

Job Description – 1:1 Teaching Assistant



Diocese of Salisbury
Academy Trust
'Beyond expectations for all of God's children'

Job Title: 1:1 Teaching Assistant

Reports to: SENDCo

Liaison with: Headteacher

Responsible for working across a discrete range of pupil need (e.g. signing for deaf children/supporting children with visual impairment) and for the most part delivered on a one-to-one basis.

To assist the Headteacher/SENCO to promote individual pupils' academic, social and emotional development through the development and implementation of programmes of pupil work and support and in the provision of a stable, caring and supportive learning environment; to enable the pupil(s) to achieve their full learning potential and facilitate their personal, academic, social and moral development.

There is a Special Needs input in the support to pupils in activities. Support is largely on a one to one basis to pupils with disability, learning difficulties or behavioural problems. This may include pupils with a high learning ability ('gifted/talented').

Main Job Purpose:

1. To support the teaching and learning processes.

- Supporting and directing literacy and numeracy tasks, clarifying and explaining instructions.
- Focus support in areas needing improvement both academic and social/emotional.
- To support the use of ICT in the classroom and work with and support pupils to ensure they are able to use ICT and other specialist equipment to enhance their learning.
- Motivate and encourage pupils to concentrate on and fulfil the tasks set.
- Undertake learning activities with pupils of varying abilities to ensure differentiation and access to the curriculum.
- Seek to ensure the promotion and reinforcement of pupils' self-esteem, appropriate levels of effort and behaviour and to guide pupils to become independent learners.
- Contribute to the assessment of pupils' learning, in particular with regard to Literacy, Numeracy, Science and ICT skills.
- Contribute to the implementation of the National and/or Foundation Curriculum and specific individual pupil targets and/or group targets.
- To promote pupils academic, social and emotional development and assist teaching staff in the development of learning strategies, with the provision of teaching and learning resources and in the preparation and maintenance of a safe, secure and suitable learning environment.
- Promoting and safeguarding the welfare of children and young people in accordance with the school's safeguarding and child protection policy.

2. To assist the teacher/SENDCo in the assessment of pupil need and capability

- Developing, implementing and managing predominantly individual pupil learning strategies aimed at the:
 - management of pupil learning and behaviour
 - establishing and maintaining of relationships with the individual statemented/specified pupils in support of the pupil's learning activities
 - continuous review and development of the postholder's professional practice/skills and competences
 - inclusivity of pupils with identified SEN needs

- Under the guidance of direction of the teacher/SENDCo:
 - Develop, maintain and apply knowledge and understanding of identified pupils' specific learning needs.
 - To ensure that support is given commensurate with the specified need of the pupil.
 - To liaise with parents and other professional agencies in support of the identified pupil's needs.
 - To provide care and supervision of identified pupils within the classroom, within the school and outside of the school.
 - To supervise identified pupil(s) using cloakrooms, showers and toilet facilities. Supervise the pupils in playgrounds and when entering and leaving using school transport.
 - To escort pupils to school or parental transport, home or to hospital as necessary and/or support in the integration/re-integration of the pupil.
 - To develop an understanding of and provide for pupils' specific personal needs to ensure a safe learning environment. This may include providing some direct personal care, support and assistance to the pupil in respect of toileting, eating, mobility and dispensing medication.
 - To assume sole supervision of the identified pupil(s). This may include whole classes for short periods in the absence of the teacher.
 - Under the direction of teaching staff and, where appropriate, to assist in the development of Individual Education Plans for pupils with special educational needs and contribute to IEPs.
 - To undertake a key worker role when required.
 - To work with pupil groups, using a range of strategies to gain acceptance and inclusion of pupils with special educational needs.

3. General duties

- To assist in the development, monitoring and evaluation of programmes of work
- To upkeep data files, catalogue resources, maintain inventories, photocopy, record TV programmes and use I.T. systems for administration and educational purposes.
- To contribute to and assist in the development and monitoring of systems for review and recording of pupils' progress, both academic and social.
- To assist in the preparation, organisation and maintenance of the pupil's work and their equipment, including assistance with and creation of material display, make basic visual aids, art and craft materials, mount and display pupils' work.
- To assist in the preparation for educational visits, and where appropriate accompany/supervise student(s) undertaking off-site activities.
- To attend and contribute to school staff meetings and in-service training within contracted hours or outside normal hours by agreement, and in particular to contribute to the assessment and progress identification of individual pupils supported by the TA.
- To contribute to the process of school self-review.
- Monitor and support pupils/students/volunteers placed within the school on work experience programmes.
- To assist in the supervision of Standard Assessment Tasks and tests / assessments as directed
- To assist in the preparation and maintaining the learning environment
- To contribute to the assessment by the teacher of pupil performance in maintaining records of pupil performance and achievement, noting areas of weakness and need for development and drawing to the teacher's attention areas requiring further review.
- To observe and comment upon pupil performance, conduct, behaviour and interaction with peer group and parents.
- To contribute to the planning and evaluation by the teacher of individual (and group) pupil's learning activities.

- To contribute to the induction and support the development of individual Teaching Assistants (TAs) professional practice, and specifically the sharing of relevant parts of the specified competences /skills held by the postholder.

4. Where a current First Aid qualification is held, in the absence of other medical facilities:

- Maintain First Aid equipment and materials, and dispense medicines in accordance with school policy and Health and Safety guidelines.
- Undertake First Aid
- Under the direction of Health Service professionals, undertake activities in support of occupational, physio and speech therapy.

5. To comply fully with the Trust's safeguarding policy.

This job description is not exhaustive and will be subject to periodic review. It may be amended to meet the changing needs of the business. The post-holder will be expected to participate in this process, and we would aim to reach agreement on any changes.

Person Specification – 1:1 Teaching Assistant



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	Essential	Desirable	Assessed
Education, training and Qualifications	<ul style="list-style-type: none"> Maths and/or English grades GCSE A-C 	<ul style="list-style-type: none"> Able to recognise own training needs and willing to undergo relevant training 	Application Form Interview
Knowledge and Understanding	<ul style="list-style-type: none"> Able to work successfully with pupils with challenging behaviour Able to work constructively as part of a team Able to communicate at all levels, staff, pupils, home and professionals Flexible and able to respond quickly to new situations Understanding of relevant policies/codes of practice and awareness of relevant legislation Understanding of behavioural strategies Basic understanding of child development and learning Working with or caring for children of relevant age General understanding of national/foundation stage curriculum and other basic learning programmes/strategies 	<ul style="list-style-type: none"> Able to support families and carers of pupils with challenging behaviours Understanding classroom roles and responsibilities and your own position within these. Experience in group work Understanding of Child Protection and the new SEND Code of Practice 	Application Form Interview
Experience	<ul style="list-style-type: none"> Training in or experience of working with young people with behavioural difficulties 	<ul style="list-style-type: none"> Training in the relevant learning strategies Experience in pastoral care 	Application Form Interview
Personal Attributes	<ul style="list-style-type: none"> Support the Trust's vision, Christian ethos and values that are embedded in the day to day and long term running of the academy Support the Trust's values of honesty, respect, hospitality, compassion, love, forgiveness, self-discipline, creativity and hope. 		