



JOB DESCRIPTION

Teaching and Learning - Teaching Assistant (General and 1:1)

Grade: Scale 1C

Purpose of the Job

Responsible, under the direction or instruction of the teacher or line manager, to work with individual pupils or small groups of pupils to support their learning, including those with SEND. The role also includes general support to the teacher in the management of pupils and the classroom.

Main Responsibilities

1. SUPPORT FOR PUPILS

- To support pupils in their academic development, including 1:1 and small group intervention work and differentiation of work as per their learning needs
- To engage with reports from professionals outlining how best to support a pupil and implement these strategies in the classroom
- Attend to the pupils' personal needs, and implement related personal programmes, including social, health, physical, hygiene, first aid and welfare matters including medical procedures following appropriate training
- Supervise and support pupils ensuring their safety and access to learning
- Establish good relationships with pupils, acting as a role model and being aware of and responding appropriately to individual needs
- To promote positive behaviour around the school and follow the school's behaviour policy when necessary
- Promote the inclusion and acceptance of all pupils, including those with SEND
- Encourage pupils to interact with others and engage in activities led by the teacher
- Encourage pupils to act independently as appropriate

2. SUPPORT FOR THE TEACHER

- Prepare the classroom as directed for lessons and clear afterwards and assist with the display of pupils' work
- Be aware of pupil problems, progress and achievements and report to the teacher as agreed
- Undertake pupil record keeping as requested
- Support the teacher in managing pupil behaviour, reporting difficulties as appropriate
- Gather and report information from and to parents or carers as directed
- Provide basic clerical and administrative support e.g. photocopying, typing, filing, collecting money etc.

3. SUPPORT FOR THE CURRICULUM

- Support pupils to understand instructions
- Supporting pupils in undertaking literacy and numeracy tasks as directed by the teacher
- Support individual pupils to access the curriculum using methods outlined in their pupil profile and professional reports
- Supporting pupils in using basic ICT as directed
- Prepare and maintain equipment and resources as directed by the teacher and assist pupils in their use

4. SUPPORT FOR THE SCHOOL

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, behaviour, positive handling, confidentiality and data protection, reporting all concerns to an appropriate person
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos, work and aims of the school
- Appreciate and support the role of other professionals
- Attend relevant meetings as required
- Participate in training and other learning activities and performance development as required
- Assist with the supervision of pupils out of lesson times, including before and after school
- Accompany teaching staff and pupils on visits, trips and out of school activities as required
- To be fully aware of and understand the duties and responsibilities arising from the Children Act 2004 and Working Together in relation to child protection and safeguarding children and young people as this applies to the worker's role within the organisation
- To be fully aware of the principles of safeguarding as they apply to vulnerable adults in relation to the worker's role
- To ensure that the worker's line manager is made aware and kept fully informed of any concerns which the worker may have in relation to safeguarding and/or child protection

PERSON SPECIFICATION

1. EXPERIENCE

- Working with children of relevant age
- Working with children who have special educational needs

2. QUALIFICATIONS

- Good numeracy and literacy skills (GCSE, NVQ level 2 or equivalent)
- Willingness to participate in development and training opportunities

3. KNOWLEDGE AND SKILLS

- Basic knowledge of special educational needs and learning difficulties
- Use of technology – computer, video, photocopier, laminator etc.
- Ability to relate well to children and to adults
- Ability to be enthusiastic, energetic and positive with staff and pupils
- Ability to be patient, understanding and caring towards all children, in particular those with special educational needs
- Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these
- An understanding of the schools equal opportunities policy and how it is implemented