



## **THE JOHN MOORE PRIMARY SCHOOL**

### **Teaching Partner Job Description – SEMH support**

**Name:**

**Post:** Teaching Partner

**Grade:** 3-5 depending on experience

**Relationships:** The post holder is responsible to the Head Teacher for his/her duties and responsibilities. The post holder should interact on a professional level with colleagues and seek to establish and maintain productive relationships with them in order to promote mutual understanding with an aim to improving the quality of teaching and learning in the school.

**Purpose of the Job:** To support the classroom teacher with their responsibility for the development and education of the identified child/ren, including those with special educational or emotional needs, by providing basic supervision, group or individual teaching and nurture and pastoral support.

**Key Tasks:** Under the direction and control of the classroom teacher, the inclusion leader or designated supervisor:

1. Within competence assist in the delivery of educational and developmental work programmes. (see 8 and 9)
2. Supervise the activities of individuals or groups of children to ensure their safety and facilitate their physical and emotional development. (see 8 and 9)
3. Undertake those activities necessary to meet physical and emotional needs of individuals and groups of children.
4. Undertake those activities necessary to foster the intellectual and social development of children.
5. To monitor and report individual children's problems and developmental needs. (see 8 and 9)
6. Assist the classroom teacher in the planning of work programmes for individuals and groups of children.(see 8 and 9)

7. Undertake other preparatory jobs (when not working with children) that will save the teacher time and enable her/him to focus totally on teaching and learning.
8. Plan, deliver, mark/assess and supervise educational activities linked to Education Health Care Plans for individuals or groups of children as required by the Inclusion leader or class teacher.
9. Feedback, about children's development, behaviour and progress, regularly to the class teacher and Inclusion leader. When required, attend EHCP review meetings each term.
10. Work with teachers, the Inclusion leader and Senior management team to ensure that the 25 tasks and others proposed, explained in the Workforce reform document (June 2003) are no longer undertaken by teachers unless through personal preference.

***Supervisory Responsibility***

Groups of or individual children.

***Supervision Received***

Inclusion leader, Classroom teacher (or equivalent) or other designated supervision.

***Principle Contacts***

Pupils, Classroom Teacher/Supervisor, Inclusion leader, Other Teaching Partners, Parents, Other professionals

***Equal Opportunities***

To assist in the implementation of the Council's equal opportunities objectives with particular reference to the targets/positive actions set out in the Positive Plan

This job description sets out the main duties of the post at the date when it was drawn up. Such duties may vary from time to time without changing the general character of the post or level of responsibility entailed. Such variations are a common occurrence and cannot themselves justify a reconsideration of the grading of the post.

Signature of TP..... Date.....