



Job description

Job Title: 1:1 Teaching Assistant

Responsible to: SENCo

Our Multi Academy Trust

The Diocese of St Albans Multi-Academy Trust (DSAMAT) was established in October 2016. The Trust was established to provide for:

- Good or Outstanding church schools within the Diocese of St Albans
- Community Schools
- Schools requiring rapid improvement having been placed in Special Measures and subject to a directive Academy Order
- New schools within new housing provision where the Diocese of St Albans is the identified sponsor

Whilst DSAMAT is a Diocesan Multi-Academy Trust it also admits non-church schools from across the Diocese. DSAMAT is an independent organisation yet retains close working relationships with the Diocesan Board of Education and its academies remain an integral part of the Diocese of St Albans network of 136 Church of England schools.

The Trust has a clear vision which shapes its work:

Enabling all to flourish: Rooted in God's Love

And together our academies work to be places of:

Hope; Nurture; Equality; Respect; Collaboration

All employees of the Trust are expected to commit to the vision and values of the DSAMAT and demonstrate them throughout their work.

Job purpose:

The 1:1 Teaching Assistant (TA) works with the teachers to support teaching and learning. They provide general and specific assistance to pupils on a 1:1 basis and assist staff under the direction, guidance and direct supervision of the classroom teacher. The 1:1 TA provides additional support to pupils who need particular help to overcome barriers to learning, such as those with moderate, severe, profound and multiple learning difficulties and / or behavioural, social, communication, sensory or physical disabilities.



Job context:

The 1:1 TA plays an integral part, in partnership with teaching staff, to promote self-belief, social inclusion and high self-esteem amongst pupils. By supporting the classroom teacher, the 1:1 TA ensures that pupils flourish in a positive, nurturing, safe environment, enabling the learner to access the curriculum, to achieve improved standards of learning and achievement in the school.

Main areas of responsibility:

Support for pupils

- Develop an understanding of the specific needs of pupils and develop a knowledge of the wide range of learning support methods to encourage independent learning
- Support pupils with the understanding of instructions, encouraging independent learning and inclusion of all pupils
- Provide regular feedback regarding pupil progress to teaching staff
- Support pupils not working to normal timetable
- Support pupils with their social and emotional wellbeing and report concerns to teaching staff as appropriate
- Use appropriate technology to support pupils' learning

Support for teaching staff

- Deliver 1:1 teaching support within clearly defined parameters
- Work with pupils on a 1:1 basis, who are following therapy or care programmes, designed and supervised by a therapist / care professional
- Select and adapt appropriate resources / methods to facilitate agreed learning activities under the supervision of the teacher
- Support the teacher in behaviour management and keep pupils on task
- Deliver interventions in accordance with training given
- Involvement in planning, organising and implementing individual support plans for pupils
- Assist in the preparation of activities, the set-up and clearing up of the learning environment and resources, ensuring it is safe, stimulating, attractive and welcoming. (This may include photocopying, filing and the display and presentation of pupils' work).
- Support teachers in accurately assessing pupils' learning and record basic pupil data

Other specific duties

- Understand current statutory guidance including 'Keeping Children Safe in Education' Part 1, safeguarding policies and Prevent Strategy
- Promote equality, diversity and inclusion, ensuring all pupils have equal access to opportunities to learn and develop and promoting the inclusion and acceptance of all pupils
- Understand the importance of sharing relevant information in a timely manner with the Designated Safeguarding Lead
- Build relationships
- Assist pupils with eating, dressing and hygiene as required, whilst encouraging independence, as well as help with social, welfare and health matters as required
- Recognise and respect the role and contribution of other professionals, parents / carers by liaising effectively and working collaboratively with them
- Communicate knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision
- Attend staff meetings, training days as required



- Awareness of taking responsibility for own continuous professional development
- Actively engage with the annual performance review process
- Maintain high standards of ethics and behaviour, within and outside school
- Demonstrate positive attitudes and have professional regard for the ethos, values and policies of the school

The 1:1 TA may also:

- Support children's learning through play
- Assist with escorting children on educational trips

The duties and responsibilities listed above describe the post as it is at present. Please note that this is illustrative of the general nature and level of responsibility of the role. It is not an exhaustive list of all tasks that the postholder will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Headteacher or their Line Manager. The post holder is expected to accept any reasonable alterations that may from time to time become necessary.

Equal Opportunities

DSAMAT is committed to the aim of ensuring that everyone who applies to work for us receives fair treatment and we positively encourage applications from suitably qualified and eligible candidates regardless of age, disability, race, sex, gender reassignment, sexual orientation, religion or belief, marriage and civil partnership and caring status. We expect all our staff to demonstrate a commitment to advancing equality of opportunity and fostering good relations.

Disclosure and Barring Service

This post is subject to full pre-employment checks and is exempt from the Rehabilitation of Offenders Act 1974. Please note that additional information referring to the Disclosure and Barring Service is in the guidance notes to the application form. If you are invited to an interview you will receive more information.

Health and safety

It will be the duty of every employee while at work to take reasonable care for the Health and safety of themselves and of other persons who may be affected by their acts or omissions at work.

Person Specification

	Essential	Desirable
Educational Qualifications and Training	Maths and English GCSE, Grades A-C or 9-4 or equivalent NVQ level 3 or equivalent, related to childcare and education	Evidence of and commitment to continuous professional development Recent inclusive training (eg STEPS, Makaton, ELKLAN) Training in relevant learning strategies
Experience	Working with Primary age children in a school setting	Working with pupils with a range of SEN, EAL, G+T, behaviour



		<p>Experience of supporting a pupil on a 1:1 basis</p> <p>Experience of running intervention programmes in a Primary setting</p> <p>Completed training in specialist SEND areas</p>
Knowledge and Understanding	<p>Understanding of Safeguarding responsibilities – displays commitment to the protection and safeguarding of children and young people</p> <p>Basic knowledge of First Aid</p> <p>Basic ICT skills</p> <p>Awareness of health, safety and wellbeing</p> <p>Awareness of Data Protection and importance of confidentiality</p> <p>Understanding of the school's ethos and values</p>	<p>Familiarity of learning goals and knowledge of the National Curriculum</p> <p>Understanding of children's individual learning needs</p> <p>Basic understanding of child development and learning</p> <p>Understanding of the school's assessment procedures</p>
Skills	<p>Ability to work effectively as part of a team</p> <p>Ability to motivate and inspire children in a sensitive and caring manner</p> <p>Ability to overcome barriers to learning</p> <p>Strong communication skills with a wide variety of audiences both written and orally – children, staff, parents/carers and ability to maintain positive professional relationships</p> <p>ICT skills applicable to the role</p> <p>Effective time management</p> <p>Ability to use own initiative and to think creatively</p> <p>Ability to recognise the importance of confidentiality</p> <p>Desire to ensure that high standards are achieved by all pupils and a desire to make a difference to children's lives</p> <p>Promote the school's values positively and support an inclusive school, enabling all to flourish</p>	



Personal attributes	Be a positive role model Flexible with a 'can-do' attitude Dedicated Enthusiastic Approachable Organised Reflective	
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	<p>Resourceful Resilient and able to problem-solve Active listener Patient Sense of humour Respect individual difference and cultural diversity</p>	
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