

JOB DESCRIPTION

Job Title	1:1 Teaching Assistant (& Midday Supervisor Assistant)
Reports To	Head of School
Contract Type	Fixed Term, linked to a named EHCP child
Pay Grade & Scale Point	Grade D5
Working Weeks	43.7 weeks Term Time Only plus the Trust Development Day
Hours	20 hours per week
Location	Fitzmaurice Primary School

Overall Purpose

The 1:1 Teaching Assistant, as directed by the Class Teacher and other relevant professionals, will provide learning and care support for an individual pupil with special educational needs (SEN) to help work towards the outcomes on their education and health care plan (EHCP). The successful applicant will continue supporting the pupil through the lunchtime break as a Midday Supervisor Assistant.

Key Relationships

Named pupil, Class Teacher, Special Educational Needs Co-ordinator, MDSA's and other relevant professionals, Parent/s or Primary Care Giver/s, Headteacher and wider employees within the school to include the Senior Leadership Team.

Key Role Responsibilities

Working with the teacher and Special Educational Needs Co-ordinator to plan and deliver activities alongside supporting the pupil with routines, transitions, and behaviour management.

Special Features

The post holder will be required to work flexibly across the Trust as directed by the Headteacher.

Main Responsibilities

The Teaching Assistant will support the pupil and build a positive relationship with them, promoting high self-esteem, independence, and social inclusion. The TA will also support the pupil with their social, emotional, and mental health needs, escalating concerns where appropriate.

Promote high standards of behaviour, responding to incidents in line with the school's behaviour policy and guidelines on physical intervention.

Assist the Class Teacher and SenCo with the development and delivery of individual education, support and care plans.

Assist with the lunchtime break and the associated duties that that will encompass.

Teaching and Learning

Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase the pupil's achievement.

Contribute to the planning of differentiated learning activities for the individual, delivering activities inside or outside the classroom.

Support the teaching of a broad and balanced curriculum aimed at helping the pupil achieve their full potential in all areas of learning.

Promote, support, and facilitate inclusion by encouraging participation of the pupil in learning and extracurricular activities.

Use effective behaviour management strategies consistently in line with the school's policy and procedures.

Organise and manage teaching space and resources to help maintain a stimulating and safe learning environment.

Use ICT skills to advance the pupil's learning.

Monitor, record and report on progress and attainment. Through observations, provide regular feedback to teachers on the pupil's progress, attainment, and barriers to learning.

Working with Staff, Parents/Carers and Relevant Professionals

Share knowledge and understanding of the pupil with other school staff and education, health, and social care professionals, so that informed decision making can take place on intervention, provision and offering.

Develop effective professional relationships with colleagues and communicate effectively with other staff members, pupils, and parents and carers. Keeping other professionals accurately informed about performance, progress, and any areas of concern.

Understand their role to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers.

Collaborate and work with colleagues and other relevant professionals within and beyond the school.

Safeguarding

Work in line with statutory safeguarding guidance (e.g., Keeping Children Safe in Education) and our safeguarding and child protection policies.

Promote the safeguarding of all pupils in the school.

General Responsibilities

To put all pupils, in the Trust, at the core of all decisions and actions.

To be an ambassador for Palladian Academy Trust.

To uphold the vision, values and ethos which underpin the Trust and support how we work as a single organisation.

Be aware of and support differences and ensure excellent and equitable opportunities so everyone can flourish.

To work flexibly as required.

Contribute to the overall ethos/work/aims of Palladian Academy Trust.
Participate, support, and comply with Trust arrangements for responding to emergencies and/or business interruptions.

Establish constructive relationships and communicate with other professionals.
Attend and participate in relevant meetings at schools and other events as required.

Drive and participate in training and other learning activities and performance development as required.

Recognise own strengths and areas of expertise and use these to advise and support others within the organisation.

To be a reflective practitioner who is active in the pursuit of their own professional development.

Professional Development

Undertake appropriate and agreed continued professional development through The National College and required Trust/School Development Days as required.

Team working and Collaboration

Participate in any relevant meetings/professional development opportunities both at the school and across the Trust, which is relatable to the responsibilities of your role.

Notwithstanding the details in this job description, in accordance with the flexibility policy, the job holder will undertake such duties, across the academy, as maybe determined by the Governance Lead from time to time up to or on a level consistent with the principal responsibilities of the job. Postholders are expected to undertake other duties and responsibilities relevant to the nature, level and scope of the post and the grade has been established on this basis.

Expectations

As appropriate to the postholder's duties must be carried out in compliance with the following:

- Trust Policies
- Code of Conduct
- Charitable Financial Regulations Health and Safety at Work Act (1974) (and subsequent Health and Safety legislation)
- To work flexibly as required
 1. To maintain confidentiality of the Trust's affairs
 2. To work at all times within Code of Conduct, GDPR and the Safeguarding Policy
 3. Participate, support and comply with Trust arrangements for responding to emergencies and/or business interruptions.
 4. To put all children, in the Trust, at the core of all decisions and actions
 5. To be an ambassador for Palladian Academy Trust
 6. To uphold the vision, values and ethos which underpin the Trust and support how we work as a single organisation.

Safeguarding Statement

The Palladian Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All short-listed candidates will be subject to the appropriate online checks and Google searches as part of our recruitment process. Your suitability to work with children and young people will form part of the selection process.

The successful applicant will, in accordance with statutory guidance, be subject to a comprehensive and robust pre-employment checking process. Prior to appointment Palladian Academy Trust will apply for an enhanced DBS check plus a further check against the appropriate barred list, references from current and previous employers, health screening, and the right to work in the UK.

Signed:
[Line Manager]:

Date:

Signed:
1:1 Teaching Assistant

Date:

PERSON SPECIFICATION

Skills

	Essential	Desirable
Qualifications	GSCE (or equivalent) passes in Maths and English at least Grade C or Grade 4 or other qualification related to the role.	Relevant qualifications for working with children. Current First Aid certificate
Experience	Recent experience of working within the primary age range. Experience of working with children, including those with Special Educational Needs in a variety of contexts.	Experience in adapting and supporting learning for individuals and small groups of pupils with ASC.
Knowledge and Understanding	Understanding of the ways in which children learn. Knowledge of the variety of subjects which may be encountered in a Infant School. An understanding of strategies to support students with social/emotional needs.	High level of skill in Literacy and Numeracy. Awareness of current initiatives in primary education such as THRIVE, Forest School, ELSA, Makaton, Nurture, Keeping Children Safe in Education 2022. Understands how play develops children's learning and communication.
Professional Qualities	Ability to work with, and under the direction of class teacher. Ability to quickly become a member of a working team. Ability to work independently as necessary. Good interpersonal skills with proven ability to communicate clearly with children, colleagues, and parents. Ability to support pupils on an individual basis, within a group or as a whole class. Ability to provide verbal and written assessment of pupil progress to support teachers planning.	Willingness and desire to follow- up specific issues associated with individual children's needs through further training and study.

Personal Qualities

The post holder will:

Be patient and show perseverance.

Show initiative and problem solve.

Be highly organised and work flexibility.

Possess a genuine concern for and understanding of children, understanding, and celebrating individual differences.

Have a positive approach to change, with a willingness to listen and consider others.