



Tomorrow's
Generation
TG Dyslexia

PERSON SPECIFICATION:

TEACHING ASSISTANT LEVEL 1

| | Essential | Desirable |
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| EXPERIENCE | Experience of working with or caring for school-age children. | Experience working with children with specific learning difficulties (e.g. dyslexia, ASD, ADHD) |
| | | Experience of working with small groups, delivering interventions |
| QUALIFICATIONS | Good numeracy and literacy skills (Minimum of C grades in GCSE English and Maths) | NVQ or similar in associated field e.g. childcare / education (candidate could be working towards this at time of appointment) |
| | Completion of (or willingness to complete) an induction program for support staff including First Aid Training | SEN Qualification (or working towards) e.g. ALSA, APC. AMBDA |
| | | Up to date First Aid Qualification |
| KNOWLEDGE & SKILLS | Ability to relate well to children and adults | Ability to work successfully with pupils with Special Educational Needs, including behaviour support |
| | Ability to work constructively as part of a team, understanding roles and responsibilities. | An understanding of dyslexia and associated difficulties |
| | Ability to use basic technology effectively e.g. laptop/PC, photocopier | |
| | Knowledge and understanding of basic safeguarding procedures | |

Appointment will be subject to satisfactory references and enhanced DBS checks.



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JOB DESCRIPTION

TEACHING ASSISTANT LEVEL 1

Main Purpose: To work under the direct instruction of teaching /senior staff usually within the classroom or other learning areas, to support pupils in their learning and to provide general support to the teacher in the management of pupils and the classroom and at lunchtime.

Main Duties:

SUPPORT FOR PUPILS:

- Supervise and support pupils ensuring their safety and access to learning.
- Establish good relationships with pupils, acting as role model and being aware of and responding appropriately to individual needs.
- Promote the inclusion and acceptance of all pupils.
- Encourage pupils to interact with others and engage in activities led by the teacher.
- Encourage pupils to act independently as appropriate.

SUPPORT FOR TEACHING STAFF:

- Prepare classroom as directed for lessons and clear afterwards and assist with the display of pupil's work.
- Be aware of pupil problems/progress/achievements and report to the teacher as agreed.
- Deliver simple small group learning activities as directed by the Lead Teacher.

- Undertake pupil record keeping as requested e.g. reward/target stamps.
- Support the teacher in managing pupil behaviour, reporting difficulties as appropriate.
- Gather/report information from/to parents/carers as directed.
- Provide clerical/admin support e.g. photocopying, typing, filing etc.

SUPPORT FOR THE CURRICULUM

- Support pupils to understand instructions.
- Support pupils in using basic ICT as directed.
- Prepare and maintain equipment/resources as directed by the teacher and assist pupils in their use.

SUPPORT FOR THE LEARNING CENTRE

- 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 difference and ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the centre.
- Appreciate and support the role of other professionals.
- Attend relevant meetings as required.
- Participate in training and other activities and performance development as required.
- Assist with the supervision of pupils out of lesson times, including at lunchtimes.
- Accompanying teaching staff and pupils on visits, trips and out of school activities as required.