

JOB DESCRIPTION



Post: 1:1 Teaching Assistant

Main job purpose:

- To work with a named child to develop 1:1 support arrangements, which enable the pupil to overcome a range of barriers to learning.
- To enable the child to achieve their full learning potential and facilitate their personal, academic, social and moral development.
- To ensure a good relationship can be built with the child, the successful candidate will need to be confident with their communication skills.
- To assist the Headteacher/SENCO to promote the child's academic, social and emotional development. This will be achieved through the development and implementation of programmes of pupil work and support and in the provision of a stable, caring and supportive learning environment.
- To have high expectations of all pupils and respect for their social, cultural, linguistic, religious and ethnic backgrounds. To work as part of a team to develop the effectiveness of this role.

Main responsibilities and duties:

- To support the teaching and learning processes.
- To assist the SENDCo/Headteacher in the assessment of pupil need and capability, and developing, implementing and managing predominantly individual pupil learning strategies aimed at the:
 - management of pupil learning and behaviour;
 - establishing and maintaining of relationships with the specified pupils in support of the pupil's learning activities;
 - continuous review and development of the postholder's professional practice/skills and competences; inclusivity of pupils with identified SEN needs.
- Develop, maintain and apply knowledge and understanding of an identified pupil's specific learning needs. To ensure that support is given commensurate with the specified need of the pupil.
- Supporting and directing literacy and numeracy tasks, clarifying and explaining instructions.
- Focus support in areas needing improvement both academic and social/emotional.
- To support the use of ICT in the classroom and work with and support pupils to ensure they are able to use ICT and other specialist equipment to enhance their learning.
- Motivate and encourage the named pupil to concentrate on and fulfil the tasks set.
- To assist teaching staff in the development of learning strategies, with the provision of teaching and learning resources and in the preparation and maintenance of a safe, secure and suitable learning environment.
- Promoting and safeguarding the welfare of children and young people in accordance with the school's safeguarding and child protection policy.
- Liaise with parents/carers as appropriate.
- Network with other Teaching Assistants, teachers and professionals, e.g., Educational Psychologists.

Knowledge and skills

- An education standard equating to GCSE grade C in English, Mathematics and Science or equivalent. NVQ level 3/BTEC in Learning Support is desirable.
- Know and behave in a way that shows an understanding that positive and encouraging relationships with children is the foundation to helping them be successful.

- Qualities required are discretion, loyalty, commitment, patience, flexibility, good personal organisation, firmness, to be numerate and literate, a team worker and to have good oral communication.
- Significant empathy with pupils who have additional or special educational needs. Where appropriate, to be prepared to undertake special skills training e.g. signing, to meet additional educational and communication needs.
- To undertake continuous professional development. A willingness to attend courses as required to enhance the knowledge, understanding and skills to improve the general level and quality of support given to pupils and teachers and to maintain the identified competence of the postholder.

Key contacts and relationships

- Contact with all staff in school to pass and receive information, advice, guidance, suggestions and ideas.
- Contact with Health Service professionals to provide support when necessary.
- Contact with parents / carers and other agency staff, including specific learning bodies, to provide support for pupils, such as giving feedback on the named pupil's progress.

Working environment

A normal school environment, with a variety of learning environments including classrooms and specialist areas, although the job holder may be involved in external school activities, such as educational visits.

PLEASE NOTE that this is for guidance only and is not a comprehensive list of all tasks which may be required of the post holder. It is illustrative of the general nature and level of responsibility of the work to be undertaken, commensurate with the grade. The duties of this post could also vary from time to time as a result of new legislation, changes in technology, policy changes or as reasonably assigned by the Head of School.

Other duties

- To have due regard for safeguarding and to follow child protection policies and procedures adopted by Sturminster Newton High School and Sherborne Area Schools' Trust.
- Understand the importance of inclusion, equality and diversity and to promote equal opportunities for all.
- Uphold and promote the values and ethos of Sherborne Area Schools' Trust.
- Take a proactive approach to health and safety to minimise and mitigate potential hazards and actively contribute to the security of the school.
- Participate in workplace learning and development opportunities and work to continually improve own and team performance.

Safeguarding Responsibilities for this post

Safeguarding responsibilities associated with this role may include engagement in regulatory activity, such as caring for an injured/upset child. It may have regular contact with young people on a day-to-day basis. SAST is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will have to meet the person specification and the post is subject to safeguarding checks, including an enhanced DBS check and Children's Barred List check. The post is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020.

PERSON SPECIFICATION

Applicants will be shortlisted on the basis of demonstrating that they fulfil the following criteria in their application form and should include clear examples of how they meet these criteria. You will be assessed in some or all of the specific areas over the course of the selection process.

Essential criteria are the minimum requirement for the above post.

Qualifications/ training/registrations	
Required by law, and/or essential to the performance of the role	
1.	A qualification for the post would be working towards NVQ/ BTEC in Learning Support or equivalent occupational national standard for teaching assistants.
2.	They must have achieved a qualification in English/literacy and mathematics/numeracy, and ideally be working towards Level 3 of the National Qualifications Framework.
Experience	
3.	Experience of working with children in an educational setting is essential.
Skills, abilities & knowledge	
4.	Significant empathy with pupils who have additional or special educational needs. Where appropriate, to be prepared to undertake special skills training e.g., signing, to meet additional educational and communication needs.
5.	A willingness to attend courses as required to enhance the knowledge, understanding and skills to improve the level and quality of support given to pupils and teachers.
6.	Sound interpersonal and supervisory skills, supported by recognised training are required to assist in managing the resources available.
7.	Knowledge of legislation and regulations applicable to the support and care of pupils.
8.	Knowledge of pupils' individual targets and, where appropriate may require more specialised knowledge in specific curriculum areas.
9.	Qualities required are discretion, loyalty, commitment, patience, flexibility, good personal organisation, firmness, to be numerate and literate, a team worker and to have good oral communication. Background knowledge of the Foundation and National Curriculum and School's procedures and policies.

We are interested in all these attributes for colleagues joining the SAST family but appreciate that some will be areas that you have a desire to develop and grow with our support once you are here. A sense of realism and humour are really important.