



ST. MICHAEL'S CHURCH OF ENGLAND PRIMARY SCHOOL

'Inspiring and Empowering People'

Job Description

Name:

Job Title: Teaching Assistant: 1:1 SEN Support

Line Manager: SENCo

Responsible to: Headteacher

Main Functions: 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.

- 1 To aid the pupil to learn as effectively as possible both in group situations and on his/her own by, for example:
 - Clarifying and explaining instructions
 - Ensuring the pupil is able to use equipment and materials provided
 - Motivating and encouraging the pupil(s) as required by providing levels of individual attention, reassurance and help with learning tasks as appropriate to pupils' needs
 - Assisting in weaker areas, e.g. speech and language, reading, spelling, numeracy, handwriting/presentation etc
 - Using praise, commentary and assistance to encourage the pupil to concentrate and stay on task
 - Liaising with class teacher, SENCO and other professionals about individual support plans (ISPs), contributing to the planning and delivery as appropriate
 - Providing additional nurture to individuals when requested by the class teacher or SENCO
 - Providing intimate care where necessary (risk assessed)
 - Consistently and effectively implementing agreed behaviour management strategies
 - Helping to make appropriate resources to support the pupil
- 2 To establish supportive relationships with the pupil concerned
- 3 To promote the acceptance and inclusion of the pupil with SEN, encouraging pupils to interact with each other in an appropriate and acceptable manner.
- 4 Monitor the pupil's response to the learning activities and, where appropriate, modify or adapt the activities as agreed with the teacher to achieve the intended learning outcomes.
- 5 To give positive encouragement, feedback and praise to reinforce and sustain the pupil's efforts and develop self reliance and self esteem.

- 6 To mark pupils' work under the direction of the class teacher
- 7 To support the pupil in developing social skills both in and out of the Classroom
- 8 To support the use of ICT in learning activities and with specific programmes to support learning.
- 9 To provide regular feedback on the pupil's learning and behaviour to the teacher/SENCO, including feedback on the effectiveness of the behaviour strategies adopted
- 10 Under the direction of the teacher, carry out and report on systematic observations of pupils to gather evidence of their knowledge, understanding and skills upon which the teacher makes judgements about their stage of development
- 11 When working with a group of pupils, understand and use group dynamics to promote group effectiveness and support group and individual performance
- 12 Where appropriate, to know and apply positive handling techniques
- 13 To know and apply school policies on Child Protection, Health and Safety, Behaviour, Teaching and Learning, Equal Opportunities etc
- 14 Where appropriate to develop a relationship to foster links between home and school, and to keep the school informed of relevant information
- 15 To be aware of confidential issues linked to home/pupil/teacher/school
- 16 To contribute towards reviews of the pupil's progress as appropriate
- 17 To comply with legal and organisational requirements for maintaining the health, safety and security of yourself and others in the learning environment
- 18 To take part in training activities offered by the school to further knowledge and skills of working with a child with specific learning difficulties
- 19 To be willing to support playground/break time supervision e.g. educational games, homework clubs etc
- 20 To accompany teacher and pupils on educational visits
- 21 To provide individual support, as required, during SATs or other national assessments.
- 22 To carry out any other duties reasonably requested by the headteacher.
- 23 To carry out the above duties in accordance with our Equal Opportunities Policy.

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 reasonable 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.

Signed..... (TA)

Signed..... (HT/DH/SENCO)

Date.....

Person Specification – Teaching Assistant: 1:1 SEN Support

	Essential	Desirable	Assessed via		
Qualifications:					
An English qualification at level 2 demonstrating English language fluency	✓		Application form and interview		
A relevant childcare, health or social care qualification at level 2 or be working towards a relevant qualification.		✓			
Experience:					
Experience working in a school or similar environment		✓	Application form		
Experience working in a special school		✓	Application form		
Experience working with children or adults with disabilities/SLD/ASD/PMLD/SEMH	✓		Application form &interview		
Experience working with people who display challenging behaviour		✓	Application form &interview		
Knowledge and Skills:					
Understands the needs of children with learning difficulties		✓	interview		
Understands the needs of autistic pupils		✓	interview		
Able to use communication approaches; PECs, Makaton, AAC, body signing		✓	interview		
Willing to undertake training and other CPD activities in order to further develop the specialist skills needed for the role	✓		interview		
Role specific:					
Able to speak and write in grammatically correct English	✓		Interview/ task		
Understands safeguarding procedures relating to the role	✓		interview		
Willing to participate in full range of curriculum activities	✓		interview		
Able to meet the intimate care needs of children (risk assessed)	✓		interview		
Personal Qualities:					
The candidate is willing to put our children’s needs at the centre of all they do at work.	✓		interview		
Excellence record in both attendance and punctuality. Not in Management of Absence process.	✓		Reference		
Able to work in team	✓		Interview		

Ability to work both at teacher direction and, where appropriate at own initiative	✓		Interview		
Sensitivity to the challenges faced by children, staff and families	✓		Interview		
Approachable, polite and professional	✓		Interview		
Resilient. Able to meet demands of a challenging high pressured environment and deal with emergencies when required	✓		interview		
Flexible. Able to manage last minute changes when required	✓		interview		
Physically able to undertake all aspects of the role	✓		interview		
High expectations of self and others	✓		interview		
Well-groomed and presented in line with requirement of the role.	✓		interview		
Committed to equality of opportunity for all	✓		interview		