



JOB DESCRIPTION FOR TEACHING ASSISTANT: SEN /1:1 Support/GTA

Job Title: Teaching Assistant: 1:1/SEN Support including general TA duties

Line Manager: SENCO

Responsible to: SENCO

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

- 1 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(s) as required by providing levels of individual attention, reassurance and help with learning tasks as appropriate to pupils' needs
 - Assisting in weaker areas, e.g. speech and language, reading, spelling, numeracy, handwriting/presentation etc
 - Using praise, commentary and assistance to encourage the pupil to concentrate and stay on task
 - 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
 - Supporting the class teacher in designing and implementing bespoke planning applicable to the child
 - Supporting with toileting and intimate care
- 2 To establish supportive relationships with the pupil concerned
- 3 To establish supportive relationships with parents/carers
- 4 To promote the acceptance and inclusion of the pupil with SEN, encouraging pupils to interact with each other in an appropriate and acceptable manner
- 5 Monitor the pupil's response to the learning activities and, where appropriate, modify or adapt the activities as agreed with the teacher to achieve the intended learning outcomes.

- 6 To give positive encouragement, feedback and praise to reinforce and sustain the pupil's efforts and develop self-reliance and self-esteem.
- 7 To support the pupil in developing social skills both in and out of the Classroom
- 8 To support the use of ICT in learning activities and with specific programmes to support learning.
- 9 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
- 10 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
- 11 When working with a group of pupils, understand and use group dynamics to promote group effectiveness and support group and individual performance
- 12 Where appropriate, to know and apply positive handling techniques
- 13 To know and apply school policies on Child Protection, Health and Safety, Behaviour, Teaching and Learning, Equal Opportunities, etc
- 14 Where appropriate to develop a relationship to foster links between home and school, and to keep the school informed of relevant information
- 15 To be aware of confidential issues linked to home/pupil/teacher/school
- 16 To contribute towards reviews of the pupil's progress as appropriate
- 17 To comply with legal and organisational requirements for maintaining the health, safety and security of yourself and others in the learning environment
- 18 To take part in training activities offered by the school to further knowledge and skills of working with a child with specific learning difficulties
- 19 To support playground/break time and lunchtime supervision e.g. educational games, homework clubs, feeding/ supporting of high needs children
- 20 To accompany teacher and pupils on educational visits
- 21 To provide individual support, as required, during examination sessions
- 22 To carry out the above duties in accordance with the Academies Equal Opportunities Policy.

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 reasonably 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.

PLEASE NOTE THAT SUCCESSFUL APPLICANTS WILL BE REQUIRED TO COMPLY WITH ALL SCHOOL POLICIES, INCLUDING THE NO SMOKING POLICY.

THE SUCCESSFUL APPLICANT WILL BE SUBJECT TO RELEVANT VETTING CHECKS, INCLUDING A SATISFACTORY **ENHANCED** DISCLOSURE BEFORE AN OFFER OF APPOINTMENT IS CONFIRMED. FOLLOWING APPOINTMENT, THE EMPLOYEE WILL BE SUBJECT TO RECHECKING AS REQUIRED FROM TIME TO TIME BY THE AUTHORITY



PERSON SPECIFICATION – TEACHING ASSISTANT – LEVEL 2 SEN or 1:1 SUPPORT

ESSENTIAL				DESIRABLE		
	Criteria No.	ATTRIBUTE	Stage Identified	Criteria No.	ATTRIBUTE	Stage Identified
Qualifications & Education	E1	NVQ Level 2 for Teaching Assistants or equivalent child care related qualification Appropriate Qualification at Level 3 including either: <ul style="list-style-type: none"> • Child Care & Education (CACHE) • Btec National Cert in Early Yrs • NVQ L3 in Early Years Care & Education • NNEB plus CPD Evidence 	AF/C	D1	Higher Level Teaching Assistant Status (HLTA)	AF/C
	E2	GCSE A* – C in Mathematics and English or Level 2 Basic Skills (Numeracy and Literacy) or equivalent	AF/C			
Experience & Knowledge	E3	Recent work experience of working with children of relevant age in a teaching and learning environment, including those with SEND	AF/I/R	D2	Recent experience of working with children with SEND	AF
	E4	Understanding of classroom roles and responsibilities and Teaching Assistant’s role	AF/I/R	D3	Experienced / Trained First Aider	AF/C

ESSENTIAL				DESIRABLE		
	Criteria No.	ATTRIBUTE	Stage Identified	Criteria No.	ATTRIBUTE	Stage Identified
	E5	Experience of working with wide range of children including those with specific needs	AF/I/R/T			
	E6	Understanding of principals of child development and learning processes	AF/I/R/T			
	E7	Recent experience of lesson / activity planning with a teacher	AF/I/R			
	E8	Understanding and experience of the use of alternative communication aids	AF/I/R	D4	Experience of using PECS/Makaton	I
Skills	E9	Ability to communicate both orally and in writing with a range of different audiences including the supportive role with parents and to have strong listening skills	AF/I/R			
	E9	Ability to self-evaluate learning needs and seek learning opportunities	I/R			
	E10	Demonstrate confident skills with English and Maths to assist pupils with Numeracy and Literacy in line with the Higher Expectation of the National Curriculum	I/R			
	E11	Ability to work in a team and independently	I/R			
Personal Attributes	E12	Ability to promote fairness and a positive role model to pupils	I/R			
Special Requirements	E13	To comply with School's policies and procedures	I			
	E14	Motivation to work with children	AF/I/R			

ESSENTIAL				DESIRABLE		
	Criteria No.	ATTRIBUTE	Stage Identified	Criteria No.	ATTRIBUTE	Stage Identified
	E15	Ability to form and maintain appropriate relationships and personal boundaries with children	AF/I/R			
	E16	Emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline	AF/I/R			
	E17	Suitability to work with children	AF/I/R/D			

Key – Stage identified	
AF	Application Form
C	Certificates
T	Task
I	Interview
R	References
D	DBS

Issues arising from references will be taken up at interview. All appointments are subject to satisfactory references