

Job Profile

Moorside High School				
Job Number	Post Title	Grade	Points	Date
AA6961 (formerly C1335)	1:1 Teaching Assistant	Grade 4	358 NJC	April 2008

Reporting Relationships

Responsible to: **SENCo**

Key Responsibilities:

- **1:1 Support:** Provide individualised support to the student, ensuring they have the assistance needed to engage with the curriculum and participate fully in school activities.
- **Nurturing Environment:** Create a safe, welcoming, and nurturing environment that promotes the student's emotional well-being and self-esteem.
- **Academic Assistance:** Help with classroom activities, homework, and any specific learning needs the student may have.
- **Emotional and Behavioral Support:** Implement strategies to support the student's emotional and behavioural needs, fostering a positive and encouraging atmosphere.
- **Liaison:** Work closely with teachers, school staff, and external agencies to ensure a coordinated approach to the student's education and care.
- **Monitoring Progress:** Track and report on the student's progress, adapting support strategies as needed to ensure continuous improvement.

Statement of Purpose

Under the direct instruction of teaching staff, to work with young people who present problems at school in the classroom. Provide specific support to the teacher in the care of pupils and management of the classroom. Work may be carried out in the classroom or outside the main teaching area. In the absence of the relevant manager, to deputise in consultation with the appropriate line manager.

Support to Pupils

- Provide pastoral support to pupils within the school environment.
- Assist children in matters of personal needs and their general health including first aid and welfare matters.
- Provide structured support in accordance with specific work programmes designed and supervised by individual teachers.
- To contribute to raising standards by ensuring high expectations are promoted to pupils.
- Provide general support to pupils ensuring their safety, by complying with good H&S practice.
- Support specific pupils who may have attendance/truancy issues.
- Support and counsel pupils, this requires being available during lunchtime and breaks for pupils to talk and report any issues that they have.
- Report any issues raised by pupils during confidential discussions promptly.

- Encourage pupils to interact with others and engage in activities led by the teacher.

Support to Teacher

- Provide structured support in accordance with specific work programmes designed and supervised by individual teachers.
- Assist in maintaining classroom discipline through the implementation of the school's behaviour management strategies.
- Provide support to pupils to achieve learning goals, e.g. guided reading.
- Supervise pupils for a particular curriculum activity under the supervision and guidance of a qualified teacher.
- Assist the teacher in monitoring pupils' responses to learning activities.
- Provide detailed and regular feedback to teachers on pupils' achievement, progress, problems etc.
- Undertake routine administrative tasks.
- Assist with the management of pupils excluded from the classroom; discuss and identify issues for the student; identify a way forward.

Support to Curriculum

- To provide support in literacy / numeracy / SEN strategies.
- Contribute to the preparation of appropriate materials.
- Support pupils to understand instructions in relation to curriculum subjects.

Professional Accountabilities (this list is not exhaustive and should reflect the ethos of the school)

The post holder is required to 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. In addition they are to contribute to the achievement of the school's objectives through:

Safeguarding

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.

Financial Management

- Personally accountable for delivering services efficiently, efficiently within budget and to implement any approved savings and investment allocated to the service area.

People Management

- To comply and engage with people management policies and processes
- Contribute to the overall ethos/work/aims of the school.
- Establish constructive relationships and communicate with other agencies/professionals.
- Attend and participate in regular meetings.
- Participate in training and other learning activities and performance development as required.
- Recognise own strengths, areas of expertise and use these to advise and support others.

Equalities

- Ensure that all work is completed with a commitment to equality and anti-discriminatory practice, as a minimum to standards required by legislation.

Climate Change

- Delivering energy conservation practices in line with the County Council's corporate climate change strategy.

Health and Safety

- Ensure a work environment that protects people's health and safety and that promotes welfare and which is in accordance with the County Council's Health and Safety policy.

Note 1:

The content of this job description will be reviewed with the post holder on an annual basis in line with the School's performance and development review policy. Any significant change in level of accountability that could result in a change to the grade must be discussed with the post holder and the relevant trade union before submitting for re-evaluation.

**Person Specification
Student Mentor & Teaching Assistant
Level 2**

Minimum Criteria for Two Ticks *	Criteria	Measured by
	<p>Experience</p> <ul style="list-style-type: none"> • Supporting children’s learning in a school. 	A
	<p>Qualifications/Training</p> <ul style="list-style-type: none"> • Good numeracy/literacy skills. • Completion of DCSF Teacher Assistant Induction Programme. • NVQ 2 for Teaching Assistants (or demonstrate equivalent knowledge skills and experience). ○ First aid training as appropriate (e.g. emergency first aid course). 	I
	<p>Knowledge/Skills</p> <ul style="list-style-type: none"> • Understanding of relevant policies/codes of practice. • Good understanding of areas of learning, e.g. literacy, numeracy, science, SEN or Early Years. • Use of other equipment technology – video, photocopier. • Well-developed interpersonal skills to be able to relate well to a wide range of people. • Work constructively as part of a team whilst being able to demonstrate initiative. • Good communication skills. • Effective use of ICT to support learning. • Willing to work towards NVQ Level 3 or recognised equivalent. 	A/I
	<p>Behavioural Attributes</p> <ul style="list-style-type: none"> • Customer focused. • Has a friendly yet professional and respectful approach which demonstrates support and shows mutual respect. • Open, honest and an active listener. • Takes responsibility and accountability. • Committed to the needs of the pupils, parents and other stakeholders and challenge barriers and blocks to providing an effective service. • Demonstrates a “can do” attitude including suggesting solutions, participating, trusting and encouraging others and achieving expectations. • Is committed to the provision and improvement of quality service provision. • Is adaptable to change/embraces and welcomes change. • Acts with pace and urgency being energetic, enthusiastic and 	A/I

	<p>decisive.</p> <ul style="list-style-type: none"> • Communicates effectively. • Has the ability to learn from experiences and challenges. • Is committed to the continuous development of self and others by keeping up to date and sharing knowledge, encouraging new ideas, seeking new opportunities and challenges, open to ideas and developing new skills. 	
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A = Assessed at Application

I = Assessed at Interview

T = Assessed through Test

Note 1:

In addition to the ability to perform the duties of the post, issues relating to safeguarding and promoting the welfare of children will need to be demonstrated these will include:

- ***Motivation to work with children and young people.***
- ***Ability to form and maintain appropriate relationships and personal boundaries with children and young people.***
- ***Emotional resilience in working with challenging behaviours and***
- ***Attitudes to use of authority and maintaining discipline.***

