



Chilham St Mary's C of E Primary School

Job Title: 1:1 Teaching Assistant
Grade: Kent Range 3
Responsible to: Headteacher, SENCo

OVERALL RESPONSIBILITY

- To work within a class, providing appropriate one-to-one support for a pupil with a Personalised Support Plan
- To assist in promoting the learning and personal development of the pupil to whom you are assigned, to enable him/her to make best use of the educational opportunities available to them.

SECTION 1 - DUTIES

Supporting Teaching and Learning

1. Work effectively as part of the teaching support team and with teaching staff in contributing to the quality of teaching and learning. This includes attending various meetings where there are relevant items on the agenda.
2. Support the SENCO and class teacher in the planning and delivery of learning programmes by:
 - Delivering intervention programmes, and recording the impact of each intervention on pupil outcomes and progress.
 - Preparing practical resources for the lessons such as apparatus, differentiated worksheets or visual aids.
 - Responding to individual needs by personalising resources for the individual child or a small group.
 - Supporting the teacher in behaviour management and reinforcing agreed rules in working with pupils.
 - Assisting with assessing, recording and reporting (including verbal feedback to teacher and parents) on pupil progress and attainment
 - Liaising with class teacher, SENCO and other professionals about Provision Plans, contributing to the planning and delivery as appropriate.
3. Work with and act upon guidance provided by the class teacher and other professionals such as Specialist Teachers, Occupational Therapists and Educational Psychologists.
4. Liaise with the teacher regarding progress made, problems arising, and any difficulties with accessing work and/or resources.
5. To support the use of ICT in learning activities and with specific programmes to support learning. (For example – Clicker 7)
6. To give positive encouragement, feedback and praise to reinforce and sustain the pupil's efforts and develop self-reliance and self-esteem.
7. To promote the acceptance and inclusion of the pupil with SEN, encouraging pupils to interact with each other in an appropriate and acceptable manner
8. Tend to the hygiene and physical needs of individual pupils.
9. Take appropriate action related to any problems or emergencies that occur during the lesson in accordance with the school's policies and procedures.
10. Comply with all school policies – for example those on child protection, health and safety, confidentiality and data protection.
11. Set a good example in terms of personal presentation, attendance and punctuality.
12. Assist in the promotion of development and learning (physical, emotional and behavioural).
13. To undertake other duties from time to time as the Head Teacher requires

Supporting Pupils - Pastoral

1. Support the staff in providing a safe learning environment.
2. Provide support for pupils with emotional, social and behavioural problems, e.g. by giving time to listen to their concerns, to enable pupils to feel valued and respected.
3. Deal with or report, to the relevant class teacher, incidents that are seen or reported regarding pupils' welfare, or the DSL if a safeguarding concern.
4. Report to the teacher any incidents of disruptive or unacceptable behaviour of pupils during the lesson that may be unknown to the teacher.
5. Assist in the personal and social care of the pupils.
6. Assist pupils to carry out personal care and hygiene tasks.
7. Assist identified pupils on arrival and departure from school.
8. Assist on school outings and various activities.

Health and Safety

1. Undergo Paediatric First Aid training and update courses.
2. Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
3. Co-operate with the employer on all issues to do with Health & Safety and Safeguarding & Child Protection.

Continuing Professional Development - Personal

1. In conjunction with the line manager, take responsibility for personal professional development, keeping up to date with research and developments related to teaching and learning, Child Protection and Health and Safety.
2. Undertake any necessary professional development as identified in the School Improvement Plan taking full advantage of any relevant training and development available.
3. Maintain a professional portfolio of evidence to support the Performance Management process - evaluating and improving own practice.

SECTION 2 - ADDITIONAL DUTIES FOR THIS POST

The following tasks will be negotiated and agreed at the time of appointment. These additional tasks are seen as an important part of the School's continuing professional development programme:

Teaching Assistants will be expected to follow a professional code of conduct in the school in line with the school ethos. Any matters arising that are causing concern or worry should be referred to the line manager of the member of staff. Any matter of grievance or complaint should be dealt with in accordance with the school's grievance or complaints procedure.

This job description may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the School in relation to the post holder's professional responsibilities and duties. Elements of this job description and changes to it may be negotiated at the request of either the Headteacher or the incumbent of the post.

Chilham St Mary's C of E Primary School Teaching Assistant Person Specification

It is likely that the successful candidate will satisfy the following specification:

Attributes	Essential	Desirable
Qualifications/ Experience	<ul style="list-style-type: none"> • Good levels of competency in literacy & numeracy, preferably at GCSE Grade C or above, or an equivalent qualification • Experience of working in a learning environment such as a learning centre or school/college and supporting children's learning 	<ul style="list-style-type: none"> • At least 5 GCSE's A* – C grade including English and Maths, or equivalent qualification • Evidence of relevant further learning and/or qualifications • Experience in supporting pupils with Social, Emotional and Mental Health needs • Experience of working in a Nursery or Early Years environment • Experience of outdoor learning or Forest School
Professional competence	<ul style="list-style-type: none"> • Have high expectations of themselves and the children • Be flexible and adaptable and have the ability to use their initiative • Be committed to supporting and nurturing children, adopting an inclusive approach that enables them to reach their full potential • Be able to foster positive, supportive relationships with children, parents, staff and the wider community • Show empathy and understanding for the wide range of our children's needs • Be patient when faced with challenging behaviours and intuitive in order to prevent, where possible, issues from arising • Ability to use ICT for planning and assessment • Ability to utilise ICT to support and enhance learning in the classroom • Have high professional standards • A commitment to sustaining up to date professional knowledge. 	<ul style="list-style-type: none"> • Knowledge and skills in particular curriculum areas. • First Aid at work qualification or willingness to undergo training
Personal qualities	<ul style="list-style-type: none"> • To be energetic, enthusiastic and hard working • Enjoys outdoor learning • Good interpersonal skills • Ability to work well in a team • Will support the Christian ethos and values of the school • A willingness to engage in all aspects of school life 	

All Appointments are subject to a successful enhanced DBS check