

# BENCHMARK JOB DESCRIPTION

<b>JOB FAMILY:</b>	<b>Teaching Assistants</b>
<b>LEVEL:</b>	<b>B</b>
<b>JOB ID:</b>	<b>03LS</b>
<b>GRADE:</b>	<b>Grade 3</b> (below the mid-point bar)

## LEVEL DESCRIPTION

Posts at this level may be required in any school phase.

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

All duties will be carried out within recognised procedures or guidelines and the teacher/SENCo will be available for support and guidance.

The post holder will be expected to have some expertise/specialism and be prepared to further develop that expertise or specialism as necessary.

There will be some need to interpret information or situations and to solve varied problems. More complex problems will be referred to line manager.

There will not be a requirement to supervise others, but may demonstrate tasks to new colleagues or give advice and guidance to others.

## INTRODUCTION

The level description gives an 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 in this school will report to one of the following: Assistant Headteacher (Learning Support), SENCo

The next section of this benchmark job description 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 students

- Undertake a range of more specialised tasks to support learning e.g. supporting literacy and numeracy work, listening to reading etc.

- Work with students, either one-to-one or in small groups, some of whom may have Special Educational Needs
- As appropriate, look after sick/upset students and attend to physical needs (where the physical need impacts on learning needs)
- Undertake first aid (providing that the post holder is suitably qualified)

### **Support for the teacher**

- Provide support for the teacher during lessons, e.g. through directed work on the Literacy or Numeracy strategy and other curriculum areas, or supervising small groups of students whilst the teacher is carrying out assessments
- Maintain records of students needs and progress
- 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
- Support implementation of Government initiatives under the direction of the teacher/SENCo

### **Support for school**

- Attend and contribute to appropriate review meetings, if required by the Head Teacher or other senior member of staff, including the SENCo

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
<b>Knowledge:</b>		
Technical or specialist	<ul style="list-style-type: none"> <li>• Experience of working with students</li> <li>• Knowledge and use of a range of equipment</li> <li>• Basic knowledge of first aid (subject to suitable training and qualification)</li> <li>• Recognised competence in literacy and/or numeracy</li> </ul>	<ul style="list-style-type: none"> <li>• Broad awareness and understanding of medical conditions such as asthma, epilepsy, diabetes etc</li> <li>• Awareness of health and safety procedures</li> <li>• Experience of one to one support, where appropriate</li> <li>• National Qualifications Framework Level 2 or equivalent in related area</li> </ul>
Literacy and numeracy	<ul style="list-style-type: none"> <li>• Ability to read and understand instructions</li> <li>• Ability to complete reports such as incident report form, behaviour diary, progress report, review documents etc</li> </ul>	
School environment		<ul style="list-style-type: none"> <li>• Knowledge of school policies and procedures</li> </ul>
<b>Mental Skills:</b>		
Research	<ul style="list-style-type: none"> <li>• Assist teacher with information gathering and resources as appropriate</li> </ul>	
Problem solving	<ul style="list-style-type: none"> <li>• Ability to recognise and resolve or report problems</li> </ul>	

Criteria	Essential to basic performance of job	Required for fully competent performance of job
	<ul style="list-style-type: none"> <li>Assist teacher in creating a positive learning environment</li> </ul>	

### Interpersonal & Communications Skills:

Caring skills	<ul style="list-style-type: none"> <li>Sensitivity to pupils' needs</li> </ul>	
Advising / guiding skills	<ul style="list-style-type: none"> <li>Advising and guiding pupils on the best way to handle situations, under the teacher's direction</li> <li>Encouraging pupils to participate in or complete tasks</li> <li>Ability to conciliate between pupil in playground or classroom disputes</li> </ul>	<ul style="list-style-type: none"> <li>Providing information to other members of staff in relation to pupils' behaviour, activities and general progress</li> </ul>

- Providing basic advice to other Teaching Assistants

Verbal and written communications skills (including use of languages)

- Ability to communicate clearly
- Ability to encourage participation and give feedback to pupils
- Ability to maintain appropriate level of confidentiality
- Attending and contributing to review and other meetings, as appropriate
- Administering reading and spelling tests, under the direction of the teacher

Training and/or presentation skills

- Assist with the induction of new Teaching Assistants

## Physical skills:

- Keyboard skills / use of mouse
  - Ability to use keyboard and mouse required if supporting students using IT equipment
- Other manual skills
  - Use of guillotine, craft knives, glue guns or other subject specific equipment when assisting students in practical lessons
  - Help students to use tools and equipment as required to support learning

## Other attributes:

- Level of autonomy
  - Work is covered by set policies and procedures
  - Teaching Assistants at this level will have a greater level of autonomy than those at level A, although their work will still be managed by the teacher, a more senior teaching assistant or the SENCo
  - Able to work with small groups of students when carrying out specific tasks or on field trips etc
  - Able to supervise larger numbers of students when necessary
  - Able to make decisions on when to refer queries/problems to another member of staff

## EVALUATION NOTES

### KNOWLEDGE

- Practical knowledge of literacy and/or numeracy subject matter in order to be able to support students 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 students' 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, student progress records
- The post holder will be expected to resolve straight forward queries and problems
- The post holder may be involved with planning activities, under the guidance of the teacher

### **INTERPERSONNEL AND COMMUNICATION SKILLS**

- Ability to communicate clearly with students and others
- Ability to explain tasks and activities to students e.g. literacy/numeracy tasks, craft tools, science equipment, under the direction of the teacher
- Ability to contribute to review meetings, as required

### **PHYSICAL SKILLS**

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

### **INITIATIVE AND INDEPENDENCE**

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

### **PHYSICAL DEMANDS**

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

## **MENTAL DEMANDS**

- Greater level of sensory attention when undertaking tasks to support literacy/numeracy activities
- Need to concentrate when listening to students read or discussing stories
- Awareness required when supervising during breaks or trips (shared with others e.g. teacher)

## **EMOTIONAL DEMANDS**

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

## **RESPONSIBILITY FOR PEOPLE**

- Under the direction and lead of the teacher, shared responsibility when working with students to support learning process
- Responsibility for student when attending to personal needs ( this is not likely to be a routine expectation)

## **RESPONSIBILITY FOR SUPERVISION (EMPLOYEES)**

- None

## **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 form, student progress record/target setting/IEPs

## **WORKING CONDITIONS**

- Works within the school complex, predominately indoors but may be required to supervise students outside as part of the planned learning activities
- Wears protective clothing where necessary, e.g. when attending to a student who is unwell