

## **Sir Robert Hitcham CEVAP School**

### **1:1 SEN Teaching Assistant Job Description**

**JOB FAMILY:**           **Teaching Assistants**

**GRADE:**               **Grade 3** (below the mid-point bar)

#### **DESCRIPTION**

Posts at this level may be required in any school phase.

The teacher plans lessons and directs learning. Teaching assistants provide support to the teacher and through this to pupils and to the teaching of the curriculum. Teaching assistants work under the direction of the teacher.

All duties will be carried out within recognised procedures or guidelines and the teacher will be available for support and guidance.

The post holder will be expected to have some expertise/specialism.

There will be some need to interpret information or situations and to solve varied problems. More complex problems will be referred to line manager.

No requirement to supervise others, but may demonstrate tasks to new colleagues or give advice and guidance to others.

#### **INTRODUCTION**

The level description gives an overview of the level of competence required to carry out work at this level.

Each school is organised differently, and the range of duties carried out at this level will be different in each school. Some jobs may carry out a diverse range of duties whilst others may be engaged on a narrower range of tasks.

Whilst line management arrangements will vary from school to school, it is likely that the post holder will report to one of the following: Head Teacher, Deputy, Head of Year or SENCO.

The next section of this job description will give examples of the types of work that may be carried out at this level. This list is not exhaustive and is intended to give a flavour to help schools to assimilate jobs to the appropriate level.

**EXAMPLES OF DUTIES AT THIS LEVEL**

- Provide specialist assistance to pupil with SEN who needs particular help to overcome barriers to learning. Jobholders generally work under the direct supervision of the class teacher within the learning environment with the teacher present. However, they may occasionally be required to work outside the classroom for short periods.
- Attend to pupil’s personal needs, which includes toileting, hygiene, dressing and eating, as well as help with social, emotional, welfare and health matters, reporting problems to teacher as appropriate.
- Physically assist pupil in activities (may involve lifting where support with mobility is required – as recommended by an expert in this area).
- Assist with the development and implementation of Education, Health and Care Plans and/or other support plans, as required.
- Encourage pupil to interact with others and engage in activities led by the class teacher.
- Scaffold learning activities so that the pupil is as independent as possible.
- Provide feedback to pupil in relation to attainment and progress under the guidance of the class teacher.
- Use strategies, in liaison with the class teacher, to support pupil to achieve goals.
- Assist with the preparation of learning activities.
- Report pupil’s responses to learning activities and record achievement/progress as directed.
- Provide detailed and regular feedback to teachers on pupil’s achievement, progress, or problems.
- Supervise pupil at lunchtimes
- Undertake first aid

The duties and responsibilities of any post may change from time to time, and post holders may be expected to carry out other work not explicitly mentioned above which is considered to be appropriate the exiting level of responsibility vested in the post.

**Headteacher’s signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Postholder’s signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## PERSON SPECIFICATION

Criteria	Essential to basic performance of job	Required for fully competent performance of job
<b>Knowledge:</b>		
Technical or specialist	Experience of working with pupils	Broad awareness and understanding of medical conditions such as asthma, epilepsy etc
	Knowledge and use of a range of equipment	Awareness of health and safety procedures
	Basic knowledge of first aid	Experience of one to one support, where appropriate
	Recognised competence in literacy and/or numeracy	NVQ2 or equivalent in related area
Literacy and numeracy	Ability to read and understand instructions	
	Ability to complete reports such as incident report form, behaviour diary, progress report etc	
School environment		Knowledge of school policies and procedures
<b>Mental Skills:</b>		
Research	Assist teacher with information gathering and resources as appropriate	
Problem solving	Ability to recognise and resolve or report problems	
Thinking creatively / Developing new ideas	When supervising/ working with SEN pupils the post holder must be able to adapt support given to pupil depending on age and/or ability	

Criteria	Essential to basic performance of job	Required for fully competent performance of job
	Assist teacher in creating a positive learning environment	
<b>Interpersonal &amp; Communications Skills:</b>		
Caring skills	Sensitivity to pupil's needs	
Advising / guiding skills	Advising and guiding pupil on the best way to handle situations, under the teacher's direction	Providing information to other members of staff in relation to pupil's behaviour, activities and general progress
	Encouraging pupil to participate in or complete tasks	
	Ability to conciliate between pupil in playground or classroom disputes	
	Providing basic advice to other Teaching Assistants	
Verbal and written communications skills (including use of languages)	Ability to communicate clearly	
	Ability to encourage participation and give feedback to pupil	
	Ability to maintain appropriate level of confidentiality	
	Attending and contributing to review and other meetings, as appropriate	
	Administering reading and spelling tests, under the direction of the teacher	
Training and/or presentation skills	Assist with the induction of new Teaching Assistants	

Criteria	Essential to basic performance of job	Required for fully competent performance of job
<b>Physical skills:</b>		
Keyboard skills / use of mouse		Ability to use keyboard and mouse required if supporting pupils using IT equipment
Other manual skills	<p>Use of guillotine, craft knives, glue guns etc when displaying work or assisting pupils in practical lessons</p> <p>Help pupil to use tools and equipment as required to support learning</p>	
<b>Other attributes:</b>		
Level of autonomy	<p>Work is covered by set policies and procedures</p> <p>Able to work 1:1 with pupil when carrying out specific tasks or on field trips etc</p> <p>Able to supervise larger numbers of pupils when during break/lunchtime</p> <p>Able to make decisions on when to refer queries/problems to another member of staff</p>	

# EVALUATION NOTES

## KNOWLEDGE

- Practical knowledge of literacy and/or numeracy subject matter in order to be able to support pupils in a variety of lessons and learning environments, either on a one-to-one basis or small groups, under the direction and supervision of the teacher
- Practical knowledge of equipment, including IT equipment where appropriate, to support learning, under the direction of the teacher
- Ability to recognise changes in pupils' behaviour and report to the teacher

## MENTAL SKILLS

- Support the teacher in creating a positive learning environment
- Ability to follow written instructions
- Ability to complete a range of paperwork e.g. incident report form, pupil progress records
- The post holder will be expected to resolve straight forward queries and problems
- The post holder may be involved with planning activities, under the guidance of the teacher

## INTERPERSONNEL AND COMMUNICATION SKILLS

- Ability to communicate clearly with pupils and others
- Ability to explain tasks and activities to pupils e.g. literacy/numeracy tasks, craft tools, science equipment, under the direction of the teacher
- Ability to contribute to review meetings, if required

## PHYSICAL SKILLS

- Use of keyboard and mouse may be required if supporting pupils using IT equipment
- Use of guillotine, craft knives, glue guns etc when displaying work or helping pupils in practical lessons

## INITIATIVE AND INDEPENDENCE

- Ability to manage own workload, under direction of teacher
- Able to work with small groups of pupils carrying out specific tasks or on field trips etc

- Able to resolve problems and/or queries, referring more complex issues to the teacher, or other member of staff

### **PHYSICAL DEMANDS**

- May be in relatively constrained seating position during lessons (approximately 30/40 minutes)
- Walking or standing whilst accompanying/supervising pupils during breaks or trips
- Tools and equipment are generally light
- On occasion may be required to lift, or assist others to lift, a pupil who is unwell or injured

### **MENTAL DEMANDS**

- Greater level of sensory attention when undertake tasks to support literacy/numeracy activities
- Need to concentrate when listening to pupils read or discussing stories
- Awareness required when supervising during breaks or trips (shared with others e.g. teacher or midday supervisory assistants)

### **EMOTIONAL DEMANDS**

- Job is emotionally demanding on occasion, e.g. pupil is unwell or becomes upset during an activity
- Job holder needs ability to recognise changes in pupil behaviour and report them to teacher

### **RESPONSIBILITY FOR PEOPLE**

- Under the direction and lead of the teacher, shared responsibility when working with pupils to support learning process
- Responsibility for pupil when attending to personal needs

### **RESPONSIBILITY FOR SUPERVISION (EMPLOYEES)**

- None

### **RESPONSIBILITY FOR FINANCIAL RESOURCES**

- None

### **RESPONSIBILITY FOR PHYSICAL RESOURCES**

- Shared responsibility for tools and proper use of IT equipment, with teacher

- Ability to complete a range of records, e.g. incident report form, pupil progress record

### **WORKING CONDITIONS**

- Works within the school complex, predominately indoors but may be required to supervise pupils outside during breaks or field trips
- Wears protective clothing where necessary, e.g. when attending to a pupil who is unwell