



JOB DESCRIPTION

Teaching Assistant SEN 1:1 Support	
Scale/Salary	Grade F point 16 £17,419 FTE , actual salary £14,897
Hours	Full-time
Section	N/A
Location	DSL V
Responsible for	The provision of a full learning experience and support for students at a primary age.

Role Purpose:	<ul style="list-style-type: none"> To encourage inclusion and integration of students with Disabilities and Special Educational Needs (DDSEN), helping teaching staff to carry out their roles more effectively. To assist in promoting 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.
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Main Core Duties:	<p>1:1 Student Support - Primary</p> <p>To aid the student to learn as effectively as possible both in group situations and on their own by, for example:</p> <ul style="list-style-type: none"> Clarifying and explaining instructions Ensuring the student is able to use equipment and materials provided Motivating and encouraging the student as required by providing individual attention, reassurance and help with learning tasks as appropriate to the student's needs Assisting in weaker areas, e.g. speech and language, reading, spelling, numeracy, handwriting/presentation Using praise, commentary and assistance to encourage the student to concentrate and stay on task To work with teachers, the SENCO and outside agencies to develop appropriate Individual Education Plans for students with SEN. Consistently and effectively implementing agreed behaviour management strategies Establish supportive relationships with the student concerned
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	<ul style="list-style-type: none"> • Monitor the student's response to activities and where appropriate adapt the activities if agreed with the teacher to achieve the intended learning outcomes. • To mark the student's work under instruction from the teacher • To provide regular feedback on the student's progress and behaviour to the teacher and SENCO • Where appropriate to develop a relationship to foster links between home and school, and to keep the school informed of relevant information • To be aware of confidential issues linked to home/student/teacher/school • To take part in training activities offered by the school to develop knowledge and skills of working with a child with specific learning difficulties • To be willing to support playground/break time supervision e.g. educational games, homework clubs etc • To accompany teacher and student's on educational visits • To provide individual support as required during examination sessions <p>Support for other students:</p> <ul style="list-style-type: none"> • To support the inclusion into the school of students with the four recognised categories of SEN by providing assistance and support as appropriate: • Sensory and/or physical. • Communication and interaction. • Cognition and learning. • Behaviour, emotional and social development. • To help develop student's self-esteem by showing interest in their work and their out of school activities and by praising their achievements. • To help students develop their knowledge, understanding and skills across the curriculum, especially students with SEN who might otherwise find it difficult to perform requested tasks. • To encourage and support all students to develop independent learning skills especially those with SEN. • To help and support students by fostering their participation in the social practices of the school. • To alert appropriate colleagues to matters that may affect the learning or welfare of a student eg bullying, possible
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	<p>abuse, violent conduct, emotional outbursts, physical, medical or sensory difficulties, language problems, social problems etc.</p> <ul style="list-style-type: none"> • To support students who may need additional support during examinations. <p>Support for the Teacher:</p> <ul style="list-style-type: none"> • To help teachers prepare for and execute lessons by: • Being aware of lesson objectives and activities. • Being aware of the needs and Individual Education Plans of students with DSEN. • By preparing and/or obtaining resources, materials, books, worksheets, equipment etc. for the lesson by encouraging students to be prepared and on time for lessons with all equipment to hand. • To help with the assessment of students' needs and progress as appropriate. • To monitor and record the progress of students, especially those with DSEN using academy methods. • To provide support, as required, when a teacher is helping a student who has immediate needs relating to their learning, health, welfare or conduct. • To communicate with and help teachers pre-empt instances of difficult conduct. • To contribute to the management of student behaviour implementing the academy's positive behaviour strategy. <p>Support for the Academy:</p> <ul style="list-style-type: none"> • To meet and greet named students. • To help raise academy standards and the quality of academy life: • By supporting small groups and individuals thereby releasing teachers to help other students make progress at a faster rate. • By helping to promote social awareness and cooperation through small group work. • By providing extra adult supervision and supporting academy visits during academy's hours, including a lunchtime duty.
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	<p>Support with the Curriculum:</p> <ul style="list-style-type: none"> • To play an active part in implementing the Literacy, Numeracy and other strategies. • To support students across the curriculum and to help develop their knowledge of subject jargon and appropriate skills. <p>Specific Departmental Responsibilities:</p> <ul style="list-style-type: none"> • To undertake other duties from time to time as agreed with the Key Stage Leader and SLT. <p>Other Professional Responsibilities:</p> <ul style="list-style-type: none"> • To participate in all arrangements for Performance Management including training as required. • Participate in supervising students at lunchtime and break-time, after suitable training. • To support students attending appointments with external agencies and time spent at off site at alternative education placements including special schools.
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Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

E-ACT is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

This post is subject to an Enhanced DBS Disclosure.

How to apply.

To apply for the role, please email your Application Form and Equal Opportunities Form to daventryregionhr@E-ACT.org.uk

Please note that we do not accept CVs.

Closing date for applications is Monday 19th March 2018.