

GREAT CHART PRIMARY SCHOOL

1:1 TEACHING ASSISTANT - JOB DESCRIPTION

RESPONSIBLE TO	Headteacher, Deputy Headteacher, Inclusion Manager (Line Manager) & Assistant Inclusion Manager
LINE MANAGER	Inclusion Manager
JOB PURPOSE	<p>Support a pupil in both, structured and unstructured, times at Great Chart School, who is currently in receipt of High Needs Funding.</p> <p>Support the class teacher in the teaching and welfare of children to ensure they attain the targets set under their SEN Support Plan.</p> <p>To share in the corporate responsibility for the well-being and discipline of all pupils. Ability to maintain confidentiality essential.</p> <p>To assist with the personal care of pupils, ensuring pupils are treated with dignity and respect e.g. toileting needs, medical needs.</p>

This job description describes in general terms the normal duties which the postholder will be expected to undertake. However, the job description or the duties contained therein may vary or be amended from time to time without changing the level of responsibility associated with this post.

TERMS OF EMPLOYMENT

WORKING HOURS	<p>Monday – Friday 8.20am – 3.20pm</p> <p>You will be paid for 39 working weeks per year. This includes 5 paid staff development days.</p>
SALARY	Kent Range 4

PRINCIPAL ACCOUNTABILITIES	<ul style="list-style-type: none"> • To work under the direction and guidance of the Head Teacher, Inclusion Team, and class teachers to assist in the educational and social development of pupils. To promote positive behaviour patterns, raise pupils' self-esteem and improve independent working. • To participate in the implementation of EHCP/ SEN Support Plans for pupils as designed by the Inclusion Manager and teaching staff. Duties include monitoring the progress of pupils and writing professional notes at the end of each day. • To provide support within an individual pupil, group or class situation, in accordance with programmes outlined within their EHCP/SEN Support Plan focusing on raising standards and achievement. • Work with individual programmes devised by other professionals, e.g. speech therapists, occupational therapists, as necessary for individuals or groups of children • To assist teachers with observation and monitoring of the progress of pupils, maintaining accurate records, in order to ensure documentation of interventions. • Supervision at playtime, under the jurisdiction of the teacher on duty who will be in overall charge (alternative break provided) to support the children's social and emotional needs. • Preparation of some teaching and display materials. • Support the pupils in accessing learning activities as directed by the teacher to enable pupils' progress towards their targets. Be aware of and support differences to ensure all pupils have equal access to opportunities to learn and develop. • Provide clerical/admin support (e.g. typing, photocopying, display) and undertake basic recording keeping in respect of pupil learning, behaviour management, child protection etc. as directed in order to support the teacher deliver the specific learning programmes set for each child.
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	<ul style="list-style-type: none"> • Be aware of and comply with policies and procedures relating to child protection / safeguarding, health, safety, security and confidentiality reporting all concerns to an appropriate person to ensure pupils' wellbeing. • Contribute to the overall work/aims of the school and appreciate and support the role of colleagues and other professionals to enable the school fulfil its development plans etc. • Undertake training and other learning activities and attend relevant meetings (within contracted hours) as required to ensure own continuing professional development. Attendance at 5 Development Days is expected.
SCOPE FOR IMPACT	Support staff in schools make a strong contribution to pupils' learning and achievement. Teaching Assistants provide support to teachers and schools allowing qualified teachers to make even more effective use of their time, professional knowledge, skills and understanding. TAs contribute to pupils' learning and will have a significant impact on pupils' achievement.
JOB CONTEXT	<p>TAs will be expected to work effectively with individual pupils groups and classes under the direction and supervision of a class teacher. They will contribute to, and need to demonstrate skills in, planning, monitoring, assessment and class management. TAs would also be expected to work as part of the school team and contribute to plans to ensure the school meets its aims.</p> <p>The post holder must work within the relevant policies, codes of practice and legislation reporting any concerns to the relevant person.</p> <p>The post holder must have good communication skills to be able to inform, persuade, inspire and motivate pupils and provide feedback to other professionals and parents as required.</p>

NECESSARY EXPERIENCE AND ABILITIES	<ul style="list-style-type: none"> • Successful recent experience of working with children of relevant age. • Training/experience in working with children with attachment / complex social and emotional difficulties. • Ability to apply behaviour management policies and strategies which contribute to a purposeful learning environment. • Experience with running speech and language or Fizzy programmes would be an advantage. • Basic knowledge of first aid an advantage. • Must be able to use own initiative, work independently, motivate and inspire with a creative approach to problem solving. • Must have the ability to work calmly under pressure and have the ability to adapt quickly and effectively to changing circumstances/situations. • Track record of good behaviour management • To work with groups of children both in and out of class and sometimes whole classes, under the direction and guidance of the Head teacher, Inclusion Manager and class teachers. • Monitoring the progress of pupils and keeping accurate records, in order to ensure documentation of all interventions. • Supervision at playtime, under the jurisdiction of the teacher on duty who will be in overall charge (alternative break provided). • Preparation of some teaching and display materials. • Good standard of general education together with excellent Maths, English and verbal communication skills. • Previous experience (1-2 years) of working with children. • Use IT competently • Knowledge of policies and procedures relating to child protection, health, safety, security, equal opportunities and confidentiality. • Have the ability to relate well to children and adults, understanding their needs and being able to respond accordingly. • Good influencing skills to encourage pupils to interact with others and be socially responsible.
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Signed:
Teaching Assistant

Signed:
Inclusion Manager

Date: