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| Teaching Assistant - One to One Support  Level 2, Grade 3, Scale Point 4-6  Job Description & Person Specification |  |

# Job Description

The post holder will report to the Class Teacher.

The post holder will support access to learning and provide high quality provision for pupils with additional needs, as directed by the Class Teacher or members of the Senior Leadership Team.

They will provide specialist support for pupils with specific learning needs as identified in their Education and Health Care Plans (EHCPs) in order to enable them to access the whole curriculum.

Additional support for these pupils may be required during break or lunch times.

The post holder will be required to develop close working relationships with external agencies and parents/carers.

# Support for pupils

1. To work one to one with pupils with additional needs under the supervision of the Class Teacher including the delivery of programmes of work and implementation of recommendations within EHCPs.
2. Ensure the safety of pupils with additional needs and offer support that allows them to access learning activities.
3. Give regular feedback on the pupil’s progress to the Class Teacher and parent/carer(s).
4. Attend to pupil’s personal needs, including pastoral, social, health, physical hygiene, first aid and welfare matters. This will include intimate care responsibilities.
5. Promote the inclusion and acceptance of all pupils.
6. Encourage pupils to act as independently as appropriate.

## Support for Teachers

1. Provide additional support in the preparation and delivery of teaching activities for pupils with additional needs.
2. Under the direction of the Class Teacher, assist in the preparation of lesson resources before and after school, as appropriate.
3. Maintain detailed records of individual pupil progress and attainment and use these to report to the Class Teacher and/or parent/carer(s) as required.
4. Assist in the development and implementation of behaviour management strategies.
5. Establish constructive relationships with parent/carer(s) and maintain good communication between home and school.
6. Monitor the pupil’s responses to learning activities and accurately record achievement/progress as directed.

## Support for the School

1. Be aware of and comply with all relevant school policies, reporting any concerns to the Class Teacher or a member of the Senior Leadership Team.
2. Assist in maintaining high standards of health and safety at all times.
3. Maintain good relationships with colleagues and work together as a team.
4. Assist in the supervision of classroom and outdoor activities.
5. Contribute to the overall ethos/work/vision of the school.
6. Be aware of and support difference and ensure all pupils have equal access to opportunities to learn.
7. Attend relevant meetings.
8. Participate in training as required.
9. To undertake any task that may be reasonably requested by the Headteacher.

*The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.*

**This post is supported by high needs funding and will continue for the duration of the funding.**

The Teaching Assistant (One to One Support) must carry out his or her duties with full regard and commitment to the Governing Body and CLiC Policies.

Where the post holder is disabled, every effort will be made to supply all necessary aids, adaptations or equipment to allow them to carry out all the duties of the job. If, however, a certain task proves to be unachievable, job redesign will be fully considered.

###### **Person Specification for Teaching Assistant Level 2, Grade 3**

###### *Key: A = Application I = Interview R = Reference*

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| Selection criteria | Method of Assessment | Essential | Desirable |
| **1. Skills & Experience:** | | | |
| 1.1 Experience of working with or caring for children of a relevant age | A, I, R | ✓ |  |
| 1.2 Numeracy/literacy skills (at a level equivalent to NQF Level 2) | A | ✓ |  |
| 1.3 Completion of the Teaching Assistant Level 2 qualification or equivalent | A |  | ✓ |
| 1.4 Ability to relate well to children and adults | A, I, R | ✓ |  |
| 1.5 Ability to work as part of a team | A & I | ✓ |  |
| 1.6 An understanding of the role of the Teaching Assistant and other professionals working in the classroom | A & I | ✓ |  |
| 1.7 Ability to use relevant technology | A |  | ✓ |
| 1.8 Understanding of national/foundation stage curriculum and other basic learning programmes/strategies | A & I | ✓ |  |
| 1.9 Basic understanding of child development and learning | A & I | ✓ |  |
| 1.10 Ability to plan and make accurate records of learning and development | A & I |  | ✓ |
| 1.11 Willingness to undertake first aid training as appropriate | A |  | ✓ |
| ***2. Personal Style and Behaviour*** | | | |
| 2.1 Tact and diplomacy in all interpersonal relationships with the public, pupils and colleagues at work | A & I | ✓ |  |
| 2.2 Self-motivation and personal drive to complete tasks to the required timescales and quality standards | A & I | ✓ |  |
| 2.3 The flexibility to adapt to changing workload demands and new school challenges | A | ✓ |  |
| 2.4 Personal commitment to ensure that the provision of support is equally accessible and appropriate to meet the diverse needs of the pupils | A & I | ✓ |  |
| **3. Values** | | | |
| 3.1 A genuine passion and a belief in the potential of every pupil | A & I | ✓ |  |
| 3.2 Motivation to continually improve standards and achieve excellence above norms. | A | ✓ |  |
| 3.3 Commitment to equality of opportunity and the safeguarding and welfare of all pupils | A | ✓ |  |