



OUTLINE JOB DESCRIPTION:

Level 1 Teaching Assistant- General/1:1

PRIME OBJECTIVES OF THE POST:

To support access to learning for pupils, pupils with SEND/SEMH and provide general or specific 1:1 support to the teacher or child in the management of pupils and the classroom.

SUPERVISORY/MANAGERIAL RESPONSIBILITIES:

Assisting as a member of the classroom team in the supervision of students on work experience, trainees and voluntary helpers with whom the post holder is working.

SUPERVISION AND GUIDANCE:

To work under the instruction/guidance of teaching/senior staff.

Line Managed by the Inclusion, Health and Wellbeing Assistant Headteacher and the Headteacher.

RANGE OF DECISION MAKING:

To make decisions within established working practices and procedures.

The post holder will be expected to use good common sense and initiative in all matters relating to:

- The conduct and behaviour of individuals, groups of pupils and whole classes
- The correct use and care of materials by individual and small groups of pupils
- The safety, mobility (if required) and hygiene and well-being of the pupils. Within this the member of staff may be expected to deal with a child's personal hygiene e.g. changing clothes, nappies or soiled items and cleaning the child.

RESPONSIBILITY FOR ASSETS, MATERIALS ETC:

To maintain the confidential nature of information relating to the school, its pupils, parents and carers. This includes the requirement not to discuss in person or on social media anything that links to the pupils or school business. To do this would be to breach an employee's position and could result in a disciplinary outcome.

The provision, use and storage of equipment and materials used by pupil(s) with whom the post holder is working. The making of or provided specific materials for learning and engagement linked to a child's individual needs.

General responsibility for the care of all equipment and materials within the classroom/designated area of the school.

CONTACTS:

Internal at all levels, Parents / Carers, Governors, Community Groups, Health, Social Services, Police, Local Education Authority, Education Bradford, Contractors, External Agencies.

RANGE OF DUTIES:

1. SUPPORT FOR PUPILS

- Supervise and support pupils ensuring their safety and access to learning, attend to the pupils' personal needs, including any specific personal hygiene needs if a 1:1 key person, and implement related personal programmes, including social, health, physical, hygiene, first aid and welfare matters.
- Establish good relationships with pupils, acting as a role model and being aware of and responding appropriately to individual needs.
- Promote the inclusion and acceptance of all pupils.
- Encourage pupils to interact with others and engage in activities led by the teacher.
- Encourage pupils to act independently as appropriate.
- Provide feedback to pupils in relation to progress and achievement under guidance of the teacher.
- Assist with the development and implementation of GAPS, Education, Health and Care Plans and any other individual plan relating to the specific needs of a child.

2. SUPPORT FOR THE TEACHER

- Prepare classroom as directed for lessons and clear afterwards and assist with the display of pupils work both in the classroom and around the school.
- Work as directed by the teacher to work with a group of children, on an 1:1 support, listen to reader or undertake other similar working activities.
- Be aware of pupil problems/progress/achievements and report to the teacher as agreed.
- Undertake pupil record keeping as requested. Completing admin tasks e.g. completing assessment grids.
- Support the teacher in managing pupil behaviour, reporting difficulties as appropriate
- Gather/report information from/to parents/carers as directed.
- Provide clerical/admin support e.g. photocopying, typing, filing, collecting money etc.

3. SUPPORT FOR THE CURRICULUM

- Support pupils to understand instructions but ensure they do as much as possible independently of adult intervention as possible.
- Support pupils in respect of standards, expectations and school non-negotiable outcomes.
- Support pupils in using basic ICT as directed.
- Prepare and maintain equipment/resources as directed by the teacher and assist pupils in their use.
- Take part in and encourage the participation of pupils in a wide variety of learning activities including those on residential and educational visits.

4. SUPPORT FOR THE SCHOOL

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the school.
- 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.
- Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtimes.

- Do a lunchtime 'duty' each day. This may take the form of supervising a 1:1 pupil, leading a lunchtime club or general supervision in the playground or dining hall as directed by the school.
- Accompany teaching staff and pupils on visits, trips and out of school activities as required.
- To support, uphold and contribute to the development of the Council's Equal Rights policies and practices in respect of both employment issues and the delivery of services to the community.



PERSONNEL SPECIFICATION – TEACHING ASSISTANT LEVEL 1/ BAND 3/4

Post Title: TEACHING ASSISTANTS/ 1:1 SUPPORT SEMH 1:1

ATTRIBUTES	ESSENTIAL	DESIRABLE	HOW IDENTIFIED
EXPERIENCE	<ul style="list-style-type: none"> • Experience of working in a team situation. • Experience and knowledge of EYFS • Experience of working with SEND/SEMH children. • Experience of working in small groups of children and being responsible for their progress as directed by the teacher • Working with or caring for children of primary school age. • Experience of dealing of pupils on 1:1 with challenging behaviour or SEMH. • Experience of following school safeguarding policies and procedures. • Experience of working in a relevant discipline. 	<ul style="list-style-type: none"> • Experience of working in a variety of different year groups. • Experience of dealing with pupil’s personal hygiene and relevant safeguarding actions. 	Application form & Selection process
QUALIFICATIONS	<ul style="list-style-type: none"> • GCSE English and Maths or equivalent Grade C or above. • Qualifications relating to post eg health, children, practical skills, first aid. E.g. CACHE level 2/3 • Other relevant qualifications relating to the post. • Evidence of training to improve skills/knowledge 	<ul style="list-style-type: none"> • Qualifications related to challenging behaviour of children such as team teach. 	Application form & Selection process. Certificates.
TRAINING	<ul style="list-style-type: none"> • Willingness to participate in development and training opportunities. • Completed TA induction training • A clear understanding of professional conduct and following school code of conduct/policies and procedures/practises. 	<ul style="list-style-type: none"> • Clear up to date safeguarding training. • Understanding to supervise pupils effectively at break and lunchtimes. 	Application form & Selection process
SPECIAL KNOWLEDGE	<ul style="list-style-type: none"> • Knowledge of and an understanding of the issues relating to pupils who have additional learning needs, more able and special educational needs/SEMH • Awareness of child development stages. • Good communication and interpersonal skills • A love of child and knowledge of child care • Knowledge and commitment to school safeguarding, equality and behaviour policies. 	<ul style="list-style-type: none"> • An understanding of the needs of a multicultural society. • Team teach training/awareness of • Understanding of keeping self within professional boundaries when dealing with child’s personal hygiene 	Application form & Selection process

ATTRIBUTES	ESSENTIAL	DESIRABLE	HOW IDENTIFIED
	<ul style="list-style-type: none"> • Ability to relate well to children and adults. • Ability to work constructively as part of a team. • Ability to remain calm under pressure • Willingness to be flexible to the daily changing needs of the school. • Demonstrate good cooperative, interpersonal and listening skills. • Available for work in term time and no requirement to request leave of absence. 		
EQUALITY	<ul style="list-style-type: none"> • Candidates should indicate an acceptance of and commitment to the principles underlying the Council's Equal Rights policies and practices. 		Selection process
DISPOSITION – ADJUSTMENT/ ATTITUDE	<ul style="list-style-type: none"> • Good sense of humour • Flexibility and willingness to accept change. • Willingness and understanding to cover the role of a colleague in their absence. • A willingness to accept a potential change of role in the working year. • Approachable, courteous and able to present a positive image of the school to callers and visitors. • Maintain confidentiality in matters relating to the school, its pupils, parents and carers including not sharing anything on social media. 	<ul style="list-style-type: none"> • Ability to understand classroom roles and responsibilities and your own position within these. 	Selection process
PRACTICAL & INTELLECTUAL SKILLS	<ul style="list-style-type: none"> • Good numeracy/literacy skills – see qualifications • Ability to use relevant technology after training if required. • Keyboard / computer skills. 		Application form & Selection process / test
CIRCUMSTANCES – PERSONAL	<ul style="list-style-type: none"> • Will not require holiday leave during term time. • Must be legally entitled to work in the UK (Asylum and Immigration Act 1996). • No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (DBS check required). • If driving is a feature of this post – must be licensed and appropriately insured (e.g. business use) 		Selection process. Sight of appropriate documentation as specified in interview letter
PHYSICAL/SENSORY	<ul style="list-style-type: none"> • Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Disability Discrimination Act 1995. 		Selection process.

ATTRIBUTES	ESSENTIAL	DESIRABLE	HOW IDENTIFIED
	<ul style="list-style-type: none"> • Ability to cope with requirements of the post, which may include working with pupils who have emotional and behavioural difficulties or physical difficulties. • For posts working with pupils who have physical difficulties, it may be an unavoidable core component of the job for the post holder to be capable of lifting and carrying pupils, within school policies and practices. 		

May 16 NMG/Updated November 18