



Tudhoe Learning Trust

JOB DESCRIPTION

- Job Title:** Teaching Assistant SEND 1:1
- Responsible to:** The Head Teacher
- Place of Work:** Your normal place of work will be South Hetton Primary School, but you may be asked to work at any of Trusts sites across County Durham.

Job Summary

To contribute to the delivery of the national curriculum and primarily provide support for pupils with additional needs e.g. autism, PDA and ADHD. The postholder will also provide support for small groups/interventions and 1:1.

To provide support to students, the teacher and the school in order to raise standards of achievement for all, by utilising advanced levels of knowledge and skills when assisting with planning, monitoring, assessing and managing classes.

To work collaboratively with teaching staff in the whole planning cycle and the management/preparation of resources. Also to deliver learning to individuals, small groups and whole classes.

To encourage pupils to become independent learners, to provide support for their welfare, and to support the inclusion of pupils in all aspects of school life.

Duties and Responsibilities

The main duties will be carried out under the direction and control of the Head Teacher and will include the following:

Support for Pupils, Teachers and the Curriculum

- Plan, prepare and deliver learning activities for individuals, groups and whole classes of pupils under the professional direction and supervision of a qualified teacher, differentiating and adapting learning programmes to suit the needs of individual pupils;
- Be aware of and work within school policies and procedures;
- Assess, record and report on development, progress and attainment as agreed with the teacher;
- Monitor and record pupil responses and learning achievements, drawing any problems which cannot be resolved to the attention of the teacher;
- Plan and evaluate specialist learning activities with the teacher, including writing reports and records and providing focussed personalised provision as required;
- Select and adapt appropriate resources/methods to facilitate agreed learning activities;
- Maintain a clean, safe and tidy learning environment;
- Ongoing guidance and support of pupils in their social development and their emotional well-being, reporting problems to the appropriate person;
- Supply specialist support with direction and guidance from teaching staff, allowing pupils to access the curriculum and participate fully in school activities;
- Under the guidance of a teacher, support the role of parents/carers in pupils' learning and contribute to meetings with parents/carers to provide constructive feedback on pupil progress/achievement;
- Contribute to the development of policies and procedures.

Enhanced Teaching Assistants are expected to undertake at least one of the following:

- a) Provide specialist support to pupils with learning, behavioural, communication, social, sensory or physical difficulties (SEND);
- b) Provide specialist support to pupils where English is not their first language;
- c) Provide specialist support to gifted and talented pupils;
- d) Provide specialist support to all pupils in a particular learning area (e.g. ICT, literacy, numeracy, National Curriculum).

(Staff must demonstrate specialist skills relevant to their role in (a-d) above)

Establish and maintain relationships with families, carers and other professionals, e.g. speech therapists;

- Provide short term cover of classes on a regular timetabled basis planned by the teacher. The normal expectation on a weekly basis would be to cover half a day per week and could also provide cover on a non-timetabled basis, usually within own class;
- Supervise the work and development of other classroom staff as appropriate;
- Invigilate examinations and tests;
- Supervise individuals and groups of pupils throughout the day, including supervision in the classroom, playground and dining areas,
- Provide basic first aid, if appropriate, ensuring timely referral to health services in emergency situations;
- May be asked to administer medications subject to agreement and in line with school policy;
- Support pupils to develop their skills of independence, resilience and confidence;
- Contribute to the development and implementation of support plans including EHCP's, including attendance at, and contribution to, reviews as required;
- Work with pupils not working to the normal timetable;
- Support the use of ICT in the curriculum.

Support for the School

- Be aware of and comply with policies and procedures relating to child protection, confidentiality and data protection, reporting all concerns to an appropriate person;
- Show a duty of care to pupils and staff and take appropriate action to comply with health and safety requirements at all times;
- Be aware of and support difference and ensure that all pupils have access to opportunities to learn and develop;
- Contribute to the overall ethos, work and aims of the school;
- Maintain good relationships with colleagues and work together as a team.
- Appreciate and support the role of other professionals;
- Attend relevant meetings as required;
- Demonstrate and promote commitment to equal opportunities and to the elimination of behaviour and practices that could be discriminatory.
- The above is not exhaustive and the post holder will be expected to undertake any duties which may reasonably fall within the level of responsibility and the competence of the post as directed by the Head Teacher.
- Be aware of and comply with policies relating to child protection.

Pastoral Care

- Know the individual children.
- Talk and listen to children.
- Communicate with other team members supportively and constructively.
- Give appropriate help throughout the school day, including the children's break and lunch times. This may mean having your own breaks at other times.
- Assist pupils with eating, dressing and hygiene, as required, whilst encouraging independence;
- Provide advice and support to colleagues in all aspects of their work. Actively engage in school life.
- Support school policy regarding equality, diversity and inclusion.

Team Membership

- Contribute to relevant team meetings
- Make effective team contributions
- Support other team members
- Recognise and use your own strengths and those of others
- Provide cover supervision of classes
- Supervise the work of other support staff or trainees as required.

School Identity

- Promote a positive image of the school to children, parents/carers and visitors.
- Involve children in the life of the wider community.
- Promote effective relationships with parents and carers in line with the School policy.

Health

- Guide and support pupils in their personal, emotional and social development. Be non-judgemental and tolerant.
- Liaise with teachers, SENCO and other staff with required to children with Special Needs.
- Liaise with health service professionals and others supporting children's health and or medical needs.

Personal and Career Development

- Participate in training and other learning activities and performance development as required;
- Identify training needs.

Supporting the SENCo and Class Teacher

- To assist the SENCo to develop a suitable programme of support and then carry out the programme, within the classroom or in a withdrawal situation;
- To maintain the SEN teams system of recording and monitoring of pupils progress
- To provide feedback about pupils difficulties and/or progress to the SENCo and Class teacher;
- To write reports about the pupils progress as requested by SENCo
- To help adapt, find differentiated materials to enable pupil/s to access the class curriculum
- To report any problems about arrangement or any incidents to the SENCo , or if unavailable to the Teacher.

General

- Establish and maintain relationships with families, careers and other adults e.g. speech therapists etc
- Invigilate exams and tests;
- Escort and supervise pupils on education and out of school activities;
- Prepare and present displays;
- Prepare learning resources and complete tasks directed by the class teacher;
- Manage and monitor stock supplies for the classroom.

The Post holder may undertake any other duties that are commensurate with the post.



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PERSON SPECIFICATION - Teaching Assistant

Category	Essential	Desirable	Assessment
Education, Qualifications and Training	<p>5 GCSE's including Maths and English, grades A-C.</p> <p>NCFE/NVQ/CACHE Level 3 or equivalent.</p> <p>Numerate / Literate.</p> <p>Phonics Training</p>	<p>Recent First Aid Training</p> <p>Trained in Little Wandle Phonics.</p>	Application / Certificates
Experience	<p>Demonstrate high standards of classroom practice.</p> <p>Experience of working across the primary phase.</p> <p>Evidence of consistently good teaching to groups and individuals.</p> <p>Must have experience and understanding of working with children with additional needs i.e. specifically autism, PDA and ADHD.</p> <p>Providing tailored 1:1 support</p> <p>Knowledge of EHCP's and pupil entitlement</p> <p>Evidence of planning and evaluating learning activities and assessing/tracking pupil progress.</p> <p>Involvement in planning and delivering programmes of learning for individuals and groups.</p> <p>Working knowledge of the national curriculum.</p>		Application / Interview
Attitudes and Abilities	<p>Ability to establish professional relationships and take an active role within a team.</p>	<p>Working knowledge of foundation national curriculum key stages and government strategies.</p>	Interview / Application References

<p>Attitudes and Abilities</p>	<p>Ability to communicate effectively in a variety of situations.</p> <p>Organisational ability</p> <p>Experience in curriculum planning, delivery and assessment.</p> <p>Good ICT skills for both organisation and teaching.</p> <p>Ability to use initiative and resolve problems as they arise.</p> <p>A willingness to work co-operatively with a wide range of professionals.</p> <p>Ability to relate well with children and adults</p> <p>Ability to work independently with individual children, small groups of children and whole class.</p> <p>Ability to use initiative when required.</p> <p>Ability to work as a member of a team.</p> <p>Good communication skills - written and verbal.</p> <p>Use ICT effectively to support teaching and learning</p>	<p>Proven teaching skills adaptable enough to work in any year group across the primary range.</p>	
<p>Personal Attributes</p>	<p>Enthusiasm and flexibility.</p> <p>Willingness to be involved in all aspects of school life.</p> <p>Sensitive to the needs of children and their parents/carers.</p> <p>Ability to work as part of a team.</p> <p>Calm and positive approach.</p> <p>Committed to professional development.</p> <p>Patient, flexible, and child-centred approach.</p>		<p>Interview</p>

Working Arrangements	Enhanced DBS (school will arrange for this). Normal working hours 32.5/Term time.		Interview/ Application Form
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