

1:1 TEACHING ASSISTANT JOB DESCRIPTION

Job Title:	1:1 Teaching Assistant
Responsible to:	Head of School
Hours:	8.30am to 1pm, term time only
Salary:	Depending on qualifications and experience

Job Purpose

To support a student with their learning in mainstream classes and small groups in order that they achieve their full potential in school.

Safeguarding

Our academies are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment

Main Tasks (After receiving appropriate training and guidance)

Learning Support

- To develop an understanding of the learning needs of students and use this knowledge to support them to become independent learners in the classroom.
- To take into account a student's learning needs and ensure their access to the lesson and its content through appropriate clarification, explanations, and use of equipment and materials.
- To develop the study and organisational skills of students, enabling them to remain focused in lessons and be able to execute tasks effectively.
- To monitor students' responses to learning activities and progress towards targets, record achievement and feedback to teachers and the Inclusion Team as required. To assist in the implementation and tracking of student targets.
- To provide support for student's emotional and social needs by encouraging and modelling positive behaviour and demonstrating high expectations, in line with the academies' Behaviour Policy.
- To assist with the general pastoral care of students
- To be aware of and comply with policies and procedures relating to child protection, security, confidentiality and data protection, reporting all concerns to an appropriate person.
- To accompany teaching staff and students on visits, trips and out of school activities as required.
- To complete the role of Reader/Scribe during exam periods when required.

General

- To attend required meetings and training sessions
- To comply with individual responsibilities for health & safety in the workplace in accordance with the academies' Health & Safety Policies and Procedures

- To ensure that all duties and services provided are in accordance with the academies' Equal Opportunities Policy
- To maintain confidentiality in all academy related matters
- To undertake any other duties commensurate with the post, as directed by Line Manager

Professionalism/Attitude/Dress

All non-teaching staff are expected to behave in a professional manner at all times.

To work as a member of a team, being loyal, flexible and adaptable.

All staff members should dress in accordance with the Ashley Hill MAT staff manual.

Notes

1. The above responsibilities are subject to the general duties and responsibilities contained in Appendix 1.
2. This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed
3. The job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post.
4. This job description may be varied to meet the changing demands of the academy at the reasonable discretion of the Head of School.
5. This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out in the foregoing.

APPENDIX 1

The Role of the Teaching Assistant – General Role and Duties

Working one-to-one or with small groups of pupils:

Teaching assistants will often be assigned to individual pupils who are in need of additional help, this may be because English is not their first language or because they have learning difficulties and require additional help understanding or completing tasks. You may also be asked to help individual pupils who do not require additional support, but where one to one teaching is necessary – for example listening to pupils reading aloud.

Teaching assistants are also often asked to support learning more generally, either by ‘floating’ and acting as additional support during class activities or by working with specific groups of pupils. Teaching assistants usually quickly become very adept at identifying where in the class additional support is needed and once they are settled into their role there is often some degree of flexibility as the teaching assistant and teacher work together to ensure that their time and energy is best spent in a way that optimises learning for the class.

Supporting pupils with learning difficulties or disabilities:

Pupils who have been diagnosed with learning difficulties will sometimes have a teaching assistant assigned to them for either all or part of the time to support their learning. This support may be necessary because a pupil is physically disabled, hearing or visually impaired and needs additional support accessing the curriculum. Or it may be because they have learning difficulties and need additional support to understand and complete tasks. Teaching assistants offer invaluable support to these pupils, helping them to keep up to speed with their peers and can often mean the difference between pupils accessing a mainstream curriculum or attending a special school.

Supporting pupils with English as a second language:

Pupils whose first language is not English often need some additional support accessing the curriculum, especially at first. It is quite common in schools with a high ESL (English as a Second Language) intake for specialised teaching assistants who speak the first language of groups of pupils to be employed to help pupils to understand their lessons and help to overcome any social or cultural divide.

Preparing the classroom for lessons

A key role of teaching assistants is in preparing the classroom for lessons. This may involve a variety of activities such as photocopying worksheets, setting up art equipment, weighing out ingredients, preparing computers, rearranging the furniture for a particular activity and so on. In short, the teaching assistant is responsible for organising all of the peripheral items that are essential to the smooth running of the lesson in order to ensure that when the class arrives they can get on with learning as quickly as possible.

Tidying up and keeping the classroom in good order

It's vital that classrooms are kept in good order to ensure an optimal teaching and learning environment. This means that teachers and pupils can find items that they need when they need them, and that the general environment is pleasant without the distraction of mess and disorder. Pupils think this orderly and organised environment is created by magic, but in fact it is the teaching assistants who are usually responsible for ensuring things are just so. Teaching assistants often take great pride in maintaining the classroom environment. Duties at the end of the day include the classroom is clear and ready for cleaning and all IT equipment is plugged in for charging and stored in the locked cabinet.

Creating displays of pupils' work

In addition to keeping things in good order, teaching assistants are also responsible for creating displays of pupils' work. This is a real opportunity to get your creative juices flowing and is a great way to brighten up the classroom and celebrate the achievements of pupils. Seeing their work beautifully displayed can be a fantastic ego boost to pupils so this is an important role. As well as displaying pupils' work you may also be responsible for creating other displays for example about class rules, or pupil targets. You will work with the class teacher to decide how best to use the four walls of your classroom and your input will be invaluable and hugely appreciated by staff, pupils and visiting parents.

You'll find hundreds of display ideas for download on TES Resources

Helping on school outings or at school events

You may sometimes be asked to help support pupils beyond the classroom. This may be during lessons outside the classroom which may be within the school grounds, or it might be during official school trips or at school events such as school concerts or plays. In this circumstance, your role is likely to become more supervisory as you ensure that children are all safe and accounted for, though you will soon become adept at finding ways to inspire learning in any situation so you are likely to continue pupils' education no matter where you are working with them.

PERSON SPECIFICATION: Teaching Assistant

Competency	Requirements	Essential / Desirable
1. Specialist Knowledge & Experience	<ul style="list-style-type: none"> ● Good numeracy/literacy skills ● GCSE Maths and English Grade 4 or equivalent or willingness to work towards literacy and numeracy functional skills qualifications ● Good IT skills ● Understanding of child development and learning ● classroom roles and responsibilities ● confidentiality For Level 3 Apprentice ● NVQ 2 for Teaching Assistants or equivalent qualifications or experience 	Essential
	<ul style="list-style-type: none"> ● Experience of working with children ● Experience of working with children with SEND 	Desirable
2. Organisation & Planning	<ul style="list-style-type: none"> ● Ability to organise own workload, follow a schedule and meet deadlines ● Ability to plan own work on a daily basis ● Ability to work independently and use initiative ● Ability to stay calm under pressure 	Essential
4. Communication	<ul style="list-style-type: none"> ● Ability to communicate effectively and relate well to both children and adults 	Essential
5. People Skills & Customer Service	<ul style="list-style-type: none"> ● Ability to build and maintain effective relationships ● Ability to work effectively as part of a team ● Ability to provide excellent customer service, both to internal and external customers ● Demonstrate a commitment to equality 	Essential
6. Flexibility & Adaptability	<ul style="list-style-type: none"> ● Able to work flexibly to meet needs of the academies ● Willing to undertake relevant training courses including travel if required 	Essential
7. Safeguarding	<ul style="list-style-type: none"> ● Understanding of safeguarding / child protection procedures 	Essential
8. Other	<ul style="list-style-type: none"> ● Commitment to self-evaluate learning needs and actively seek learning opportunities 	Essential