

BENCHMARK JOB DESCRIPTION

JOB FAMILY: Teaching Assistants

LEVEL: B

JOB ID: 03LS

GRADE: Grade 2

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 pupils 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 pupil.

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

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

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

No 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 will report to one of the following: Head Teacher, Deputy, Head of Year or 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 pupils

- Undertake a range of more specialised tasks to support learning e.g. supporting literacy and numeracy work, listening to reading etc.
- Work with pupils, either one-to-one or in small groups, some of whom may have Special Educational Needs

- 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 on the Literacy or Numeracy strategy and other curriculum areas, or supervising small groups of pupils whilst the teacher is carrying out assessments
- Maintain records of pupil 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

Support for school

- Attend and contribute to appropriate review meetings, if required by the Head Teacher

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 the exiting 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 pupils • Knowledge and use of a range of equipment • Basic knowledge of first aid • Recognised competence in literacy and/or numeracy 	<ul style="list-style-type: none"> • Broad awareness and understanding of medical conditions such as asthma, epilepsy etc • Awareness of health and safety procedures • Experience of one to one support, where appropriate • NVQ2 or equivalent in related area
Literacy and numeracy	<ul style="list-style-type: none"> • Ability to read and understand instructions • 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
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 or report problems 	
Thinking creatively / Developing new ideas	<ul style="list-style-type: none"> • When supervising/ working with small groups of pupils the post holder must be able to adapt support given to pupils depending on age and/or ability 	

Criteria**Essential to basic performance of job****Required for fully competent performance of job**

- Assist teacher in creating a positive learning environment

Interpersonal & Communications Skills:

Caring skills

- Sensitivity to pupils' needs

Advising / guiding skills

- 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
- Providing basic advice to other Teaching Assistants

- Providing information to other members of staff in relation to pupils' behaviour, activities and general progress

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

Criteria	Essential to basic performance of job	Required for fully competent performance of job
Physical skills:		
Keyboard skills / use of mouse		<ul style="list-style-type: none"> Ability to use keyboard and mouse required if supporting pupils using IT equipment
Other manual skills	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 or a more senior teaching assistant 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 during break/lunchtime 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 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 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 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

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, under direction of teacher
- Able to work with small groups of pupils 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 30/40 minutes)

- Walking or standing whilst accompanying/supervising pupils during breaks or trips
- Tools and equipment are 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
- 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

- Under the direction and lead of the teacher, shared responsibility when working with pupils to support learning process
- Responsibility for pupil when attending to personal needs

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, pupil progress record

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