



THE DOWNS
PREPARATORY SCHOOL
BRISTOL

Job Description: One to One Classroom Teaching Assistant

The general role of a One to One Classroom Teaching Assistant is to support teachers in the social, emotional and intellectual development of a particular child. In this regard they relate with many parties; children, parents, teachers, and support staff. Flexibility and personal discretion is an essential part of the role, as is a calm but cheerful demeanour.

The Downs Preparatory School strives to employ outstanding personnel as ultimately they will largely determine the success of the children and the school in the future. They will be excellent role models who will promote good manners, civilised behaviour and traditional values. They will also embrace the service philosophy of the school that is one of genuine, superior customer care.

Whilst it is impossible to list the exact roles of a One to One Classroom Teaching Assistant the following points provide a reasonable outline.

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>Summary of the role</p>	<p>One to One Teaching Assistant</p> <p>To provide support for the learning and development of a child in the Prep School.</p>
<p>Line management duties and responsibilities</p>	<p>Responsible to the Head of Learning Support</p>
<p>Child Protection</p>	<ul style="list-style-type: none"> • To promote the safeguarding and welfare of all children • To have a clear understanding of the school's safeguarding policies • To regularly attend safeguarding training as required • To employing the Whistle Blowing policy as necessary • To adhere to the Staff Codes of Conduct in the performance of all duties
<p>Effective Organisation and use of Resources</p>	<ul style="list-style-type: none"> • To guide, facilitate and develop good transitional skills from lesson to lesson, lesson to playground and monitor & guide

	<p>unstructured periods of the day</p> <ul style="list-style-type: none"> • To develop, encourage and guide interpersonal skills within the learning environment and during unstructured times • To ensure good rules and routines are embedded and guide effective and successful changes in routine e.g. for school trips • To ensure the availability, organisation and regular use of specific resources and guide and encourage the independent use and organisation of these resources • Plan and deliver the teaching of specific programmes/ sessions that relate to individual EHCP targets; whether the focus is learning, communication, social emotional and mental health, physical and sensory. • Organise and develop an effective timetable in conjunction with class teachers ensuring manageable and achievable outcomes
<p>The Effective Support of Teaching</p>	<ul style="list-style-type: none"> • Build a warm, constructive relationship with the child that aligns with the school philosophy • Use an effective 'hover model' approach to avoid over reliance on 1:1 support • Provide appropriate praise and encouragement in order to promote the self-esteem of the child • Guide, encourage and facilitate collaborative learning in order that the child is fully embraced in the peer group and further that the child learns the benefits of team work • Guide, encourage and facilitate independent learning so that the child is increasingly able to concentrate, focus and take responsibility for their learning • Support the emotional and social development of the child by guidance, direction and facilitated play
<p>Emotional and Social Support</p>	<ul style="list-style-type: none"> • Confidently use social stories and/or facilitate social skills through small group and 1:1 basis to target areas of emotional development • Support the child's behaviour, giving praise and encouragement as much as possible to build confidence and self esteem • Encourage the child to make their own (good) choices • Encourage other pupils to develop an understanding of the needs and skills • Facilitate planned quiet times to support sensory overload and/ or calming techniques.

<p>Assessment, recording and reporting</p>	<ul style="list-style-type: none"> • Provide observations to the Class Teacher for recording, assessment and recording progress • Regularly provide constructive feedback to the teaching staff as to how the child is responding to teaching and managing with learning • Observe how the child expresses their feelings and emotions, how they relate to others. • Record observations for the teacher's assessment and to contribute to the daily evaluations
<p>Specific One to One Classroom Assistant Responsibilities</p>	<ul style="list-style-type: none"> • To make sure the is child safe whilst simultaneously as independent as possible • To facilitate the independent organisation of the child's routine day in order that they are able to learn effectively and can take part in all school activities • To deliver 1:1 and small group sessions on a regular basis whether it be focussing on academic support through precision teaching, modelling, communicating with peers, sensory overload and/ or social stories • Provision of supervision and 'hover support' during unstructured times within the school day
<p>Outside Professionals</p>	<ul style="list-style-type: none"> • To work with outside professionals to implement individual learning programmes • To work closely with the Head of Learning Support • To help coordinate and share the child's support
<p>General Competencies</p>	<ul style="list-style-type: none"> • To play a significant role in both the communication and involvement in annual reviews • Develop good relationships with all pupils, teachers, colleagues and parents • Understand and appreciate the importance of confidentiality • Have some knowledge of emotional literacy, social scripts, precision teaching and an ability to take on board and implement any training • Engage in any professional development that will help the progress of the child

Person Specification

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.

	Essential	Desirable	Method of assessment
	These are qualities without which the Applicant could not be appointed.	These are extra qualities which can be used to choose between applicants who meet all of the essential criteria.	
Qualifications	<p><i>The professional, technical or academic qualifications that the Applicant must have to undertake the role or the training that they must have received</i></p> <p>Qualification as a Teaching Assistant – NVQ Level 3 or above.</p>	<p><i>The professional, technical or academic qualifications that the Applicant would ideally have to undertake the role or the training that they should ideally have received</i></p> <ul style="list-style-type: none"> • First Aid certificate • Experience in Customer Care 	Production of the Applicant's certificates
Experience:	<p><i>The categories of work or organisations, types of achievements and activities that would be likely to predict success in the role.</i></p> <ul style="list-style-type: none"> • Experience in a Pre-Prep, Prep or Primary School. 	<p><i>The categories of work or organisations, types of achievements and activities that would be likely to contribute to success in the role.</i></p> <ul style="list-style-type: none"> • Working with individual children or small groups • Being involved in tasks that require child support. 	<p>Contents of the Application Form</p> <p>Interview</p> <p>Professional references</p>
Skills	<p><i>The skills required by the Applicant to perform effectively in the role.</i></p> <ul style="list-style-type: none"> • Excellent inter personal skills • Excellent child behaviour management skills • Efficient administration skills • Strong organisation skills 	<p><i>The skills that would enable the Applicant to perform effectively in the role.</i></p> <ul style="list-style-type: none"> • Competent literacy skills • Competent numeracy skills • Pastoral care skills • Competent ICT skills 	<p>Contents of the Application Form</p> <p>Interview</p> <p>Professional references</p>

<p>Knowledge</p>	<p><i>The knowledge required by the Applicant to perform effectively in the role.</i> <i>Knowledge of:</i></p> <ul style="list-style-type: none"> • Children’s development in learning 	<p><i>The knowledge that would enable the Applicant to perform effectively in the role: Knowledge of:</i></p> <ul style="list-style-type: none"> • Independent schools • Excellent customer care 	<p>Contents of the Application Form</p> <p>Interview</p> <p>Professional references</p>
<p>Personal competencies and qualities</p>	<p><i>The personal qualities that the Applicant requires to perform effectively in the role and to ensure that the Applicant safeguards and promotes the welfare of children and young people.</i></p> <ul style="list-style-type: none"> • Motivation to work with children and young people. • Ability to form and maintain appropriate relationships and personal boundaries with children and young people. • Positive attitude to use of authority and maintaining discipline. • The ability to work effectively within a team. • Reliability. • Good time management. 	<p><i>The personal qualities that would assist the Applicant to perform effectively in the role.</i></p> <ul style="list-style-type: none"> • As role models for the children and ambassadors for The Downs, members of staff are expected to maintain a professional approach and high standards of behaviour both inside <i>and</i> outside of the classroom. This means maintaining high personal standards of appearance, behaviour and punctuality. • Tolerance and patience. • A good sense of humour and a cheerful disposition. • A positive outlook – a view of optimism. • Enthusiasm, commitment • Perseverance and determination. • Kindness, sensitivity and caring. • The understanding of customer care. 	<p>Contents of the Application Form</p> <p>Interview</p> <p>Professional references</p>

Debbie Isaachsen
August 2021