



Job Title: 1:1 TA support, 25 hours a week (temporary until end of summer term)

Salary / grade range	Grade 4, term time only (FTE £19,312 - £19,698)
Location	Co-op Academy Friarswood
Reports to	Headteacher / SENDCo

Purpose of role:

To work, under guidance, to provide support in addressing the needs of pupils who need particular help to overcome barriers to learning. Assist teachers in the following:

Support for the child

- Provide pastoral support to pupils within the school environment.
- Receive and supervise pupils excluded from, or otherwise not working to, a normal timetable.
- Attend to pupils' personal needs and provide advice to assist in their social, health and hygiene development.
- Participate in the comprehensive assessment of pupils to determine those in need of particular help.
- Support provision for pupils with additional needs.
- Develop 1:1 mentoring arrangements with pupils and provide support for distressed pupils.
- Provide feedback to pupils and teachers in relation to progress, achievement, behaviour, attendance etc.

Support for the teacher

- Provide structured support in accordance with specific work programmes designed and supervised by individual teachers including speech and language interventions set by the S&L team.
- Support pupils' access to learning using appropriate strategies, resources etc.
- Support the teacher in the implementation of Individual Education/Behaviour Plans.



- Work with other staff in adjusting learning activities as appropriate.
- Assist the teacher in monitoring pupils' responses to learning activities and accurately record achievement/progress as directed.
- Be responsible for keeping and updating records as agreed with other staff, contributing to reviews of systems/records as requested.
- Assist in the implementation of appropriate behaviour management strategies.
- Establish constructive relationships with parents/carers, exchanging information, facilitating their support for their child's attendance, access and learning and supporting home to school and community links.
- Assist the teacher in the implementation and monitoring of systems relating to attendance and integration.
- Clerical/admin support relating to classroom activity e.g. dealing with correspondence, compilation/analysis/reporting on attendance, exclusions etc, and making phone calls etc.
- Coordinate and organise pupils attending extra curricular activities/work experience or other out of school activities under guidance of the teacher.

Support for the curriculum

- Implement agreed learning activities/teaching programmes under direction of the teacher.
- To be aware of and appreciate a range of activities, courses, organisations and individuals to provide support for pupils.

Support for the school (this list is not exhaustive and should reflect the ethos of the school)

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.
- 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 differences and ensure all pupils have equal access to opportunities to learn and develop.
- Liaise effectively with teachers/parents/guardians, welfare officers, health visitors and other professional staff as part of the routine consultative process.
- Contribute to the overall ethos/work/aims of the school.
- Attend relevant meetings as required.¹
- 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 dependent on child's needs
- Recognise own strengths and areas of expertise and use these to advice and support



others.

Personal attributes required (based on job description):

Attributes	All attributes are essential, unless indicated below as 'desirable'	How measured, e.g. application form (A), interview (I) test (T)
<p>Qualifications</p> <ul style="list-style-type: none"> • Good numeracy/literacy skills • NVQ 2 for Teaching Assistants (or demonstrate equivalent knowledge skills and experience). • First aid training as appropriate (e.g. emergency first aid course). 	Desirable	A A A
<p>Experience</p> <ul style="list-style-type: none"> • Experience of working to support children's learning, gained in a relevant environment. 		A / I
<p>Skills, Ability, Knowledge</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, Early Years. • 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 	Desirable	A/I A/I I I I I I



<p>Personal Qualities</p> <ul style="list-style-type: none">• Builds personal relationships with stakeholders, through regular contact and consultation• Understands the academy's development plan and how it relates to team and individual objectives• Accepts, supports and quickly implements change• Identifies and promotes best practice and encourages the sharing of ideas• Proactively seek opportunities to increase job knowledge and understanding• Values the diversity of individuals, adaptable approach to meet individual needs and effectively utilises the diversity of team members• Works with others to resolve differences of opinion and resolve conflict• Requires minimum supervision• Takes responsibility for own actions• Identifies and overcomes barriers and manages risks• Takes quick and effective action• Demonstrates focused implementation of role and responsibilities• Provides timely, sensitive and honest feedback on performance• Is accountable for own development		All through interview / application
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This post is subject to an enhanced DBS check. We value variety and individual differences, and aim to create a culture, environment and practices at all levels which encompass acceptance, respect and inclusion. All our colleagues are expected to demonstrate a commitment to co-operative values and principles, and the Ways of Being Co-op.