

Job Title: Teaching Assistant 1:1
(Supporting a SEN Pupil)

Reports to: Class Teacher and SENCO

Job Holder's Name:

Location:

Grade: KR 3

1. PURPOSE OF JOB

Support the class teacher in the teaching and welfare of children to ensure they attain the targets set under their individual educational programmes. Dealing with pupils' therapeutic, well-being, behavioural and personal care needs

2. DIMENSIONS

Supporting one child with specific needs

3. PRINCIPAL ACCOUNTABILITIES

- Provide 1:1 support for an identified child, individually or in a group or class setting
- To support the needs of pupil/s with specific Special Educational Needs which may include ASD/ ADHD, Anxiety, Attachment and Trauma and SEMH or other SEN need type.
- Assist teacher with learning activities ensuring health and safety and good behaviour of pupils (including off-site activities such as trips and swimming etc.).
- Support the pupils in accessing learning activities as directed by the teacher to enable pupils' progress towards their targets. Be aware of and support differences to ensure all pupils have equal access to opportunities to learn and develop.
- Provide clerical/admin support (e.g. typing, photocopying, display) and undertake basic record keeping in respect of pupil learning, behaviour management, child protection etc. (including liaising with therapists) as directed in order to support the teacher deliver the specific learning programmes set for each child.
- Be aware of and comply with policies and procedures relating to child protection, health, safety, security and confidentiality reporting all concerns to an appropriate person to ensure pupils' wellbeing.
- Contribute to the overall work/aims of the school and appreciate and support the role of colleagues and other professionals to enable the school to fulfil its development plans etc.
- Undertake training and other learning activities and attend relevant meetings (within contracted hours or on an overtime basis) as required to ensure own continuing professional development.
- Implement behaviour management programmes for pupils with severe learning and/or emotional problems to ensure pupils' wellbeing, health, safety and learning needs are met.
- Assist pupils with eating, dressing and hygiene, as required, whilst encouraging independence.
- Assist with break-time supervision including facilitating games and activities. To facilitate effective learning of pupils individually and in small groups across the curriculum.
- To support the SENDCo in providing intervention support.

- To support the teaching of pre-planned activities, including the use of specialist teaching and therapy approaches under the guidance of teaching and therapy colleagues. This includes evaluating, monitoring, recording and feeding back on the emotional, social and educational progress of children, based within a detailed understanding of the pupil's needs and awareness of his/her current objectives in a number of key developmental areas.
- Provide support for the class teacher and colleagues in the manual handling and/or physical restraint of pupils to ensure pupils' wellbeing, health and safety is maintained.
- Ensure the maintenance of a clean, orderly and safe working environment making sure that equipment/resources/materials are set out on time and as per instructions received and used safely to enable pupils meet their learning targets.
- To be passionate about the role and have an engaging approach to pupils who have a special educational need, where "thinking outside of the box" may be needed in order to offer the highest level of support.

Footnote: This job description is provided to assist the job holder to know what his/her main duties are. It may be amended from time to time without change to the level of responsibility appropriate to the grade of post.

4. NECESSARY EXPERIENCE

- Good standard of general education (i.e. NVQ level 1 or equivalent) together with good numeracy and literature skills.
- Previous experience (1-2 years) of working with children.
- Specialist training such as experience of working with children with ASD/ ADHD, Anxiety, Attachment and Trauma and SEMH
- Use basic technology (computer, video, photocopier)
- Knowledge of policies and procedures relating to child protection, health, safety, security, equal opportunities and confidentiality.
- Have the ability to relate well to children and adults, understanding their needs and being able to respond accordingly.
- Good influencing skills to encourage pupils to interact with others and be socially responsible.
- First Aid qualification would be an advantage.

5. SCOPE FOR IMPACT

Support staff in schools makes a strong contribution to pupils' learning and achievement. Teaching Assistants provide support to teachers and schools allowing qualified teachers to make even more effective use of their time, professional knowledge, skills and understanding. TAs contributes to pupils' learning and will have a significant impact on pupils' achievement.

6. JOB CONTEXT

TAs will be expected to work effectively with individual pupils and/or small groups under the direction and supervision of a class teacher and SENCo. They will contribute to, and need to demonstrate skills in, planning, monitoring, assessment and class management. TAs would also be expected to work as part of the school team and contribute to plans to ensure the school meets its aims.

The post holder must work within the relevant policies, codes of practice and legislation reporting any concerns to the relevant person.

The post holder must have good communications skills to be able to inform, persuade, inspire and motivate pupils and provide feedback to other professionals and parents as required.

7. ORGANISATION (not Line Management responsibilities)

