

Sauncey Wood Primary School



TITLE OF JOB: TEACHING ASSISTANT – SEN 1:1 SUPPORT
LOCATION: SCHOOLS
GRADE: H2/H3

TITLE OF JOB: Teaching Assistant: 1:1 SEN Support

Line Manager: Head teacher/SENCO

1. JOB OUTLINE

1 a) REASON JOB EXISTS

To provide support to teachers in the learning and personal development of pupils with complex needs and/or disabilities to assist 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 b) DUTIES

The jobholder should have the ability to fulfil all or most of the following:

- 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, Inclusion Manager and other professionals about Education and Health Care Plans (EHCP), contributing to the planning and delivery as appropriate
 - Providing additional nurture to individuals when requested by the class teacher or Inclusion Manager
 - Consistently and effectively implementing agreed behaviour management strategies
 - Helping to make appropriate resources to support the pupil
 - Supporting differentiation and feedback to class teacher
- To establish supportive relationships with the pupil concerned
- To promote the acceptance and inclusion of the pupil with SEN, encouraging pupils to interact with each other in an appropriate and acceptable manner

- 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
- To give positive encouragement, feedback and praise to reinforce and sustain the pupil's efforts and develop self-reliance and self esteem.
- To support the pupil in developing social skills both in and out of the Classroom
- To support the use of ICT in learning activities and with specific programmes to support learning. (For example – Clicker 8)
- To provide regular feedback on the pupil's learning and behaviour to the teacher and Inclusion Manager, including feedback on the effectiveness of the behaviour strategies adopted
- 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
- When working with a group of pupils, understand and use group dynamics to promote group effectiveness and support group and individual performance
- To know and apply school policies on Child Protection, Safeguarding, Health and Safety, Behaviour, Teaching and Learning, Equal Opportunities etc
- To be aware of confidential issues linked to home/pupil/teacher/school
- To contribute towards reviews of the pupil's progress as appropriate
- To comply with legal and organisational requirements for maintaining the health, safety and security of yourself and others in the learning environment
- To take part in training activities offered by the school to further knowledge and skills of working with a child with specific learning difficulties
- To be willing to support playground/break time supervision
- To accompany teacher and pupils on educational visits
- To provide individual support, as required, during examination sessions
- To carry out the above duties in accordance with the Education Department's Equal Opportunities Policy.

1 c) EQUALITIES

Be aware of and support difference and ensure that pupils have equality of access to opportunities to learn and develop.

1 d) HEALTH AND SAFETY

Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection; and report all concerns to an appropriate person.

1 e) DISCLOSURE AND BARRING SERVICE (DBS)

This post is classed as having a high degree of contact with children or vulnerable adults and is exempt from the Rehabilitation of Offenders Act 1974. An enhanced disclosure will be sought through the Disclosure and Barring Service as part of Hertfordshire County Council's pre-employment checks. 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.

1 f) ADDITIONAL INFORMATION

The jobholder is required to contribute to and support the overall aims and ethos of the school.

All staff are required to participate in training and other learning activities, and in performance management and development, as required by the school's policies and practice.

** The duties and responsibilities listed above describe the post as it is at present. The post holder is expected to accept any reasonable alterations that may from time to time be necessary.

1. SUPERVISION

The jobholder is managed either by a member of the school's senior management team or by a more senior teaching assistant. The frequency of meetings is determined by the school's performance management policies and practice.

No supervision of staff.

2. JOB CONTEXT

The job is one of a set of teaching assistant jobs whose evaluated pay grade is determined by the level of responsibilities.

A jobholder need not be required to fulfil all of the duties identified in the job description. But, in order to justify the pay grade for any job above Level A, the jobholder must be spending at least 50% of his/her time on higher level duties.

The set of job descriptions allows some employees to grow into the next job description provided:

- a) the school has sufficient work of the right level that would justify the next job description
- b) and the jobholder has gained sufficient knowledge and skills, either through qualifications or through experience, to fulfil the duties of the next job description.

3. CONTACTS

The jobholder works with the Inclusion Manager, teachers and pupils and has occasional contact with parents and carers.

4. KNOWLEDGE, EXPERIENCE AND TRAINING

- Experience of working with or caring for children of the relevant age
- Good numeracy and literacy skills
- Basic knowledge of first aid
- Ability to use modern technology, including photocopier, video recorder and personal computer
- Ability to work in a team
- Willingness to take development opportunities

5. PHYSICAL EFFORT

The job may involve lifting children after falls or accidents.

6. WORKING ENVIRONMENT

The job may include clearing up blood or other bodily fluids of children after accident or sudden illness.