



Job Description

Name:

Role: **Teaching Assistant – SEN 1:1 support**

Salary Range: **Grade 3, SCP 15 – 17
(term time only)**

Start: **February 2018**

Review Date: **July 2018**

Hours: 8:45am – 3:15pm (term time only)

Location: Gonville Academy

Reports to: Headteacher; Inclusion Manager

Responsible for: To assist, support, and facilitate access to all aspects of the curriculum and school life for a child with an Educational Healthcare Plan relating to a child with Autism.

Role Purpose and Role Dimensions:

The Teaching Assistant's (TA) main role is to provide support for the pupil with a statement of Special Educational Needs. The TA will ensure that the pupil can integrate as fully as possible in the activities generally undertaken by the other children in the class and make progress.

Duties will include running specific programmes and activities to assist the pupil's individual learning and social needs. The TA will be responsible for implementing the targets on the pupils' Educational Healthcare Plan (EHCP) in liaison with the class teacher and Inclusion Manager.

The role is a temporary position covering maternity leave and is conditional to the child staying at Gonville and/or the EHCP continuing. Should either of these conditions change then the post will cease to exist.

Commitment to Diversity:

As a member of the Academy Team to take individual and collective professional responsibility for championing the Trust's diversity agenda and proactively implementing initiatives which secure equality of access and outcomes. Also to commit to continually developing personal understanding of diversity.

General responsibilities

- Promote the agreed vision of the STEP Academy Trust and be committed to raising standards of achievement.
- Provide a safe, welcoming, organised, creative and interesting learning environment.
- Be aware that each child has a right to equal opportunities and access to the curriculum.
- Implement all the policies agreed by the STEP Academy Trust.
- Maintain high expectations and insist the children always produce their best.
- Maintain good order and discipline among the pupils when they are in school and engaged in school activities elsewhere.
- Be sensitive to the linguistic, cultural and ethnic backgrounds of the children and show an awareness of gender and class issues.
- Work collaboratively with colleagues in a team, setting high professional standards.
- Take an active part in the life of the school.

Core Duties

- To provide learning support for the pupil in class or in withdrawal situations, either 1:1 or small groups.
- To develop knowledge of the particular needs of the child and seek advice from Inclusion Manager, class teacher and outside agencies as required.
- To aid access to the full range of learning experiences both inside and outside the classroom and provide modified materials as required e.g. worksheets, games, visual prompt cards etc.
- To make or modify resources as suggested and advised by the Inclusion Manager, Educational Psychologist or other outside agencies.
- To be involved in the planning and preparation of the day to day class activities.
- To organise and maintain an inclusive learning environment both in the classroom and outside.
- To support the pupil in the playground, being mindful of his/her health and safety in relation to his/her medical conditions, and encouraging safe interactive play.
- Motivate and encourage the pupil to have a go at activities they may be unsure of.
- Provide positive reinforcements, praise and rewards.
- Facilitate inclusion in small group activities with peers and support interaction between them.
- To attend in service training and meetings that are relevant to the post in order to keep up to date with developments in working with children with Special Educational Needs.
- Provide support and facilitate interaction with peers in the classroom and around school.

Additional Duties

- Assisting with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes.
- Establishing constructive relationships with pupils and interacting with them according to individual needs.
- Promoting the inclusion and acceptance of all pupils.
- Encouraging pupils to interact with others and engage in activities led by the teacher.

Support for the Teacher and Inclusion Manager

This will involve:

Core Duties

- To work as part of the team to ensure that the well-being and personal development of the pupil enhances their learning opportunities and life skills.
- To attend planning meetings with the Inclusion Manager and class teacher to develop learning programmes and to assist in the delivery of the individual learning programmes on a daily basis to promote learning, behaviour and communication skills.
- To provide regular feedback to the class teacher, Inclusion Manager and relevant outside agencies about the pupil's difficulties and progress.
- To contribute to the pupil's annual review by writing a brief report and attending the meeting.

Additional Duties

- Creating and maintaining a purposeful, orderly and supportive environment, in accordance with lesson plans and assisting with the display of pupils' work.
- Establishing constructive relationships with parents/carers.
- Administering routine tests, invigilating exams and undertaking routine marking of pupils' work.
- Providing clerical/admin support e.g. photocopying, typing, filing, money, administer coursework etc.

Support for the Curriculum

This will involve:

Core Duties

- Undertaking structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses.
- Undertaking programmes linked to local and national learning strategies e.g. literacy, numeracy, KS3, Early Years recording achievement and progress and feeding back to the teacher.
- Supporting the use of ICT in learning activities and develop pupils' competence and independence in its use.

Additional Duties

- Preparing, maintaining and using equipment/resources required to meet the lesson plans/relevant learning activity and assisting pupils in their use.
- Preparing specialist resources to meet the needs of the child and to enable them to access learning at their level.

Support for the School

This will involve:

Core Duties

- Participating in training and other learning activities and performance development as required.
- To foster links between home and school.
- To participate in relevant professional development as deemed appropriate for the needs of the child.
- To understand and apply the school policies on learning and behaviour, and the statutory guidelines relating to disability discrimination and Special Educational Needs.
- To maintain confidentiality and sensitivity to the pupil's needs but have regard to the safeguarding procedures of the STEP Academy Trust.
- To carry out duties as directed by the Inclusion Manager or Headteacher.

Additional Duties

- Being aware of and complying with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Being aware of and supporting difference and ensuring all pupils have equal access to opportunities to learn and develop.
- Contributing to the overall ethos/work/aims of the school.
- Appreciating and supporting the role of other professionals.
- Attending and participating in relevant meetings as required.
- Assisting with the supervision of pupils out of lesson times, including before and after school and at lunchtime.
- Accompanying teaching staff and pupils on visits, trips and out of school activities as required and taking responsibility for a group under the supervision of the teacher.
- Following safeguarding procedures; immediately reporting any safeguarding concerns to the Senior Designated Person.

Data Protection

This will involve:

- Being aware of the Academy's responsibilities under the Data Protection Act 1984 for the security, accuracy and relevance of personal data held on such systems and ensure that all administrative and financial processes comply with this.
- Maintaining client records and archive systems, in accordance with departmental procedure, policy and statutory requirements.

Confidentiality

This will involve:

- Being expected to treat all information acquired through your employment, both formally and informally, in strict confidence. There are strict rules and protocols defining employees' access to and use of the Academy's databases. Any breach of these rules and protocols will be regarded as subject to disciplinary investigation. There are internal procedures in place for employees to raise matters of concern regarding such issues as bad practice or mismanagement.

Equalities

- The Academy has a strong commitment to achieving equality of opportunity in its services to the community and in the employment of people. It expects all employees to understand, comply with and to promote its policies in their own work, to undertake any appropriate training and to challenge racism, prejudice and discrimination.

Customer Care

This will involve:

- Ability to demonstrate a commitment to the STEP Academy Trust Code of Conduct, Safeguarding and Inclusion Policies.

Health and Safety

- Every employee is responsible for their own Health & Safety, as well as that of colleagues, service users and the public. Employees should co-operate with management, follow established systems of work, use protective equipment where necessary and report defectives and hazards to management.

To contribute as an effective and collaborative member of the Academy Team

This will involve:

- Participating in training to be able to demonstrate competence.
- Participating in first aid training as required.
- Participating in the ongoing development, implementation and monitoring of the service plans.
- Championing the professional integrity of the Academy Service.
- Supporting Customer Focus, Best Value and electronic management of processes.
- Actively sharing feedback on Academy policies and interventions.
- Taking a professional, proactive approach to professional development and responsibility for own learning.

Signed: _____

Date: _____

Person Specification

Job Title:

Teaching Assistant – SEN 1:1 support speech & language

Essential knowledge:

- Completion of DFES Teacher Assistant Induction Programme.
- NVQ 2 for Teaching Assistants or equivalent qualifications or experience.
- Training in the relevant learning strategies e.g. speech and language.
- Knowledge and understanding of the unique challenges for a child with speech and language difficulties.
- First aid training/training as appropriate.
- Recent, relevant safeguarding training.
- Understanding of relevant policies/codes of practice and awareness of relevant legislation.
- Good understanding of national/foundation stage curriculum and other basic learning programmes/strategies.
- Basic understanding of child development and learning.
- Basic understanding of school data, including what makes good progress.

Essential skills and abilities:

- Good Mathematics and English skills.
- A high standard of written and spoken English.
- Effective use of ICT to support learning.
- Use of other equipment technology – video, photocopier.
- Ability to self-evaluate learning needs and actively seek learning opportunities.
- Ability to relate well to children and adults.
- Ability to work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these.
- Really care about children but particularly those who find learning and managing their behaviour difficult.
- Have experience of helping children learn to read and write.
- Have patience, be flexible and innovative with a clear understanding of how children, who find learning new concepts and remembering taught concepts difficult, might behave.

Essential experience:

- Working with children of a relevant age in a school setting.
- Working with children with additional needs in speech and language.

Special conditions:

- Enhanced DBS check.
- Medical clearance.
- Two satisfactory references.

