job Summary**

To provide personalised support to meet the needs of a child with complex needs within our school, delivering interventions and supporting within the classroom.

**Key Working Relationships**

* Headteacher
* SENco
* Classroom teacher
* Students
* Parents
* Visitors

**Key Responsibilities**

* Support pupils within the learning environment to promote independence, inclusion, acceptance and equality of access to learning.
* To lead the delivery of specific learning objectives and activities, adjusting them to meet the requirements of individual pupils following support from the class teacher.
* To build and maintain positive and constructive working relationships with pupils, families and colleagues, to maximise children’s development and maintain the overall ethos and vision of the school.
* To work alongside the SENco and class teacher to deliver personalised support to meet the child’s needs.
* To provide feedback to parents, the SENco and class teacher to monitor, record and report the pupil’s progress.
* To complete relevant training as needed.

**Safeguarding**

As a VIAT employee you will commit to safeguarding and promoting the welfare of children and young people.

**Equality and diversity**

The Trust expects every employee to take responsibility for promoting a culture that values and respects difference.

**Statement**

The list of duties in this job description should not be regarded as exclusive or exhaustive. There will be other duties and requirements associated with your job, and, in addition, as a term of your employment you may be required to undertake various other duties as may reasonably be required.

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| **PERSON SPECIFICATION** | | |
| **AREA** | **ESSENTIAL** | **DESIRABLE** |
| **Qualifications** | Good standard of Education – 5 GCSEs or equivalent | Qualifications in childcare or education  Further CPD qualifications, especially regarding SEN provision, ASD and behaviour management. |
| **Experience** | Experience of working with children and young people | Experience supporting children with complex SEN. |
| **Knowledge** | Thorough knowledge and understanding of safeguarding children.  Knowledge of the primary school curriculum | Knowledge of strategies which can be used to support children and young people with additional needs, especially ASD. |
| **Skills** | A holistic approach to the well-being and education of pupils.  Good communication skills and flexibility to adapt communication as needed  Ability and willingness to work collaboratively and supportively within the school team.  Able to inspire confidence and respect amongst colleagues and the school community.  Build effective and professional working relationships with parents, staff, Governors and the wider community. | Specialist ASD/ behaviour management training |
| **Attributes** | Calmness  Quick thinking  Patience  A sense of humour  Is committed to their own professional development.  Consistently reflects the highest levels of professionalism as a role model at all times and demonstrates the school’s aims and values at all time. |  |