



JOB DESCRIPTION

Job Role: Teaching Assistant

LEVEL DESCRIPTION

The teacher plans lessons and directs learning. Teaching Assistants provide support to the teacher and through this to pupils and to the teaching of the curriculum. Teaching Assistants work under the direction of the teacher, whether in the whole class, a small group or an individual pupil.

All duties involve the interpretation of recognised procedures or guidelines.

The post holder will be expected to have considerable expertise/specialism.

The work will involve responding independently to unexpected problems and situations. The post holder has access to a line manager for advice and guidance on unusual or difficult problems.

Post holders should hold an NVQ level 3 or equivalent with passes at GCSE mathematics and English.

INTRODUCTION

The level description gives a general overview of the level of competence required to carry out work at this level.

Each school is organised differently, and the range of duties carried out at this level will be different in each school. Some jobs may carry out a diverse range of duties whilst others may be engaged on a narrower range of tasks.

Whilst line management arrangements will vary from school to school, it is likely that the post holder will report to one of the following: Head Teacher, Deputy, Head of School, Phase Leader or SENCO.

The next section will give examples of the types of work that may be carried out at this level. This list is not exhaustive and is intended to give a flavour to help schools to assimilate jobs to the appropriate level.

EXAMPLES OF DUTIES AT THIS LEVEL

Support for pupils

- Develop and plan activities and groupwork for pupils in conjunction with teachers across all subjects
- Work with pupils, either one-to-one or in small groups, some of whom may have Special Educational Needs

- Devise creative ways of making learning interesting
- As appropriate, look after sick/upset pupils and attend to physical needs
- Undertake first aid

Support for the teacher

- Provide support for the teacher during lessons, e.g. through directed work in English or mathematics and other curriculum areas, supervising small groups of pupils whilst the teacher is carrying out assessments
- Provide information, advice and guidance to other Teaching Assistants, supply teachers parent helpers or students. Disseminate information to other Teaching Assistants.
- Maintain and collate records of pupil needs and progress
- Communicate complex information to teachers and, on occasions, parents
- Manage own workload
- Assist teaching staff to ensure that the aims and objectives of the school are achieved

Support for the curriculum

- Undertake tasks to support the curriculum and assist with events organised as part of the curriculum e.g. organise and schedule pupils' annual review meetings
- Support the teacher in creating an effective learning environment
- Support implementation of Government / Trust initiatives under the direction of the teacher

Support for the school

- Attend and contribute to SEN and other review meetings if required by the Head of School or line manager when and where appropriate
- Develop and deliver induction and CPD to new Teaching Assistants as appropriate

The duties and responsibilities of any post may change from time to time, and post holders may be expected to carry out other work not explicitly mentioned above which is considered to be appropriate to the existing level of responsibility vested in the post.

PERSON SPECIFICATION

Criteria	Essential to basic performance of job	Required for fully competent performance of job
Knowledge:		
Technical or specialist	<ul style="list-style-type: none"> ● Experience of working with/supervising pupils including knowledge of behavioural and learning difficulties 	<ul style="list-style-type: none"> ● Broad awareness and understanding of medical conditions such as asthma, epilepsy etc
●	<ul style="list-style-type: none"> ● Knowledge and use of a range of equipment 	<ul style="list-style-type: none"> ● Awareness of health and safety procedures
●	<ul style="list-style-type: none"> ● Basic knowledge of first aid 	<ul style="list-style-type: none"> ● Experience of one to one support, where appropriate
	<ul style="list-style-type: none"> ● Recognised competence in literacy and/or numeracy 	<ul style="list-style-type: none"> ● NVQ3, or equivalent in related area
	<ul style="list-style-type: none"> ● Supervisory experience 	<ul style="list-style-type: none"> ● Awareness of procedures relating to managing staff, e.g. health and safety, recruitment and selection etc
Literacy and numeracy	<ul style="list-style-type: none"> ● Ability to read and understand school policies and procedures relevant to area of work ● Ability to complete reports such as incident report form, behaviour diary, progress report etc 	
School environment		<ul style="list-style-type: none"> ● Knowledge of school policies and procedures ● Good knowledge and understanding of the school's structure ● Awareness and understanding of relevant government initiatives

Criteria	Essential to basic performance of job	Required for fully competent performance of job
Mental Skills:		
Research	<ul style="list-style-type: none"> Assist teacher with information gathering and resources as appropriate 	
Problem solving	<ul style="list-style-type: none"> Ability to recognise and resolve more complex problems, referring unusual or difficult problems to classroom teacher or other appropriate person 	

Thinking creatively /
Developing new ideas

- When supervising or working with small groups of pupils the post holder must be able to adapt support given to pupils depending on age and/or ability
- Assist teacher in creating a positive learning environment
- Creative ways of learning/making learning interesting
- Develop and plan activities and group work for pupils in conjunction with teaching staff
- In consultation with teaching staff, develop and amend timetables to ensure adequate staff cover

Interpersonal & Communications Skills:

Caring skills

- Sensitivity to pupils' needs

Criteria	Essential to basic performance of job	Required for fully competent performance of job
Advising / guiding skills	<ul style="list-style-type: none"> ● Advising and guiding pupils on the best way to handle situations, under the teacher's direction ● Encouraging pupils to participate in or complete tasks ● Ability to conciliate between pupil in playground or classroom disputes ● Negotiating with teaching staff e.g. for teaching assistant cover ● Providing advice and guidance to Teaching Assistants on procedures and policies 	<ul style="list-style-type: none"> ● Providing information, advice and guidance to other Teaching Assistants and possibly supply teachers, or parent helpers or teaching students etc
Verbal and written communications skills (including use of languages)	<ul style="list-style-type: none"> ● Ability to communicate clearly and explain sometimes complex information to colleagues, and on occasion parents, with due regard for confidentiality, and under the direction of the teacher ● Ability to encourage participation and give feedback to pupils 	
●	<ul style="list-style-type: none"> ● Ability to maintain appropriate level of confidentiality ● Administering reading and spelling tests, under the direction of the teacher ● Attending and contributing to review and other meetings, as appropriate 	
Criteria	Essential to basic performance of job	Required for fully competent performance of job
Training and/or presentation skills	<ul style="list-style-type: none"> ● Develop and deliver induction and In Service Training for new Teaching Assistants 	

Physical skills:

Keyboard skills / use of mouse

- Ability to use keyboard and mouse required if supporting pupils using IT equipment

Other manual skills

- Use of guillotine, craft knives, glue guns etc when displaying work or assisting pupils in practical lessons
- Help pupils to use tools and equipment as required to support learning

Other attributes:

Level of autonomy

- Although work is covered by set policies and procedures, Teaching Assistants at this level must be able to manage own work and that of others under the guidance of the teacher
- Able to work with small groups of pupils when carrying out specific tasks or on field trips etc
- Able to supervise larger numbers of pupils when on duty break/lunchtime
- Able to make decisions on when to refer queries/problems to teaching staff or line manager

EVALUATION NOTES

KNOWLEDGE

- Practical knowledge of literacy and/or numeracy subject matter in order to be able to support pupils in a variety of lessons and learning environments, either on a one-to-one basis or small groups, under the direction and supervision of the teacher
- Practical knowledge of equipment, including IT equipment where appropriate, to support learning, under the direction of the teacher
- Ability to recognise changes in pupils' behaviour and report to the teacher

MENTAL SKILLS

- Support the teacher in creating a positive learning environment
- Ability to follow written instructions
- Ability to complete a range of paperwork e.g. incident report form, pupil progress records
- The post holder will be expected to resolve more complex queries and problems
- The post holder will have a shared responsibility with the teacher for timetabling, rosters and planning activities to support learning

INTERPERSONNEL AND COMMUNICATION SKILLS

- Ability to communicate clearly with pupils and others
- Ability to explain tasks and activities to pupils e.g. literacy/numeracy tasks, craft tools, science equipment, under the direction of the teacher
- Ability to contribute to review meetings, if required
- Ability to disseminate key information to other Teaching Assistants

PHYSICAL SKILLS

- Use of keyboard and mouse may be required if supporting pupils using IT equipment
- Use of guillotine, craft knives, glue guns etc when displaying work or helping pupils in practical lessons

INITIATIVE AND INDEPENDENCE

- Ability to manage own workload, and that of other Teaching Assistants, under direction of teacher
- Ability to work with groups of pupils carrying out specific tasks or on field trips etc
- Ability to resolve more complex problems and/or queries, referring most complex issues to the teacher, or other member of staff

PHYSICAL DEMANDS

- May be in relatively constrained seating position during lessons (approximately 30/40 minutes)
- Walking or standing whilst accompanying/supervising pupils during breaks or trips
- Tools and equipment generally light
- On occasion may be required to lift or assist others to lift a pupil who is unwell or injured

MENTAL DEMANDS

- Greater level of sensory attention when undertake tasks to support literacy/numeracy activities
- Need to concentrate when listening to pupils read or discussing stories (approx. 10/15 minutes)
- Awareness required when supervising during breaks or trips (shared with others e.g. teacher or midday supervisory assistants)

EMOTIONAL DEMANDS

- Job is emotionally demanding on occasion, e.g. pupil is unwell or becomes upset during an activity
- Job holder needs ability to recognise changes in pupil behaviour and report them to teacher

RESPONSIBILITY FOR PEOPLE

- Shared responsibility with teacher when working with pupils to support learning process
- Responsibility for pupil when attending to personal needs

RESPONSIBILITY FOR SUPERVISION (EMPLOYEES)

- Supervisory responsibility for other Teaching Assistants

RESPONSIBILITY FOR FINANCIAL RESOURCES

- None

RESPONSIBILITY FOR PHYSICAL RESOURCES

- Shared responsibility for tools and proper use of IT equipment, with teacher
- Ability to complete a range of records, e.g. incident report forms, pupil progress records

WORKING CONDITIONS

- Works within the school complex, predominately indoors but may be required to supervise pupils outside during breaks or field trips
- Wears protective clothing where necessary, e.g. when attending to a pupil who is unwell