



That they may have life; life in all its fullness - John 10:10

HORDLE CE (VA) PRIMARY SCHOOL AND NURSERY

1:1 SEND TA -ROLE PROFILE

ROLE TITLE: 1:1 SEND TA
ROLE HOLDER:
LINE MANAGED BY: Headteacher
DATE:
I. MAIN PURPOSE The 1:1 SEND teaching assistant (TA) will: <ul style="list-style-type: none">• Provide learning and care support for a specific pupil with special educational needs & disabilities (SEND), both in the classroom and in small group settings, following guidance from the classroom teacher• Assist with the development and implementation of Educational Health Care Plans, Behaviour plans, Risk Assessments and other programmes for a designated child/group/class• Establish positive and nurturing relationships with pupils and interact with them according to individual needs• Actively promote the inclusion and acceptance of all pupils through an adaptive and dynamic approach• Set challenging and demanding expectations and promote self-esteem and independence• Take responsibility for tracking the progress of the pupil using available data and monitor the impact of interventions, sharing this with the SENCO and other relevant professionals• Help pupils develop resilience and independence, both learning in lessons and forming positive relationships with all• Provide feedback to pupils in relation to progress and achievement under the guidance of teachers• Provide support in the delivery of specialist interventions, taking a lead where appropriate• Engage with families, ensuring they are well informed of their child's learning progress and development under the guidance of the teacher and sharing any concerns raised with the class teacher/SENCO/Headteacher promptly
2. DUTIES AND RESPONSIBILITIES Supporting pupils <ul style="list-style-type: none">• Build positive relationships with pupils, promoting high self-esteem and independence• Adapt communication style to respond to pupils according to their individual needs



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- Support pupils with their social, emotional and mental health needs, escalating concerns promptly where appropriate
- Promote high standards of behaviour, responding to incidents in line with the school's behaviour policy and guidelines on physical intervention
- Assist with the development and delivery of individual education and support plans
- Adapt and implement strategies and resources to aid the inclusion of pupils in collaboration with the class teacher and SENCO
- Prepare, maintain and use equipment/resources required to meet the learning intention and assist pupils in their use
- Become a Champion for your 1:1 pupil, actively seeking to identify moments in the school year (e.g. sports day, school trips) where more significant adaptations are required to aid the inclusion of your pupil and communicate these appropriately to parents and carers in good time

Teaching and learning

- Contribute to the planning of differentiated learning activities for individual or small groups of pupils with special educational needs & disabilities (SEND), delivering activities inside or outside the classroom under the direction of the class teacher
- Support the teaching of a broad and balanced curriculum aimed at all pupils achieving their full potential in all areas of learning, making adaptations where required
- Support the use of IT in learning activities and develop pupils' competence and independence in its use
- Through observations, provide regular feedback to teachers on pupil progress, attainment and barriers to learning
- Support class teachers with maintaining good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment
- Monitor pupil engagement and responses to learning, record and report on progress and attainment, sharing this information with relevant staff in a timely manner
- Contribute to the overall ethos, aims and work of the school
- Undertake any other relevant duties given by the class teacher or SEND co-ordinator (SENCO)

Working with staff, parents/carers and relevant professionals

- Share knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision
- Communicate effectively with parents and carers under the direction of teachers
- Contribute to meetings with parents and carers by providing feedback on pupil progress, attainment and barriers to learning, under the direction of teachers
- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Develop effective professional relationships with colleagues
- Actively strive to establish effective and supportive relationships with parents and carers



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3. PROFESSIONAL DEVELOPMENT

- Help keep their own knowledge and understanding relevant and up to date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school
- Take part in the school's appraisal procedures
- To be a reflective practitioner, evaluating and improving your own practice
- Undertake any necessary professional development in order to achieve the targets set by the School Excellence plan and in the performance management process

4 SAFEGUARDING

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies, reporting any concerns to the appropriate person
- Promote the safeguarding of all pupils in the school

5 OTHER AREAS OF RESPONSIBILITY

- Create and maintain a purposeful, orderly and supportive learning environment for all
- Comply with policies and procedures
- Appreciate and support the role of all colleagues and external professionals
- Attend and participate in relevant meetings as required
- Participate in training and other learning activities as required
- Assist with the supervision of pupils outside of lesson times, including before and after school and at lunchtime as and when required
- Accompany teaching staff and pupils on visits, trips and out of school activities as required
- To undertake any other task deemed appropriate by the Headteacher

Notes:

Please note, this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the postholder will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher or line manager.

This job description may be amended at any time in consultation with the postholder.

This school has a whole school mental health and wellbeing strategy and all staff are expected to conduct themselves in a way which supports the mental health and wellbeing of all members of the team.



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PERSON SPECIFICATION

CRITERIA	ESSENTIAL QUALITIES	DESIRABLE QUALITIES
Qualifications and training	<ul style="list-style-type: none"> GCSE or equivalent level, including at least a Grade 4 (previously Grade C) in English and maths 	<ul style="list-style-type: none"> Team Teach certification
Experience	<ul style="list-style-type: none"> Experience working in a school environment or other educational setting Experience working with children / young people with special educational needs & disabilities (SEND) Experience planning and delivering learning activities 	<ul style="list-style-type: none"> Experience working with a 1:1 pupil with challenging behavioural/learning needs Experience working with a 1:1 pupil with Autism Spectrum Condition
Skills and knowledge	<ul style="list-style-type: none"> Good literacy and numeracy skills Good organisational skills Ability to build effective working relationships with pupils and adults Skills and expertise in understanding the needs of all pupils Knowledge of how to help adapt and deliver support to meet individual needs Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils Excellent verbal communication skills Ability to work as part of a team and to be flexible in their approach to daily routines Active listening skills The ability to remain calm in stressful situations Knowledge of guidance and requirements around safeguarding children Good IT skills, particularly using IT to support learning 	<ul style="list-style-type: none"> Co-regulation techniques and strategies Understanding and experience of ASC/Dyslexia/Dyspraxia Understanding and experience of Makaton and other non-verbal communication strategies



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Personal qualities	<ul style="list-style-type: none">• Enjoyment of working with children• Sensitivity and understanding, to help build good relationships with pupils• A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school• Commitment to maintaining confidentiality at all times• Commitment to safeguarding pupil's wellbeing and equality• Resilient, positive, forward looking and enthusiastic about making a difference• Capacity to inspire, motivate and challenge children and young people	
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