

Job Description



Post Title: Teaching and Learning Assistant – 1:1 support

Grade: TA2

Employed by: Northampton Free School Trust

Line Manager: SENCo

Broad description of role:

- To support the teaching team in providing inspirational learning support at Wootton Park School
- To assist teaching staff in the planning, review and delivery of the curriculum, supporting learners in whole classes, individually and in small groups
- To work directly with a targeted learner and groups of learners to support social communication and interaction skills, develop learning and encourage independence.
- To monitor progress and adapt learning according to individual learner needs
- To assist in the health, safety and welfare, emotional and behavioural support of learners
- To provide specialist support in one or more specialist areas of SEND (e.g. SLCN, ASD, literacy, numeracy, social and emotional well-being, gifted and talented etc.)
- To work with staff, parents/carers and other stakeholders to ensure that support provided is appropriate, removes barriers to learning and promotes resilience and independence
- To act as Keyworker for home/school links, ensuring parents are aware of progress being made and next steps to support learning

Key responsibilities:

Teaching and Learning:

- To support learning and teaching as directed, challenging and motivating learners in order to develop independence and self-esteem
- To reinforce learning opportunities, enable access to the curriculum and promote positive interactions between learners
- To encourage acceptance of all learners in order that they interact and work co-operatively and engage in all activities
- To work with targeted learners on a 1:1 basis to develop social interaction and communication skills
- To provide targeted learners with appropriate support to enable them to manage and develop their learning, behaviour and access to the curriculum
- To model appropriate and positive behaviours, giving clear guidance and explanation of when behaviours are not appropriate and providing opportunities for these to be rectified
- To assist in the personal, social and emotional development of learners and in the development of self-esteem
- To provide a consistent approach in supporting learners to develop independence, manage interactions and behaviour, using rewards and sanctions appropriately and in line with school policy
- To identify any uncharacteristic behaviour patterns in learners and report these to the class teacher, Head of Year and SENCO as appropriate
- To assist in the planning, delivery and review of lessons, interventions and enrichment sessions, developing differentiated materials and resources as appropriate in order to meet individual needs
- To work with learners in assessing their ability, progress, development points, and aspirations through the use of Learner Passports and Progress Records
- To monitor individual or group achievement of key objectives and feedback to appropriate staff
- To contribute to the assessment of learners through observation and reporting
- To record information relevant to learner assessment and review, carrying out appropriate administrative tasks related to learner progress
- To support learners with access arrangements, e.g. acting as a reader, prompt, scribe when necessary

- To liaise effectively with class teachers, parents/carers, external agencies and other relevant stakeholders, sharing and providing information as appropriate and acting on advice given
- To support targeted learners during break and lunch times, delivering enrichment sessions to learners as appropriate
- To attend Learner Progress, EHA and EHCP review meetings, as appropriate
- To accompany learners as directed and supervised by the responsible teacher, and assist with the supervision of learners as and when required.
- To monitor and provide for the general care, safety and welfare of learners (where learners have SEND that includes the need for personal care, provide this within the H&S guidelines, as necessary)
- To be involved in some aspect of extra-curricular activity, planning and delivering activities as appropriate

School Support:

- To support teachers with the day-to-day management of the learning environment including being responsible for the care and preparation of teaching aids, equipment, displays, materials as appropriate
- To undertake induction training for teaching assistants, participate in the staff review/appraisal/performance process and make use of professional development opportunities
- To carry out the duties of the post in ways which contribute to a supportive working environment within the school, for example, to be aware of tasks undertaken by other staff in order to provide support or cover when required
- To adhere to and maintain school policies, routines and codes of conduct and support the ethos of the school
- To attend staff meetings, where appropriate and relevant, and other activities held outside normal school hours
- To understand the school's policies relevant to the specialist subject/support provided and how they relate to local and national frameworks/policies
- To have an understanding of special educational needs and disabilities as defined in the SEND Code of Practice 2015
- To comply with the provisions of the Data Protection Act and adhere to the requirements of all staff to maintain confidentiality in respect of governors, staff, parents/carers, learners and members of the general public
- To be responsible and accountable for carrying out the post with regard to the school's Safeguarding Policy, Equal Opportunity Policy, Health and Safety Policy and Health and Safety at Work Act

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

NB: The aim of the job description is to indicate the general purpose and level of responsibility of the post. Please be aware that duties may vary from time to time without changing their character or general level of responsibility. Duties may be subject to periodic review by the Principal and/or SENCo (in consultation with the post holder) to reflect the changing work composition of the School or to reflect changing learner needs.



Person Specification

The successful candidate is likely to be able to demonstrate the following: -

Requirements	Essential (E) or Desirable (D) requirements	Measured by: Application form (A) or Selection process (S)
Education		
At least 5 A*-C GCSE including English and Maths or equivalent	E	A
NVQ Level 2 or equivalent knowledge, experience and skills	D	A
Evidence of further professional development	D	A
Experience of		
Working with young people in a learning environment	E	A/S
Working using collaborative partnerships	E	A/S
Working with young people with ADHD, SLCN and/or similar needs	E	A/S
Behaviours		
Natural communicator; relationship building skills with a range of stakeholders	E	S
Ability to use data and evidence to draw conclusions / reinforce success	D	S
Proactive and innovative	E	S
Knowledge and Understanding		
An understanding of effective and engaging learning strategies	E	S
Experience of classroom practice or similar setting	E	S
An understanding of the SEND Code of Practice, 2015	D	A/S
An understanding of effective literacy and numeracy strategies to enable progress of learners	D	A/S
An understanding of effective strategies to develop social communication and interaction skills	E	A/S
An understanding of tracking and monitoring learner progress	D	A/S
An understanding of the use of assessment to inform planning	D	A/S
Ability to set consistently high expectations for all learners through class work and independent study	E	A/S
A willingness to be involved in enrichment activities	E	S
Leadership and Skills		
Ability to work within teams effectively, motivate, enthuse and inspire colleagues and learners	E	S
Ability to delegate and hold learners to account	E	S
Excellent ICT skills	E	A
Excellent communication skills, both verbal and written	E	A/S
Attributes		
Committed to the aims of Wootton Park School	E	S
Committed to Equality and Diversity	E	S
Committed to own continuing professional development	E	A/S
Clear view of what high standards and performance looks like	E	S
Proactive / strong problem solver with the ability to make things happen	E	S