

Job Description

Post title	Teaching Assistant One to One
Grade	Scale points 5 – 6 or KR4
Job purpose	To complement the professional work of teachers by undertaking work, care and support programmes to enable and empower all learners to be able access a good education, including pupils with Special Education Needs
Responsible to	Class Teacher
All staff responsibilities	<ul style="list-style-type: none"> • Staff are expected to value their own well-being and the well-being of colleagues • Staff are expected to value their own professional development and welcome any training opportunities or opportunities to take part in further research to help shape the future of education for the better. • To demonstrate a CAIRS approach to all that you do. (Care, Aspiration, Inspiration, Respect, Stewardship) • To adhere to all policies and procedures set out by the schools and the Trust
Duties and responsibilities specific to the post Support for the Students	<ul style="list-style-type: none"> • Aid pupils' learning as effectively as possible by clarifying and explaining instructions. • Ensuring they are able to use equipment and materials provided. • Assist them with their challenges such as language, behaviour and social skills. • Help them to learn how to complete work set for them. • Meet physical needs as required and encouraging independence • Assist with the development and implementation of Early Help and High Need plans • Undertake structured and agreed learning activities/ teaching programmes and adjusting activities according to pupil assessment and response. • Support the use of IT and computing in learning activities and assist the pupils' competence in independent use. • Assist with the preparation of school resources require to meet lesson plans or other relevant learning activities to support delivery of an enriched curriculum. • Assist with school events, trips and activities • Provide objective and accurate feedback and reports as required on student achievement, progress and other matters, ensuring the availability of appropriate evidence • Record progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment • Work within an established discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence • Continue to promote learning opportunities during lunch and break times • Select and prepare resources necessary to lead learning activities, taking account of students' interests and language and cultural backgrounds
Support for the Teacher	<ul style="list-style-type: none"> • Work closely with the class teachers, other Teaching Assistants and the inclusion team to close the attainment gap between individual pupils, groups and their peers. • Contribute towards pupil learning reviews and report on the effectiveness of interventions in place. • Assist in supporting any arrangements to allow pupils to access school life • Liaise with the inclusion team to support the review of progress

General	<ul style="list-style-type: none"> • Be responsible for delivering interventions to the named pupil or groups of pupils • Support the teacher with preparation or resources/ classrooms • Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person • Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop • Contribute to the overall ethos/work/aims of the school • Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of students • Participate in training and other learning activities as required to develop ones' own learning • To support, uphold and contribute to the development of the school's Equal Rights policies and practices in respect of both employment issues and the delivery of services to the community • Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others • Take the initiative as appropriate to develop multi-agency approaches to supporting students • Remain up to date with personal training and new initiatives
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The school reserves the right to amend this job description through consultation with the employee to ensure the job description remains relevant and an accurate representation of the role.

Person Specification		
	Essential	Desirable
Qualifications:	<ul style="list-style-type: none"> • Level 3 Supporting and Teaching Learning in Schools or equivalent • Relevant Degree • CPD related to Special Educational Needs 	<ul style="list-style-type: none"> • A range of CPD experiences and achievements • Safeguarding and child protection training (will be provided) • A qualification in SEND practice
Experience and skills:	<ul style="list-style-type: none"> • Experience of working with pupils with SEND. • Experience of handling confidential and sensitive information. • Experience of communicating to all levels of management. • Experience of working in an educational environment. • Knowledge of areas of legislation relevant to SEND. • The ability to interpret legislation and statutory guidance relating to SEND practice. • Excellent communication skills. • The ability to think ahead and draw up schedules of review, and to follow these up as necessary. • Excellent organisational skills. 	

	<ul style="list-style-type: none"> • The ability to remain calm under pressure. • Excellent time management skills. • The ability to work with pupils in a professional manner. • The ability to be proactive in seeking solutions. • The ability to maintain confidentiality. • Effective problem-solving skills. • Excellent written and verbal communication skills at all levels. 	
<p>Personal Attributes:</p>	<ul style="list-style-type: none"> • Able to work independently but also as part of a team. • Professional. • Conscientious. • Dedicated to their practice. • Reliable. • A passion for education and supporting children learn 	<ul style="list-style-type: none"> • The capacity to work flexibly. • An enhanced DBS check.