

TEACHING STAFF

JOB DESCRIPTION

ROLE TITLE	One to One Teaching Assistant
CONTRACTED HOURS	Part-time
LOCATION	Tollgate primary School
GRADE / SCALE POINT – SALARY	Grade 2 point 3/4
REPORTING TO	Headteacher

INTRODUCTION

All Unity Schools Partnership schools embrace a strong set of values which ensure that pupils learn how to take their place in modern Britain. Every member of staff is required to uphold and promote the values of the Trust in every aspect of their work performance.

All members of teaching staff are responsible personally and collectively for supporting students in becoming confident individuals, successful learners and responsible citizens, through:

- Modelling the core values of the school and wider Trust at all times;
- Nurturing pupils' passions and interests and stimulating their intellectual curiosity;
- Continuously raising pupils' aspirations and self-esteem;
- Contributing to the wider range of opportunities offered by and for the school community;
- Assuming responsibility (as required) for the learning progress of a specific group of individual pupils;
- Ensuring high outcomes for a cohort of pupils

All teachers are required to meet the national standards for teachers according to their role.

JOB PURPOSE

To actively pursue the agreed aims of the school and wider Trust, maintaining an outstanding educational ethos, care for the pupils and respect for colleagues whilst undertaking all duties in a professional manner. There is an expectation all staff colleagues will secure a good or better education for all pupils and the continuous improvement of teaching and learning in the school.

KEY TASKS & RESPONSIBILITIES

To aid the pupil to learn as effectively as possible both in close and classroom situations:

- a. Clarifying and explaining instructions
 - b. Ensuring the pupil is able to use equipment and materials provided
 - c. Motivating and encouraging the pupil as required by providing levels of individual attention, reassurance and help with learning tasks appropriate to pupils' needs
 - d. Running the interventions outlined in the student's support plan, e.g. speech and language, reading, spelling, numeracy, handwriting/presentation, self-regulation etc
 - e. Co-ordinating the day-to-day communication and diary of activities between home and school,
 - f. Using praise, commentary and assistance to encourage the student to self-regulate, concentrate and stay on task.
 - g. Liaising with class teacher, SENDCo and other professionals about support plans and targets, contributing to the planning and delivery as appropriate
 - h. Providing additional nurture to individuals when requested by the class teacher or SENDCo
 - i. Consistently and effectively implementing agreed behaviour management strategies
 - j. Helping to make appropriate resources to support the pupil
2. To establish supportive relationships with the pupil concerned
 3. To have a thorough understanding of the pupil's support plan
 4. To promote the acceptance and inclusion of the pupil with SEN, encouraging pupils to interact with each other in an appropriate and acceptable manner
 5. Monitor the pupil's response to the learning activities and, where appropriate, modify or adapt the activities as agreed with the teacher to achieve the intended learning outcomes.
 6. To give positive encouragement, feedback and praise to reinforce and sustain the pupil's efforts and develop self-reliance and self-esteem.
 7. Support the pupil to develop the skills and aptitude to become increasingly able to work independently
 8. To support the pupil in developing social skills both in and out of the classroom
9. Under the direction of the teacher, carry out and report on observations and assessments of pupils to gather evidence of their knowledge, understanding and skills
 10. Where appropriate, to know and apply positive handling techniques.
 11. To know and apply school policies
 12. Where appropriate, to develop a relationship to foster links between home and school and to keep the school informed of relevant information
 13. To be aware of confidential issues linked to home/pupil/teacher/school
 14. To comply with legal and organisational requirements for maintaining the health, safety and security of yourself and others in the learning environment
 15. To take part in training activities offered by the school and other Professionals to further knowledge and skills of working with a child with specific learning difficulties
 16. To support the wider needs of the school, for example, by working with other children/classes as needed
 17. To accompany teacher and pupils on educational visits.

SAFEGUARDING

Unity Schools Partnership is committed to safeguarding and promoting the welfare of children and young persons at all times.

The post holder, under the guidance of the Headteacher, will be responsible for promoting and

safeguarding the welfare of all children with whom he/she comes into contact, in accordance with the Trust's and the school's safeguarding policies. The post holder is required to obtain a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS).

GENERAL

1. Take active responsibility for personal continuous professional development;
2. Take ownership of individual performance management, keeping a continuing professional development portfolio;
3. Maintain consistent high standards of professional conduct, tact and diplomacy at all times in dealings with pupils, parents, staff colleagues, external agencies and any other visitors to the school or wider Trust;
4. Maintain absolute confidentiality and exercise discretion with regard to staff / pupil information and the Trust's business at all times;
5. Act as an ambassador for the School and the wider Trust within the local community and beyond, ensuring that the ethos and values of the Trust are promoted and upheld at all times.

The list above is not exhaustive, and you may be required to undertake any other reasonable tasks and responsibilities which fall within the scope of the post as requested the Headteacher, a member of the Senior Leadership or Trust Executive Leadership Teams.

Unity Schools Partnership has developed a framework for supporting effective practice which will be used to support staff professional development and this job description is subject to change at the discretion of the trust.

PERSON SPECIFICATION

CRITERIA	ESSENTIAL	DESIRABLE
KNOWLEDGE		
Technical or Specialist	Experience in Primary phase	Experience of one to one support
Literacy and Numeracy	Computer literate	
Organisational		Good knowledge and understanding of school structure
Equipment / Materials	Ability to use IPAD	
Research	Able to use the internet effectively for routine research	
Problem Solving	Ability to solve day to day problems	
Creative Thinking	Assist teacher to create a positive learning environment	
Planning	Activities	
Interpersonal and Communication	- Tact and diplomacy second nature - Articulate with a good grasp of the English language - Patience and tolerance when dealing with parents / pupils who may be upset or appear unreasonable - Understanding of the necessity and ability to maintain absolute confidentiality - Ability to function effectively as part of a team	