

Named Pupil Teaching Assistant
Job Description & Person Specification

Job Title:	Named Pupil Teaching Assistant
Main Job Purpose:	To assist the teacher and support a named child's needs within the classroom.
Accountable to:	Headteacher
Contract Type:	This is a temporary appointment to support a named pupil at the school. It will end with one month's notice when the child leaves the school or is no longer in need of support.
Main Duties	
1: Supporting the pupil's learning, mostly through 1:1 work.	
The exact tasks will depend on the learning support needs of the pupil but may include:	
1:1	To develop a knowledge of a range of learning support needs and to develop an understanding of the specific needs of the pupil to be supported.
1:2	Taking into account the learning support involved, to aid pupil to learn as effectively as possible both in group situations and on his/her own, for example: <ul style="list-style-type: none"> • Clarifying and explaining instructions; • Ensuring the child is able to use equipment and materials provided; • Motivating and encouraging the child as required; • Assist in weaker areas, e.g. language, behaviour, reading, spelling, handwriting/presentation etc. • Meeting physical needs as required whilst encouraging independence; • Liaising with class teacher and SENDCo about Individual Education Plans (IEPs) and EHCP. • Developing appropriate resources to support the pupil
1:3	To establish a supportive relationship with the pupil concerned.
1:4	To encourage acceptance and inclusion of the pupil.
1:5	To develop methods of promoting/reinforcing the pupil's self-esteem.
1:6	To provide individual supervision in and out of the classroom for pupil.
1:7	To accompany pupil on outings.
2 Supporting the teacher/s	
2:1	To assist the class teacher (and other professionals as appropriate) in the development of a suitable programme of support for a pupil who needs learning support, including contributing to the development and implementation of IEPs.
2:2	In conjunction with the class teacher and/or other professionals, develop a system of recording the

<p>child's progress.</p> <p>2:3 To contribute to the maintenance of the pupil's progress records.</p> <p>2:4 To participate in the evaluation of the support programme.</p> <p>2:5 To provide regular feedback about the pupil to the teacher.</p> <p>2:6 To encourage the social and emotional development of the pupil by intervening in situations which call for adult supervision.</p>
<p>3 Supporting the curriculum</p> <p>3:1 To support the delivery of the curriculum.</p> <p>4 Support the School</p> <p>4:1 Where appropriate, to develop a relationship to foster links between home and school.</p> <p>4:2 To liaise, advise and consult with other members of the team supporting the pupil when asked to do so.</p> <p>4:3 To contribute to reviews of the pupil's progress, as appropriate.</p> <p>4:5 To be aware of school procedures.</p> <p>4:6 To be aware of confidential issues linked to home/pupil/teacher/school work and to keep confidences appropriately.</p> <p>4:7 Administering minor First Aid under the guidance of a qualified person.</p> <p>4:8 To ensure that all equipment for outings (e.g. drinks, food, weather protection, first aid) accompanies the pupil.</p>
<p>Supervision and Management</p>
<p>The job holder has no regular supervisory responsibility for staff but assists in work familiarisation of peers and new recruits.</p>
<p>Creativity and Innovation (i.e. Problem Solving)</p>
<p>The job holder works within school procedures, policies and approved methods and under the supervision of the class teacher and SENDCo.</p>
<p>Key Contacts and Relationships</p>
<p>The jobholder has extensive contact with one particular pupil, which involves mentoring, motivating and imparting skills and/or knowledge. Information is exchanged with teachers and other school staff, school management, parents/carers and at times representatives of other agencies e.g. Health, Social Care.</p>
<p>Decision Making</p>
<p>The jobholder is expected to follow school procedures, and plans made by the class teacher and those provided by other professionals supporting the school.</p>
<p>Resources</p>

The jobholder is expected to use school resources appropriately and with care and help to maintain appropriate and pleasant learning spaces around the school, but is not personally accountable for their overall security.

Working Environment

The jobholder is mainly based in a classroom setting and there is regular background noise. All staff have a shared responsibility for the Health and Safety of the pupils, themselves and their colleagues. Staff also have a responsibility for the safety and welfare of all pupils and are expected to follow policy and procedures for Safeguarding.

Knowledge and Skills

Understanding of child protection, safeguarding and bullying issues and able to demonstrate understanding of own accountabilities.

Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation.

Understanding of principles of child development and learning processes and, in particular, barriers to learning.

Willingness to undertake additional training related to pupil needs.

This job description is subject to change to meet the needs of the effective running of the Trust.

Person Specification

Qualities	Essential ✓	Desirable ✓
Qualifications and Experience		
Relevant experience of working with children of primary school age – leading small groups and working as part of a team.	✓	
Experience of working with pupils of different ages from different contexts.	✓	
Experience of working with children with Special Educational Needs.	✓	
Ability to plan programmes of support that incorporate variety, interest and pace.	✓	
Ability to use ICT to effectively support learning.	✓	
NVQ qualifications in teaching & learning.		✓
Experience of working in a team environment.	✓	
Good general education and GCSE passes in Maths and English (A-C).	✓	
First Aid qualification.		✓
Safeguarding/Prevent training.		✓
Knowledge and Understanding		
Sound understanding of safeguarding issues.	✓	
Able to demonstrate commitment to Equal Opportunities and other key school policies.	✓	
Skills		
Good oral and written communication skills.	✓	
Ability to work effectively and professionally within a team of adults.	✓	
Ability to relate well to children, establishing empathy and a good rapport.	✓	
Able to gain the confidence of children whose behaviour is challenging or who are socially withdrawn.	✓	
Ability to motivate pupils and to use positive behaviour management strategies with individuals and small groups.	✓	
Ability to form effective relationships with a range of professionals.	✓	
Ability to self-evaluate own practice and learning needs.	✓	
Personal Characteristics		
Ability to work under pressure and multitask.	✓	
Resilience.	✓	
Professionalism.	✓	
Ability to work independently and show initiative.	✓	
Willingness to become fully involved in school life with a positive attitude and sense of fun.	✓	