



**Innovate**  
Multi Academy Trust  
Aspiration, Inclusivity, Kindness, Resilience

## **iINNOVATE Multi Academy Trust**

### **Job Description**

### **SEN 1:1 Teaching Assistant**

**LOCATION:** WOODFORD HALSE CE PRIMARY ACADEMY

**RESPONSIBLE TO:** TEACHER/HEAD OF SCHOOL

**LIAISES WITH:** ALL STAFF

**WORKING HOURS:** 32 HOURS 30 MINUTES PER WEEK (8:30AM TO 3:30PM - MONDAY TO FRIDAY) 39 WEEKS P/YEAR INCLUDING A 30 MINUTE UNPAID LUNCHBREAK

**SALARY:** POINT 3

#### **Purpose of the job**

##### **Support class teachers:**

To enable access to learning for a child with SEN in order to continue to raise standards and to assist the teacher in the management and development of the child's academic, social and emotional well-being. Work may be carried out in the classrooms or outside the main teaching areas either 1:1, 1:2 or in a small group. The role is assigned to one particular child. If the child leaves the school or funding ceases, the contract will come to an end.

##### **Support Lunchtime Sessions:**

To enable the child to enjoy their lunchtimes in a safe environment.

## **Specific Accountabilities**

#### **Key Features:**

##### **Support for the child:**

- develop knowledge of the child socially, emotionally and academically including home circumstances, barriers to learning etc.
- gain a specific understanding of the learning needs of the child to be supported whatever their ability
- supervise and provide particular support for the child, ensuring their safety and access to learning activities
- aid learning, as effectively as possible, both in group situations and independently by, for example:

- clarifying and explaining instructions
- encouraging to listen to the class teacher and then explain what they are expected to do
- ensuring the child to be able to use equipment and materials provided safely and with precision
- assisting in weaker areas, e.g. language, behaviour, social skills, reading, spelling, maths, handwriting/presentation
- helping in stronger areas to use and apply knowledge and understanding to more open-ended tasks
- helping the child to concentrate well and finish work set and become autonomous in this
- meeting physical needs as required whilst encouraging independence
- assisting with the development and implementation of Individual Education/Behaviour Plan and Personal Care programme within classes
- developing appropriate resources to support the child
- providing support for the child inside and outside the classroom to enable them to interact socially and cooperatively with others and engage in activities led by teachers
- establish a constructive relationship with the child and interact with them calmly, respectfully and firmly when necessary
- promote inclusion and acceptance
- set challenging and demanding expectations and promote self-esteem and independence
- provide the necessary pastoral care to enable the child to feel secure and happy
- provide feedback in relation to progress and achievement under the guidance of the teacher

#### Support for the Teacher

- assist the class teacher (and other professionals as appropriate), in the development and planning of a suitable programme of support
- inform yourself of weekly plans in advance of the lesson so that you are able to prepare appropriately, with the support of the teacher, for the child you will be supporting
- monitor responses to learning activities and accurately record achievement as directed
- provide detailed and regular feedback to the teacher
- contribute to the maintenance of progress records
- participate in the evaluation of the support programme
- promote good behaviour, dealing promptly with conflicts and incidents in line with established policy, and encourage the child to take responsibility for their own behaviour
- establish constructive relationships with parents/carers
- administer routine tests and undertake routine marking of work as directed by teachers
- support teachers in photocopying and other tasks in order to support teaching

#### Support for the Curriculum:

- undertake structured and agreed learning activities/teaching programmes, adjusting activities according to the child's responses to everyday assessment
- undertake intervention programmes as agreed with SENCO and class teacher, recording achievement and progress, and feeding back to the teacher
- support the use of ICT in learning activities and develop the child's competence and independence in its use
- assist with the preparation and maintenance of equipment/resources required to meet lesson plans/relevant learning activities to support the delivery of an enriched curriculum

#### Support for Lunchtimes:

- set up and clear away tables, chairs in the dining area
- set out play equipment
- assist the cook with setting out food, cutlery and crockery
- clean up any spillages of food or drink

- sweep floors once tables and chairs are cleared away
- safeguard pupils' health and safety during lunchtime
- ensure children line up in a timely manner
- ensure children have a balance of dining and recreation time
- lead the children in 'grace'
- monitor children to encourage them to eat healthy lunches
- help children who may be having difficulties i.e. cutting up food
- encourage good table manners
- ensure good behaviour in line with the school's behaviour policy
- comfort children who may be upset
- supervise children in the playground or in the hall and classrooms in wet weather
- make appropriate decisions concerning first aid incidents and illness to ensure maximum safety for the children during lunchtime
- deal with any minor first aid incidents such as cuts, grazes and bruises or referring to a First Aider
- check, monitor and resolve health and welfare issues and refer these to appropriate members of staff

#### Support for the school:

- be aware of and comply with the procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- be aware of, and support difference, ensure all children have equal access to opportunities to learn and develop
- contribute to the overall ethos, work and aims of the school
- be prepared to uphold the values of the school
- appreciate and support the roles of other professionals
- attend and participate in relevant meetings and training as required
- where appropriate, develop a relationship to foster links between home and school
- liaise, advise and consult with other members of the team supporting the children as appropriate
- contribute to reviews of children's progress as appropriate
- set a good example in terms of dress, punctuality, attitude, collaboration, respect and attendance
- prepare and present displays of children's work as required
- carry out lunchtime supervision and playground duties on a rota and ad hoc basis
- accompany teachers and children on educational visits
- undertake other duties from time to time as required by the Head of School or Teachers

#### Arrangements for appraisal of performance

The role of the SEN 1:1 Teaching Assistant will be monitored through the school's performance management programme and by the usual monitoring systems of the Senior Leadership Team.

---

This job description sets out the duties of the post at the time it was drawn up. The post holder may be required from time to time to undertake other duties within the school as may be reasonably expected, without changing the general character of the duties or the level of responsibility entailed. This is a common occurrence and would not justify a reconsideration of the grading of the post.

# Person Specification

## SEN 1:1 Teaching Assistant

The person specification shows the abilities and skills you will need to carry out the duties in the job description. Short listing is carried out on the basis of how well you meet the requirements of the person specification. You should mention any experience you have had which shows how you could meet these requirements when you fill in your application form. If you are selected for an interview you may also be asked to undertake practical tests to cover the skills and abilities shown below.

|                                                                                                                                                                                                            | Essential (E)<br>Desirable (D) | Tested<br>By |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|--------------|
| <b>Qualifications and Experience</b>                                                                                                                                                                       |                                |              |
| Positive experience of working with children with SEN in an educational setting/primary aged child                                                                                                         | E                              | A, I, T      |
| Evidence of relevant training/development                                                                                                                                                                  | E                              | A, C, I      |
| Good Mathematical and English skills including good spelling (minimum Level 3 equivalent)                                                                                                                  | E                              | A, C, T      |
| A basic understanding of principles of child development and learning processes                                                                                                                            | D                              | I, T         |
| First Aid qualification or willingness to train                                                                                                                                                            | D                              | C, I         |
| <b>Skills &amp; Knowledge</b>                                                                                                                                                                              |                                |              |
| Able to demonstrate an interest in working with and interacting with children                                                                                                                              | E                              | A, I, T      |
| Able to interpret the objectives/activities of a lesson and assist a child to achieve them at their own level                                                                                              | E                              | A, I, T      |
| Able to identify issues children may experience and how they can be resolved                                                                                                                               | E                              | A, I, T      |
| Ability to use ICT well enough to be able to support children (guided by teacher) to use tablets, iPads, laptops, cameras                                                                                  | E                              | A, I         |
| An understanding of/and the ability to comply with the school's Child Protection, Health and Safety, Equal Opportunities policies and to implement the Behaviour and other relevant policies in the school | E                              | A, I         |
| An understanding of the current National Curriculum for Primary aged children                                                                                                                              | D                              | A, I         |
| <b>Working with People</b>                                                                                                                                                                                 |                                |              |
| Good communication and listening skills                                                                                                                                                                    | E                              | A, I, T      |
| Able to relate well to children and adults                                                                                                                                                                 | E                              | A, I, T      |
| Able to review children's performance and feed-back progress to the teacher about how specific targets have been met                                                                                       | E                              | A, I         |
| Able to use basic word processing, email and databases well enough for school-based record keeping                                                                                                         | E                              | A, I         |
| Able to work independently but to keep others informed – both verbally and in written form e.g. emails, record sheets                                                                                      | E                              | A, I         |
| Understand the need for confidentiality when required                                                                                                                                                      | E                              | A, I         |
| Patience, co-operation, problem solving approach, adaptable and a caring nature                                                                                                                            | E                              | A, I         |
| Understanding your roles and responsibilities and your contribution to children's learning                                                                                                                 | E                              | A, I         |
| <b>Additional work elements</b>                                                                                                                                                                            |                                |              |

|                               |                                                                                                                                                                                                                                                                                                                          |
|-------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Physical Effort and/or Strain | <ul style="list-style-type: none"> <li>• Job holders regularly move around during their normal working pattern, walking standing and sitting with pupils</li> <li>• Job holders may set out PE equipment and will have help in moving heavy equipment</li> </ul>                                                         |
| Working Environment           | <ul style="list-style-type: none"> <li>• Job holders may carry out playground duties in variable weather conditions; however, there is usually indoor play during bad weather</li> <li>• Very occasionally job holders are required to clean up toilet accidents and help clean up children who have been ill</li> </ul> |
| Disclosure & Barring Service  | <ul style="list-style-type: none"> <li>• Job holders will be required to undergo a DBS clearance, medical clearance, provide two successful references and original evidence of qualifications</li> </ul>                                                                                                                |

**A** – Application Form, **C** – Certificates, **I** – Interview, **T** - Task