

St Wystan's School

1-1 Support Assistant

Job Description

Core Purpose	To work closely with, and under the supervision of, the Form teacher to support the health, academic and social and emotional needs of an individual pupil in Reception class. 8:00am-3:45pm
Post Tenure	Until July 2025, with a high possibility of extension
Reporting to	Headteacher, Form Teacher, SENDCo
Key Tasks and Responsibilities	<p><u>General</u></p> <ul style="list-style-type: none">• To work closely with the Form teacher in seeking to provide the highest quality of education and care for the pupil• To support the pupil as required, aiding them to learn as effectively as possible both in whole class, group and 1-1 situations• To establish a supportive relationship with all pupils in the Form• To interact with, and work with the wider class, beyond the individual pupil as required• To follow the school's policy on behaviour management, implementing the policy and strategies appropriately• To create an inclusive environment• To follow and implement the school's policy on safeguarding• To allow time in the day to plan the learning <p><u>Supporting the Teacher</u></p> <ul style="list-style-type: none">• To take an active role in planning and developing a bespoke timetable and resources, to assist with the teacher• To contribute to, and keep records, in collaboration with the teacher• To provide regular feedback about the pupil to the teacher• To monitor, observe and evaluate the pupil's progress, in collaboration with the teacher• To lead on 2 weekly target setting for the pupil• To be proactive in decision making, when other staff are otherwise engaged <p><u>Supporting the Pupil</u></p> <ul style="list-style-type: none">• To supervise and provide individualised support for the pupil• To develop independence and self-esteem• To provide positive feedback to the pupil, working together with them on next steps• To assist with the development, and implementation of, education plans and personal care programmes• To establish constructive relationships with the pupil, and to interact with them according to their needs• To encourage the pupil to establish constructive relationships with adults

	<p>and children across the school</p> <ul style="list-style-type: none"> • To encourage the pupil to interact positively and to engage in classroom activities • To assist with personal care and health needs as required • To promote acceptance and inclusion <p><u>Supporting the School</u></p> <ul style="list-style-type: none"> • To liaise with and consult with staff to support the pupil effectively • To contribute to reviews of the pupil’s progress, as appropriate • To be aware of confidential issues linked to home/pupil/teacher/school and to keep confidences appropriately • Any other tasks as directed <p><u>Training and development</u></p> <ul style="list-style-type: none"> • To keep up to date with training and the use of resources, cascading information to other members of staff working with the pupil • To take part in the School appraisal programme • To attend CPD, INSET and staff meetings as required; these may be outside of contracted hours <p><u>Other</u></p> <ul style="list-style-type: none"> • To participate in duties, at break and lunchtimes – supervising the play and eating of the child • To be involved in general school activities such as the nativity production and supporting clubs • To be prompt and punctual, and to work within the hours specified
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This job description is not intended to be an exhaustive list of duties.

You may also be required to undertake such other comparable duties as required.

Personal Specification – 1-1 Support Assistant

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • CSE/GCSE/O level in Maths and English or other qualification in English and Maths. 	<ul style="list-style-type: none"> • Achieved at least NVQ level 2/3 or equivalent in relevant field • Paediatric First Aid qualification • Qualification in SEN, particularly working with children who struggle with social communication, social interaction and social integrity
Experience	<ul style="list-style-type: none"> • experience of working with children with a variety of learning needs, 	<ul style="list-style-type: none"> • An understanding of national curriculum

	<p>particularly children who are struggling with social communication</p> <ul style="list-style-type: none"> • experience of supporting pupils on a 1:1 basis to meet individual targets, • experience working in an EYFS classroom setting • good understanding of child development and behaviour management strategies 	<p>including the EYFS programme</p> <ul style="list-style-type: none"> • Experience of teaching phonics
Knowledge and Understanding	<p>The candidate should have knowledge and understanding of:</p> <ul style="list-style-type: none"> • up to date experience of the EYFS framework • understanding of best practice in special needs provision, particularly for children struggling with social communication • the pastoral care of young children • child development and the ways in which children learn • the roles played by various adults in a child's education 	<p>The candidate will have an awareness of strategies to support a pupil with:</p> <ul style="list-style-type: none"> • limited communication • limited social interaction • limited social imagination • sensory needs.
Skills	<p>The candidate will be able to:</p> <ul style="list-style-type: none"> • help pupils and teaching staff to achieve their objectives; • assist children on an individual basis, but also work as a member of a team; • work as a part of close-knit team with a variety of adults • work with guidance, but under limited supervision; • accept and respond to management and supervision; • use initiative in modifying approaches where necessary and making suggestions for improvement • liaise and communicate effectively and professionally with others; • ability to adapt planning to meet the needs of the pupil • make and maintain basic teaching resources. • be calm and able to work under pressure with the ability to adapt quickly 	<p>The candidate will have an awareness of:</p> <ul style="list-style-type: none"> • show initiative when a learning activity is not working • have confidence to be assertive in their decisions • plan activities to match the whole class teaching
Personal characteristics	<ul style="list-style-type: none"> • Calm and patient • Empathetic, warm and enthusiastic • Caring and friendly • Dedicated • Be able to swim and prepared to take 	

	<p>an active role in the water during swimming lessons</p> <ul style="list-style-type: none">• Energetic• Respectful of confidentiality• Able to work sensitively with parents• Prepared to develop professionally through self-led learning and participation in relevant CPD	
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