



THE CHADDERTON PREPARATORY GRAMMAR SCHOOL

Job Description

The school is committed to safeguarding and promoting the welfare of children and young adults and expects all staff and volunteers to share this commitment.

Post title:	One to One Learning Support
Working Pattern:	8:30am – 15:00, Monday to Friday, Term time
Remuneration:	£11.44 per hour
Responsible to:	SENCO
Start Date:	Jan 2025

Main Responsibilities:

Supporting the Pupil

- To develop a trusting relationship with the specified pupil and create a safe, supportive, relational base to help them regulate their emotional wellbeing.
- To act as a bridge to help the specified pupil to engage fully in school life
- To encourage the specified pupil to take responsibility for their own learning wherever possible, and to recognise their achievements in all tasks.
- To feedback about the academic progress of the specified individual to their teachers, in order to assist in planning lessons and tasks.
- To provide the support and framework for learning by giving assistance with prompts, suggestions and hints to enable the learner to solve the problem/complete the task as independently as possible.
- To personalise and differentiate resources to meet the needs of the individual, provide choice, motivation and challenge.
- To encourage the pupil to create and build on existing effective relationships with peers and other adults, to help increase the pupil's self-confidence and social skills.
- To encourage the pupil to use collaborative skills by assisting them to learn to work with others.
- To actively support the teacher in using appropriate behaviour management and reinforce agreed rules and boundaries where required, whilst maintain a trusting relationship with the pupil.
- To work with the SENCO to ensure that the requirements of the child's EHCP is kept at the forefront of all planning for the individual.
- To be proactive about identifying occasions when the child needs support and putting the appropriate support or strategy in place.

- To develop and deliver online learning sessions to the child in the event that they are not able to attend the school site.
- To manage the pupil's learning through effective differentiation, teaching and implementation of teacher provided work, as well as work defined, set and developed by you in order to maximise the child's chances of success.
- To ensure continuity, progression and cohesiveness in all teaching in order to meet curricular objectives.
- To pre-teach, consolidate and extend learning as appropriate.
- To set appropriate expectations for the child to deepen their knowledge and maximise their achievement, whilst ensuring the highest chance of success to support with their self-esteem and sense of safety in learning.
- To use positive management of behaviour in an environment of mutual respect which allows the pupil to feel safe and secure and promotes their self-esteem.
- To ensure that all paperwork, e.g. meeting minutes, feedback, reviews are completed to the highest standard in a timely manner.
- To be prepared to complete further training as required.
- To support the child to feel safe moving around the school and provide a nurturing environment during lunch and break times.
- To Work with the student so there is a clear, shared understanding of plans, interests, what to do if things go wrong, goals, teaching content, reward systems and praise strategies
- Review progress, daily, weekly, and termly
- Liaise daily with relevant adults such as teachers and parents

Supporting the Teacher

- To assist with the class teacher in the effective delivery of the curriculum to the specified pupil, under their guidance.
- To be proactive about identifying occasions when the teacher needs support in helping the pupil to access the curriculum and to differentiate resources or work appropriately for the pupil.
- To participate in the evaluation of the support programme.
- To provide regular feedback about the child to the teacher, parent and SENCO.
- To attend relevant in-service training specific to the needs of the child.

Supporting the School

- To develop a relationship to foster links between home and school.
- To liaise, advise and consult with other members of the team supporting the child when asked to do so.
- To liaise with outside agencies as required.
- To be aware of school procedures.
- To be aware of confidential issues linked to home/pupil/teacher/school work and to keep confidences appropriately.
- To uphold the school's core values.

	<p>Support for the Curriculum</p> <ul style="list-style-type: none"> • To have awareness of the requirements of the national curriculum. • To support the pupil to achieve specific aims and attend lessons as planned and directed by the teacher. • To develop awareness of the aims of the literacy and numeracy strategies relevant to the child supported. • To develop the pupil's awareness of curriculum targets and support work towards them. • To be aware of targets set for the pupil and work towards achieving them. <p>This list is not intended to be exhaustive and you may be required to undertake other comparable duties for the child as The Chadderton School requires from time to time.</p>		
<p>Monitoring, Assessment, Recording, Reporting, and Accountability</p>	<ul style="list-style-type: none"> • To maintain a record of progress. To contribute towards reports for annual reviews and outside agency assessments. 		
<p>Professional Standards & Development</p>	<ul style="list-style-type: none"> • To be a role model to pupils through personal presentation and professional conduct. • To co-operate with the employer in all matters concerning Health and Safety and specifically to take reasonable care of their own Health & Safety, and that of any other persons who may be affected by their acts or omissions at work. • To be familiar with and support all the School's policies. • To establish effective working relationships with professional colleagues and associate staff. • To strive for personal and professional development through active involvement in the School's appraisal system and performance management procedures. • To liaise effectively with parent/carers and with other agencies with responsibility for pupils' education and welfare. • To be aware of the role of the Governing Body of the School and to support it in performing its duties. • To be familiar with and implement the relevant requirements of the current SEN Code of Practice To uphold the school's core values. 		
<p>Person Specification</p> <p>The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.</p>			
	<p>Essential</p>	<p>Desirable</p>	<p>Method of Assessment</p>

<p>Qualifications:</p>	<p>Grade 1-5 in English and Maths.</p> <p>Teaching assistant Level 2 or above</p>	<p>Further qualifications with regard to child protection.</p> <p>Qualification in behaviour management</p> <p>Qualification in SEN (Autism and ADHD)</p>	<p>Application Form</p> <p>Production of the Applicant's certificates</p> <p>Interview</p>
<p>Experience:</p>	<p>Experience of working with children aged 3+, within an educational context.</p> <p>Experience of working with children with special educational needs.</p> <p>Experience and/or training in Autism and ADHD and the appropriate techniques in accordance with a student's anxiety levels.</p> <p>good knowledge of multi sensory teaching techniques including the value of visual and concrete support.</p> <p>Good working knowledge of Speech and Language and sensory needs.</p> <p>Knowledge of various special educational needs.</p> <p>Knowledge of masking in children.</p> <p>Knowledge of behaviour management/ techniques</p>	<p>Recent experience of working in education.</p>	<p>Application Form</p> <p>Production of the Applicant's certificates</p> <p>Interview</p> <p>Professional references</p>
<p>Skills:</p>	<p>An ability to communicate effectively both orally and in writing.</p> <p>An ability to devise and implement a range of strategies to support learning and enjoyment of learning.</p>		<p>Application Form</p> <p>Production of the Applicant's certificates</p> <p>Interview</p>

	Good literacy and numeracy skills.		Professional references
Personal Competencies and Qualities:	<p>A genuine enthusiasm for working with children.</p> <p>A commitment to overcoming barriers to learning.</p> <p>An ability to inspire confidence.</p> <p>A positive attitude.</p> <p>An ability to strike a good professional rapport with children, staff and parents.</p> <p>Being a positive role model.</p> <p>To be flexible to the needs of the students.</p>		<p>Application Form</p> <p>Interview</p>