

# Herne Bay Infant School & Seashells Nursery



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## JOB DESCRIPTION

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<b>SCHOOL:</b>	<b>HERNE BAY INFANT SCHOOL</b>
<b>POST:</b>	<b>A/SEN 1:1 Teaching Assistant</b>
<b>RESPONSIBLE TO:</b>	<b>Headteacher</b>
<b>Reports to:</b>	<b>SENCo</b>
<b>Grade:</b>	<b>Kent Range 3</b>

*Herne Bay Infant School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The post is subject to an enhanced Disclosure application to the Disclosure Barring Service and ISA Registration, plus verification of the right to work in the UK.*

### 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.

To support a child with complex additional educational needs.

### 2. DIMENSIONS

Budget: None

No of Children: Supporting 1:1, but could include small group support

Subordinates: None

### 3. PRINCIPAL ACCOUNTABILITIES

- Support the learning, health, wellbeing & behaviour needs of a child/children.
- 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 to meet their learning targets.
- Assist teacher with the delivery of learning activities ensuring health and safety and good behaviour of pupils. 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, collection and recording of money etc.) and undertake basic recording keeping in respect of pupil learning, behaviour management, child protection etc. 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 fulfil its development plans etc.
- Undertake training and other learning activities and attend relevant meetings (within contracted hours) as required to ensure own continuing professional development.
- To manage challenging behaviour of individual pupils in accordance with the behaviour policy or individual behaviour programmes/pastoral support plan.
- To manage medical and personal care needs of pupils in accordance with the relevant policies and individual care plans.
- To keep careful records of any incidents.
- To support SEN Team in problem solving to adapt strategies/programmes/Care Plans.
- If necessary & with guidance, to deliver Speech and Language or intervention programmes, such as Fizzy or Clever Hands, and assess pupil progress in these programmes.

#### 4. NECESSARY EXPERIENCE

- Good standard of general education (i.e. NVQ level 3 or equivalent) together with good numeracy and literacy skills.
- Previous experience (1-2 years) of successfully working with EYFS/KS1 children.
- Previous experience (1-2 years) of successfully working with children with special educational needs.
- Experience of successfully managing a variety of challenging behaviour.
- Experience of liaising with parents, carers and other professionals, eg (SENCo/ Educational Psychologist/Speech Therapist).
- 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.

#### 5. SCOPE FOR IMPACT

Support staff in schools make 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 contribute to pupils' learning and will have a significant impact on pupils' achievement.

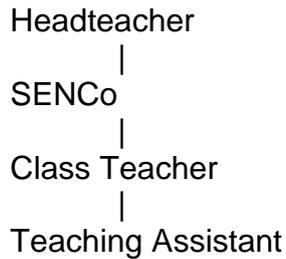
#### 6. JOB CONTEXT

- TAs will be expected to work effectively with individual pupils and/or small groups under the direction and supervision of a class teacher. 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 spoken, written and email communication skills to be able to inform, persuade, inspire and motivate pupils and provide feedback to SENCo and other professionals and parents as required.

7. ORGANISATION (not line management responsibility)



8. CHANGE STATEMENT

As a result of the Government’s initiative “School Workforce Reform” and the National Agreement “Raising Standards –Tackling Workloads” new ways of employing support staff in schools are being sought. The National Workload agreement suggests that schools should deploy more staff in extended roles. As part of the Single Status agreement Learning Support job families are being created and roles at all levels are being evaluated in this light.

Signed .....  
Postholder

Signed .....  
Headteacher

Dated .....