

1:1 SEND Teaching Assistant: Job Description

A 1:1 SEND (Special Educational Needs and Disabilities) teaching assistant in a primary school is responsible for providing individualised support to a student with special educational needs or disabilities. The role involves working closely with the student, their teachers, and other professionals involved in their education to ensure their specific needs are met and they can fully participate in the learning environment.

Here are some key responsibilities of a 1:1 SEND teaching assistant in a primary school:

1. **Individualised Support:** Provide personalised assistance to a specific student with special educational needs or disabilities, both inside and outside the classroom. This may include helping with academic tasks, adapting learning materials, and assisting with communication or mobility.
2. **Collaboration:** Collaborate with the classroom teacher, special educational needs coordinator (SENCO), and other professionals involved in the student's education. Work together to develop and implement individualised education plans (IEPs) or behaviour plans, ensuring that strategies and accommodations are in place to support the student's progress.
3. **Differentiation:** Adapt and modify classroom activities and resources to meet the student's individual needs. This may involve simplifying instructions, providing additional visual aids, or using alternative learning methods to facilitate understanding and engagement.
4. **Personal Care:** Provide personal care and support as required by the student, such as helping with toileting, feeding, or managing medication. Maintain a safe and supportive environment for the student at all times.
5. **Progress Monitoring:** Observe and assess the student's progress and provide feedback to the teacher and SENCO. Keep records of the student's achievements and challenges, and participate in regular meetings to discuss their development.
6. **Emotional Support:** Offer emotional support and encouragement to the student, helping to build their confidence and self-esteem. Foster positive relationships and promote inclusion within the classroom and school community.
7. **Communication:** Communicate effectively with the student, teachers, parents, and other professionals involved. Share relevant information, provide updates on progress, and work collaboratively to address any concerns or challenges that may arise.
8. **Classroom Support:** Assist the teacher in managing the overall classroom environment and behaviour, ensuring a positive and inclusive atmosphere for all students. Support the implementation of strategies for promoting positive behaviour and engagement.

9. Training and Development: Engage in continuous professional development to enhance knowledge and skills related to supporting students with special educational needs and disabilities. Stay updated on best practices, relevant legislation, and new resources or interventions in the field.

Overall, the role of a 1:1 SEND teaching assistant in a primary school is to provide individualised support to a student with special educational needs or disabilities, enabling them to access and succeed in the learning environment alongside their peers.

PERSON SPECIFICATION

Criteria	Essential to basic performance of job	Required for fully competent performance of job
Knowledge:		
Technical or specialist	<ul style="list-style-type: none"> • Knowledge and use of a range of equipment 	<ul style="list-style-type: none"> • Experience of working with pupils • Basic knowledge of first aid
Literacy and numeracy	<ul style="list-style-type: none"> • Ability to read and understand instructions • Ability to complete basic paperwork 	
School environment		<ul style="list-style-type: none"> • Knowledge of school policies and procedures
Mental Skills:		
Research	<ul style="list-style-type: none"> • Assist teacher with information gathering and resources as appropriate 	
Problem solving	<ul style="list-style-type: none"> • Ability to recognise and report problems 	
Thinking creatively / Developing new ideas	<ul style="list-style-type: none"> • Assist teacher in creating a positive learning environment 	
Interpersonal & Communications Skills:		
Caring skills	<ul style="list-style-type: none"> • Sensitivity to pupils' needs 	
Advising / guiding skills	<ul style="list-style-type: none"> • Advising and guiding pupils on the best way to handle situations, under the teacher's direction 	
Verbal and written communications skills (including use of languages)	<ul style="list-style-type: none"> • Ability to communicate clearly • Ability to encourage participation and give feedback to pupils 	

Criteria	Essential to basic performance of job	Required for fully competent performance of job
Physical skills:	<ul style="list-style-type: none"> Ability to maintain appropriate level of confidentiality 	
Keyboard skills / use of mouse		<ul style="list-style-type: none"> Ability to use keyboard and mouse required if supporting pupils using IT equipment
Other manual skills	<ul style="list-style-type: none"> Use of guillotine, craft knives, glue guns etc when displaying work or assisting pupils in practical lessons Help pupils to use tools and equipment as required to support learning 	
Other attributes:		
Level of autonomy	<ul style="list-style-type: none"> Work is covered by set policies and procedures Teaching Assistants work under the guidance of the teacher or more senior Teaching Assistant Able to work with small groups of pupils when carrying out specific tasks or on field trips etc Able to supervise larger numbers of pupils during break/lunchtime Able to make decisions on when to refer queries/problems to another member of staff 	

EVALUATION NOTES

KNOWLEDGE

- Practical knowledge of equipment, including IT equipment where appropriate, to support learning in a variety of lessons and learning environments either on a one-to-one basis or small groups, under the direction and supervision of the teacher
- Ability to recognise changes in pupils' behaviour and report to the teacher

MENTAL SKILLS

- Support the teacher in creating a positive learning environment
- Ability to follow written instructions
- Ability to complete straightforward paperwork e.g. incident report form
- The majority of queries and/or problems will be referred to other members of staff

INTERPERSONNEL AND COMMUNICATION SKILLS

- Ability to communicate clearly with pupils and others
- Ability to explain straightforward tasks and activities to pupils, under the direction of the teacher

PHYSICAL SKILLS

- Use of keyboard and mouse may be required if supporting pupils using IT equipment
- Use of guillotine, craft knives, glue guns etc when displaying work or helping pupils in practical lessons

INITIATIVE AND INDEPENDENCE

- Ability to follow written and verbal instructions
- Ability to work with small groups of pupils carrying out specific tasks or on field trips etc
- Ability to make straightforward decisions on when to refer queries/problems to another member of staff

PHYSICAL DEMANDS

- May be in relatively constrained seating position during lessons (approximately 30/40 minutes)
- Walking or standing whilst accompanying/supervising pupils during breaks or trips
- Tools and equipment are generally light
- On occasion may be required to lift, or assist others to lift, a pupil who is unwell or injured

MENTAL DEMANDS

- Need to concentrate when listening to pupils read or discussing stories (approx. 10/15 minutes)
- Sensory awareness required when supervising during breaks or trips (shared with others e.g. teacher or midday supervisory assistants)

EMOTIONAL DEMANDS

- Job is emotionally demanding on occasion, e.g. pupil is unwell or becomes upset during an activity
- Job holder needs ability to recognise changes in pupil behaviour and report them to teacher

RESPONSIBILITY FOR PEOPLE

- Under the direction and lead of the teacher, shared responsibility when working with pupils to support learning process
- Responsibility for pupil when attending to personal needs

RESPONSIBILITY FOR SUPERVISION (EMPLOYEES)

- None

RESPONSIBILITY FOR FINANCIAL RESOURCES

- None

RESPONSIBILITY FOR PHYSICAL RESOURCES

- Shared responsibility for tools and proper use of IT equipment, with teacher
- Shared responsibility for basic record keeping

WORKING CONDITIONS

- Works within the school complex, predominately indoors but may be required to supervise pupils outside during breaks or field trips
- Wears protective clothing where necessary, e.g. when attending to a pupil who is unwell