**Job Description**

**Job Title: 1:1 Teaching Assistant**

**Reporting to: Headteacher, SLT and the Class Teacher**

**The post holder will be supporting a pupil with needs including speech and language needs and challenging behaviour.**  
  
The role will involve working 1:1 only with a Special Needs student who requires extra learning support.

This post will be to a named child.

We are looking for someone who:

* Can work under the instruction and guidance of senior/teaching staff to undertake work/care/support programmes to enable access to learning for the pupil.
* Is confident and passionate about working with students who need extra learning support.
* Has an understanding of the early years curriculum
* Have a can-do attitude and the ability to work well under pressure.
* Supportive of our Catholic Ethos

**Responsibilities**

Support for the Pupil, Teachers and the Curriculum

* Work in partnership with teachers and senior staff including the SENDCO and other professional agencies to provide effective support with learning activities
* Awareness of and work within school policies and procedures
* Support the pupil to understand instructions, support independent learning and to promote the inclusion of the pupil
* Implement and contribute to the teacher planned learning activities/teaching programmes as agreed with the teacher, adjusting activities according to pupils’ responses as appropriate
* Participate in planning and evaluation of learning activities with the teacher, providing feedback to the teacher on pupil progress;
* Support the teacher in behaviour management and keeping pupil on task based on the expectations for individual pupil
* Under the guidance of a teacher monitor, assess and record pupil progress/activities;
* Provide feedback to the pupil in relation to attainment and progress under the guidance of the teacher;
* Support learning by arranging/providing resources for lessons/activities under the direction of the teacher and in line with health and safety requirements;
* Support pupils in their social development and their emotional well-being, reporting problems to the teacher as appropriate;
* Support pupil with SEND and care needs as appropriate
* Share information about pupil with other staff, parents / carers, internal and external agencies, as appropriate and in line with school policies and procedures;
* Contribute to pupil’s plans and reports;
* Support the use of ICT in the curriculum;
* Work with the pupils not working to the normal timetable using the Teacher’s planning.
* Undertake pupil record keeping and maintenance of records as requested;
* Assist with the supervision of the pupil out of lesson times, including before and after school and at lunchtimes, but not as a supervisory assistant
* Support the pupil’s learning through play and teacher planned learning activities
* Support the pupil in developing and implementing their own personal and social development
* May be asked to administer medications subject to agreement and in line with school policy
* Assist pupil with eating, dressing and hygiene, as required, whilst encouraging independence;
* Provide basic first aid, if appropriate, ensuring timely referral to the health service in emergency situations
* Be aware of and comply with policies and procedures relating to safeguarding/child protection, confidentiality and data protection, reporting all concerns to an appropriate person
* Show a duty of care to pupils and staff and take appropriate action to comply with health and safety requirements at all times
* Contribute to the overall ethos, work and aims of the school;
* Maintain good relationships with colleagues and work together as a team under the direction of the class teacher.
* Appreciate and support the role of other professionals
* Attend relevant meetings as required;
* Participate in training and other learning activities and performance development as required
* Demonstrate and promote commitment to equal opportunities and to the elimination of behaviour and practices that could be discriminatory.

**Professional standards for teaching and learning support staff:**

All Support Staff engaged in teaching and learning should adhere to, and uphold, the following standards;

Personal and professional conduct

* Uphold the ethos, policies and practices of the school
* Through positive attitude, values and behaviours, develop and sustain effective relationships within the school family
* Have due regard for the need to safeguard pupil well-being by following relevant statutory guidance in addition to school policy and practice
* Recognise differences and respect cultural diversity
* On-going commitment to practice development through self-evaluation and awareness

Knowledge and understanding

* Be willing to acquire the appropriate skills/qualifications/experience required for the role.
* Be willing to undertake any relevant first aid and administration of medication training.
* Demonstrate expertise and skill in understanding the needs of all pupils, and know how to adapt and deliver support to meet individual needs setting high expectations in doing so.
* Increase personal effectiveness in the setting through reflective practice and ongoing CPD ensuring that knowledge and understanding are current in doing so.
* Support teachers and pupils in achieving positive outcomes through the maintenance of a level of subject and curriculum knowledge relevant to the role.
* Understand the role and responsibilities within the learning setting and whole school context in the knowledge that those responsibilities extend beyond a direct support role.
* Lead on a subject area of expertise or gain, through CPD, expertise to lead an area.
* Contribute to the development of school policies and procedures.
* Provide specialist support to pupils with SEND / EAL More able.
* Provide specialist support to all pupils in a particular specialist subject.

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 levels of pupil achievement
* Promote, support and facilitate inclusion by encouraging participation of all pupils in all learning and extra-curricular activities
* In line with school policy and procedure, consistently apply effective behaviour management strategies
* Contribute to effective assessment and planning by monitoring, recording and reporting pupil progress
* Communicate effectively and sensitively with pupils to adapt to their needs and support their learning
* Through organising and managing physical learning space and resources, support the maintenance of a stimulating and safe learning environment
* Prepare and present displays
* Take responsibility for pupils on visits, trips and out of school activities when required and when necessary plan and undertake risk assessments.
* Utilise advanced levels of knowledge and skills when assisting teachers/ support staff with planning, monitoring, assessing and managing classes.

Working with others

* Through effective liaison, communication and partnership working, recognise, value and respect the role and contribution of other professionals, parents and carers
* Keep other professionals accurately informed of progress or concerns they may have about pupils that they work with
* Through an appreciation of the role and responsibilities, work in partnership with classroom teachers and colleagues by ensuring that their knowledge is able to inform planning and decision making
* Communicate specialist understanding to other school staff and education professionals to facilitate consistent decision making on intervention and provision

School Ethos

* Be aware of and support difference and ensure equal opportunities for all.
* Contribute to the overall ethos/work/aims of the school.
* Develop constructive relationships and communicate with other agencies/professionals where appropriate to the role.
* Share expertise and skills with others.
* 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.
* Demonstrate and promote commitment to equal opportunities and to the elimination of behaviour and practices that could be discriminatory.
* Within a responsibility of a duty of care, comply with all policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
* Ability to make a positive contribution to the wider life and ethos of the school.
* Be an effective role model for pupils by demonstrating and promoting the positive values, attitudes and behaviour expected from pupils.
* Carrying out tasks for the domestic care and general welfare of pupils in respect of toileting, at meal times and changing using specialist equipment where necessary.
* Provide first aid, if appropriate, ensuring timely referral to health service in emergency situations
* The post holder will be required to carry out some or all of the duties and general requirements associated with a Level 3 teaching assistant as directed.

PLEASE NOTE THAT SUCCESSFUL APPLICANTS WILL BE REQUIRED TO COMPLY WITH ALL TRUST 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 RE-CHECKING AS REQUIRED FROM TIME TO TIME BY THE SCHOOL.

The Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

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|  | **Essential** | **Desirable** |
| Application | * Fully supported in reference. (R) * Well written, structured and presented application. (A) |  |
| Qualifications | * TA Level 3 qualification or higher. (A) (I) | * Relevant training in safeguarding children (A) |
| Experience | * Experience of working across Early Years. (A) (I) * Experience of engaging and working effectively with primary aged children, demonstrating a positive impact. (A) (R) * Experience of engaging and working effectively with parents/carers, demonstrating a positive impact. (A) (R) | * Experience of effective communication and liaison with agencies linked to education e.g. CAMHs, SALT, Education Welfare Team (A) |
| Skills and abilities | * Excellent communication and interpersonal skills. (I) (R) * Ability to take the lead and have effective outcomes. (I) (R)(A)   Competence in IT and use effectively in lessons. (R)(A)   * Good organisational skills (I) (R) * Demonstrate the qualities needed to build positive and effective relationships with primary aged children and adults. (R) (I) * Ability to effectively manage children’s behaviour, using positive approaches, being firm, fair and consistent. (R) (I) * Ability to work constructively as part of a team, understanding school roles and responsibilities and your own position within these. (I) (R) * Ability to support and model good practise to support staff and volunteers. (R)(I)(A) | * Experience of developing learning areas within the classroom (A) (I) |
| Special Knowledge | * Knowledge of the range of potential barriers to learning for children. (A) (I) * Knowledge of specific interventions to support underachievement / SEN pupils / more able. (A) (I) (R) * Ability to plan effective lessons and deliver them to a high standard. (A) (I) (R) * Ability to identify areas for development during lessons and through marking / feedback as appropriate. * Working knowledge of appropriate and effective teaching strategies and interventions to support children’s learning. (A) (R) (I) * Understand and support the needs of particular children presenting with special educational needs and Social Emotional mental health concerns. (A) (I) (R) * Knowledge of how to safeguard children and recognise signs of abuse. (I) | * An area of subject specialism which could support develop and enhance the curriculum |
| Personal Attributes | * Demonstrate a commitment to CPD and participation in training opportunities. (A) (R) * High expectations of self and others. (R) (I) * Self- reflective, continually reflecting on own practice. (I) (R) * Responsive to feedback, challenge and support. (R) * Flexible and adaptable in approach. (I) (R) * Demonstrate sensitivity, integrity and enthusiasm when working with all stakeholders. (R) (I) * Ability to manage pressure effectively and deal with challenging situations in a calm manner. (I) (R) * Enthusiasm for working with children and as part of a wider school team. | * Outside interests (A) * Outside interests that could be utilised in school for after school club /curriculum (A) |
| Professional philosophy and commitment | * Commitment to promoting equal opportunities and meeting the educational, social and emotional needs of all children (A) (R) (I) * Commitment to the school and wanting the best for all stakeholders. * Commitment to support and promote the catholic ethos of the school. |  |

Issues arising from references will be taken up on interview, all appointments are subject to satisfactory references and DBS.

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