



## **BISHOP CHADWICK CATHOLIC EDUCATION TRUST**

### **Mission Statement**

St. Mary's Catholic Primary School offers a distinctive Catholic education within a caring, welcoming, Christian community, where everyone can feel valued, confident and secure; and have the opportunity to reach their full potential.

We believe that each person is unique, talented and loved by God.

*"You must shine among them like stars lighting up the sky!" (Philippian 2:15)*

By working in partnership with parents, parish and community, we aim to create a challenging, stimulating and effective learning environment, where Christ is our inspiration.

### **JOB DESCRIPTION**

**POST TITLE:** 1:1 SEN Teaching Assistant – linked to funding

**GRADE:** Grade 5 SCP 7-12 pro rata

**RESPONSIBLE TO:** Executive Headteacher of St. Mary's Catholic Primary School

#### **Main Functions:**

To contribute to the delivery of the national curriculum and provide support for pupils, the teacher and the school in order to raise standards of achievement for all, by utilising advanced levels of knowledge and skills when assisting with planning, monitoring, assessing and managing classes.

To work collaboratively with teaching staff in the whole planning cycle and the management/preparation of resources. Also to deliver learning to individuals, small groups and whole classes.

To encourage pupils to become independent learners, to provide support for their welfare, and to support the inclusion of pupils in all aspects of school life.

To assist in promoting the learning and personal development of the pupil to whom you are assigned, to enable the child to make best use of the educational opportunities available to them.

1. Plan, prepare and deliver learning activities for individuals and groups of pupils under the professional direction and supervision of a qualified teacher, differentiating and adapting learning programmes to suit the needs of individual pupils.

2. To provide specialist support to pupils with learning, behavioural, communication, social, sensory or physical difficulties (SEND) and to aid the pupil to learn as effectively as possible both in group situations and on their own by, for example:

- Clarifying and explaining instructions
- Ensuring the pupil is able to use equipment and materials provided
- Motivating and encouraging the pupil as required by providing levels of individual attention, reassurance and help with learning tasks as appropriate to pupils' needs
- Assisting in communication and developing the child's speech and language skills
- Using praise, commentary and assistance to encourage the pupil to concentrate and stay on task
- Liaising with class teacher, SENCO and other professionals in relation to the child's Education Health Care Plan, contributing to the planning and delivery of actions as appropriate
- Providing additional nurture to individuals when requested by the class teacher or SENCO
- Consistently and effectively implementing agreed behaviour management strategies
- Helping to make appropriate resources to support the pupil

3. To establish a supportive relationship with the pupil concerned as well as supporting and maintaining relationships with families, carers and other professionals, eg. Speech therapists

4. Under the guidance of a teacher support the role of parents/carers, in pupils' learning and contribute to meetings with parents/carers to provide constructive feedback on pupil progress/achievement.

5. To promote the acceptance and inclusion of the pupil with SEN, encouraging pupils to interact with each other in an appropriate and acceptable manner.

6. Assess, record and report on development, progress and attainment as agreed with the teacher

7. Monitor the pupil's response to the learning activities and, where appropriate, select, modify or adapt the activities as agreed with the teacher to achieve the intended learning outcomes.

8. To give positive encouragement, feedback and praise to reinforce and sustain the pupil's efforts and develop self-reliance and self-esteem.

9. To support the pupil in developing social skills and their emotional well-being both in and out of the classroom.

10. To support the use of ICT in learning activities and with specific programmes to support learning. (For example – Clicker).

11. To provide regular feedback on the pupil's learning and behaviour to the teacher/SENCO, including feedback on the effectiveness of the behaviour strategies adopted.

12. Under the direction of the teacher, carry out and report on systematic observations of pupils to gather evidence of their knowledge, understanding and skills upon which the teacher makes judgements about their stage of development.

13. When working with a group of pupils, understand and use group dynamics to promote group effectiveness and support group and individual performance.

14. Maintain a clean, safe and tidy learning environment.

15. Follow toileting protocols and guidance 16 Support getting changed for PE and at other times.

17. Support the child's dietary needs, assist with eating and report to parents daily.

18. To be aware of, work within and contribute to the development of school policies and procedures, including Child Protection, Health and Safety, Behaviour, Teaching and Learning, Equal Opportunities etc.

19. Where appropriate to develop a relationship to foster links between home and school, and to keep the school informed of relevant information.

20. To be aware of confidential issues linked to home/pupil/teacher/school.

21. To contribute towards reviews of the pupil's progress as appropriate.

22. To take part in training activities offered by the school to further knowledge and skills of working with a child with specific learning difficulties.

23. To be willing to support and assist with pupils out of lesson time, including playground/break time supervision e.g. educational games, homework clubs etc.

24. To accompany teaching staff and take responsibility for pupils on educational visits, trips and out of school activities as required.

25. Provide short term cover of classes on a regular timetabled basis planned by the teacher. The normal expectation on a weekly basis would be to cover half a day per week and could also provide cover on non-timetabled basis, usually within own class on a non-timetabled basis, usually within own class.

26. Supervise the work and development of other classroom staff as appropriate.

27. Be responsible for the preparation, maintenance and monitoring of stocks of materials and resources.

28. Invigilate examinations and tests

29. Prepare and present displays.
30. Provide pastoral care to children.
31. Provide basic first aid, if appropriate, ensuring timely referral to health service in emergency situations.
32. May be asked to administer medications subject to agreement and in line with school policy.
33. Support pupils to develop their skills of independence, resilience and confidence.
34. Work with pupils not working to the normal timetable Support for the School.
35. Be aware of and comply with policies and procedures relating to child protection, confidentiality and data protection, reporting all concerns to an appropriate person.
36. To comply with legal and organisational requirements for maintaining the health, safety and security of yourself and others in the learning environment.
37. Be aware of and support difference and ensure that all pupils have access to opportunities to learn and develop.
38. Contribute to the overall ethos, work and aims of the school.
39. Maintain good relationships with colleagues and work together as a team.
40. Appreciate and support the role of other professionals.
41. Attend relevant meetings as required.
42. Participate in training and other learning activities and performance development as required.
43. Demonstrate and promote commitment to equal opportunities and to the elimination of behaviour and practices that could be discriminatory.

This job description sets out the duties of the post at the time it was drawn up. The post holder may be required from time to time to undertake other duties within the school as may be reasonable expected, without changing the general character of the duties or the level of responsibility entailed. This is a common occurrence and would not justify a reconsideration of the grading of the post.