



Berry Hill Primary School



Job title: 1 to 1 Teaching Partner and OPAL Play Supervisor
Hours: 18.75 hours per week
Monday to Friday
Term Time Only
Working hours: 9:15am – 12 pm in class and then 12pm to 1pm as OPAL Play Supervisor
Term: This position is a fixed term contract and is linked to a child with an EHCP and will remain in place until the child leaves Berry Primary School at the end of Year 6 (2028) or earlier if the child transfers to another school.
Grade: 5
Start Date: As soon as possible

Main purpose

The 1 to 1 teaching partner will:

- Work with the class teacher to raise the learning and attainment of the EHCP pupil
- Promote pupils' independence, self-esteem and social inclusion
- Give support to pupils, individually or in groups, so they can access the curriculum, take part in learning, and experience a sense of achievement

Duties and responsibilities

Teaching and learning

- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all pupils including, where appropriate, those with special educational needs and disabilities (SEND), EHCP and those who are disadvantaged
- Promote, support and facilitate inclusion by encouraging participation of all pupils, including those with SEND and EHCPs, in learning and extracurricular activities
- Support the teaching of a broad and balanced EYFS or National Curriculum aimed at pupils achieving their full potential in all areas of learning
- Use effective behaviour management strategies consistently in line with the school's policy and procedures and know when and how to use Individual Behaviour Plans, rewards and sanctions
- Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role including in the development and implementation of My Plan(+)s or EHCP
- Communicate effectively and sensitively with pupils to adapt to their needs and support their learning
- Support class teachers with maintaining good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment
- Organise and manage teaching space and resources to help maintain a stimulating and safe learning environment
- Observe pupil performance and pass observations on to the class teacher
- Use ICT skills to advance pupils' learning
- Undertake any other relevant duties given by the class teacher
- Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role
- Read and understand lesson plans shared prior to lessons, if available
- Prepare the resources for lessons

Professional Development



- Share responsibility for ensuring that their own knowledge and understanding, especially of SEND and disadvantaged pupils' needs, is relevant and up to date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness.
- Take opportunities to acquire the appropriate skills, qualifications, and/or experience required for the teaching partner role, with support from the school.
- Demonstrate expertise and skills in understanding the needs of all pupils, including curriculum design and development within the school
- Demonstrate expertise and skills in understanding the needs of pupils with high-prevalence SEND – for example: ASD, ODD, SEMH, ADHD.
- Know how to contribute effectively to the adaptation and delivery of support to meet individual needs.
- Demonstrate a level of subject and EYFS and National curriculum knowledge relevant to their role and apply this effectively in supporting teachers and pupils.
- Understand their roles and responsibilities within the classroom and whole school context, recognising that these may extend beyond a direct support role.
- Take part in the school's appraisal procedures

Working with staff, parents/carers and relevant professionals

- Communicate effectively with other staff members and pupils, and with parents and carers under the direction of the class teacher
- Communicate their knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision
- Contribute to meetings with parents and carers by providing feedback on pupil progress, attainment and barriers to learning, as directed by teachers
- With the class teacher, keep other professionals accurately informed of performance and progress, or concerns they may have about the pupils they work with
- Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers
- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Develop effective professional relationships with colleagues

Health and safety

- Promote the safety and wellbeing of pupils, and help to safeguard pupils' wellbeing by following the requirements of Keeping Children Safe in Education (KCSIE) and our school's child protection policy
- Look after children who are upset or have had accidents

Safeguarding

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies
- Promote the safeguarding of all pupils in the school

General Duties

- Assist with the supervision of pupils out of lesson times, including break-times and at lunchtime through OPAL
- Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher
- In an emergency to accompany a child or children to hospital or designated surgery when requested by the Headteacher or designated representative
- Undertake any other reasonable duties assigned by the Line Manager or Headteacher.



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The 1 to 1 teaching partner will be required to follow school policies and the staff code of conduct.

Please note, this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the TP will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher or line manager.



Person specification

CRITERIA	QUALITIES
Qualifications and training	• Achieved NVQ level 2 or level 3, equivalent in a teaching assistant related course or qualification evident by proven successful experience at this standard • GCSE or equivalent level, including at least a Grade 4 (previously Grade C) in English and maths • Secure grammar, punctuation and spelling skills • DBS Clearance • First-aid training, or willingness to complete it
Experience	• Experience working in a school environment or other educational setting • Experience of working in the Early Years would be desirable • Experience working with children / young people • Experience of working with pupils with a variety of needs ie autism, behaviour, academic • Experience planning and delivering learning activities and interventions • Ability to teach effective Phonics across all phases
Skills and knowledge	• Good literacy and numeracy skills • Good organisational skills • Ability to build effective working relationships with pupils and adults • Skills and expertise in understanding the needs of all pupils • Knowledge of how to help adapt and deliver support to meet individual needs • Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils • Excellent verbal communication skills • Active listening skills • The ability to remain calm in stressful situations • Knowledge of guidance and requirements around safeguarding children • Good ICT skills, particularly using ICT to support learning • Understanding of roles and responsibilities within the classroom and whole school context
Personal qualities	• Enjoyment of working with children • Highly motivated and enthusiastic • Sensitivity and understanding, to help build good relationships with pupils • A commitment to getting the best outcomes for all pupils, and promoting the ethos and values of the school • High professional standards • Commitment to maintaining confidentiality at all times • Commitment to safeguarding pupil's wellbeing and equality • Resilient, positive, forward looking and enthusiastic about making a difference • Capacity to inspire, motivate and challenge children and young people • Ability to work effectively as a team player