

Grading Job Description and Employee Specification

<u>Job Title:</u> Teaching Assistant	<u>Service area:</u> Learning Skills and Culture - Schools
<u>Post Number:</u>	<u>Division:</u> Schools
<u>Grade: 2</u>	<u>Business Unit/Section:</u>
<u>Overall Purpose of Job:</u> To assist in development pupil learning, personal self-care skills, and in managing pupil behaviour, under the close direction of the teacher or other senior member of staff.	
<u>Main Responsibilities:</u> <ol style="list-style-type: none"> 1. Assists pupils with personal self-care. 2. Assists with general administration and supports classroom management, including making learning materials. 3. Assists in the supervision of pupils at play/leisure breaks and at times of transition between lessons and activities. 4. Helps promote pupil good behaviour and discipline through positive interactions with the pupils and participates fully in strategies agreed as part of any pupil's individual behaviour plan, including physical interventions. 5. Helps implement physical development activities and mobility activities, using mechanical hoists when necessary, and following recognised procedures. 6. Shares with the teacher and other colleagues' issues of concern and positive feedback about the pupil's welfare and achievements. 7. Under close direction of the teacher or other senior members of staff participates in delivery of learning activities. 	

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Knowledge, Skill and Experience Required:

- Communication skills
- Knowledge of child development and children's personal development needs
- Knowledge of the implications of common disabilities in children for school and for families of pupils
- Knowledge of strategies which promote good behaviour and discipline
- Ability to participate fully in planned physical interventions, in pupils' personal care routines and in moving and handling pupils with physical disabilities safely, using appropriate mechanical and other lifting devices.

Creativity and Innovation:

- Monitors and is responsive to pupil behaviour at all times
- Monitors and is responsive to pupil personal needs and communication
- Communicates effectively with teachers, other professionals, and parents whenever the need arises and recognises the need to communicate

Decision Making:

- Recognises when it is necessary to implement agreed de-escalation strategies to minimise risks of pupil behaviour becoming disruptive or dangerous
- Takes action to meet pupil needs as they arise to avoid undue physical or mental stress
- Responds appropriately to pupil attempts to communicate needs
- Communicates information effectively to teachers, other professionals, and parents whenever the need arises

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Contacts and Relationships:

Teachers

- Assists teachers in developing pupil learning, self-care skills and managing behaviour - daily

Pupils

- Meets personal and social needs – daily

Leadership group of the school

- Takes part in departmental or whole school meetings – weekly

Other staff

- Works in collaboration with other teaching assistants, dinner supervisory assistants, – daily

Other Professionals

- Minimal contact
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Parents

- Minimal contact

Responsibility for Resources: (to include approximate value, sole or shared responsibility and for what percentage of their working hours)

NONE

WORK ENVIRONMENT

Work Demands:

There are no specific deadlines other than implementing activities in lessons and in school hours as directed. Time to complete activities will vary.

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Physical Demands:

Sits for lessons with pupils but may have sustained periods of physical activity, involving bending, crouching, lifting, turning, standing, walking, and running, e.g. when meeting pupil personal care needs.

When working with small children, sits on and gets up from low chairs and low tables.

May be involved in physical interventions with pupils, following LEA-approved Team-Teach techniques.

Moves and handles pupils with physical disabilities, following approved procedures and using mechanical hoists and other aids when indicated as necessary by risk assessment.

Working Conditions:

Works in classrooms for most part of school day. These can be warm, and pupils can be noisy.

May be involved in supervision on playground all weather conditions.

Work Context:

At risk of verbal abuse and physical harm from a minority of pupils and members of the public who behave aggressively.

At risk of injury from moving and handling pupils with physical disabilities and caring for and working with small children.

At risk of exposure to bodily fluids when assisting incontinent children with their personal hygiene.

At risk of infection when dealing with unwell children.

Position in Organisation:

Indicate how many staff the post is directly accountable for NONE

Note:

Post holders will be expected to be flexible in undertaking the duties and responsibilities attached to their post and may be asked to perform other duties, which reasonably correspond to the general character of the post and are commensurate with its level of responsibility. This job description is provided for guidance only and does not form part of the contract of employment.

Date of Job Description

Date copy sent to Post holder

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POST NUMBER	JOB TITLE	HOURS PER WEEK	
	ESSENTIAL	DESIRABLE	HOW MEASURED
EXPERIENCE	Experience of working with children in mainstream or specialist settings, in a paid or voluntary capacity.	Experience of supporting pupils with complex learning difficulties, including pupils with sensory, physical, communication, or language learning disabilities Experience of supporting children's personal care needs Experience of using visual language systems for communication Experience of working with children and families from a range of cultures represented locally	Application form References Interview
EDUCATION, TRAINING AND QUALIFICATIONS	Literacy & Numeracy	C & G in Learning support Qualification in ICT Experience and training in use of Team Teach interventions with pupils who present challenging behaviours. First Aid or First Aider qualification	Certificates

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SKILLS AND KNOWLEDGE	Literacy skills Numeracy skills Good Timekeeping Organisation skills	Understanding of child development Knowledge of Education policies Knowledge of Health & Safety	Application form References Interview Written task
	ESSENTIAL	DESIRABLE	HOW MEASURED
PERSONAL QUALITIES	Ability to work with others Ability to use own initiative Willingness to learn new skills Ability to be flexible	Sense of humour	Application form Interview Reference DBS check
WORKING ARRANGEMENTS	Able to work under the direction of others Ability to work with colleagues to meet the learning needs of pupils. To help teachers and Headteacher maintain the learning environment Ability to participate fully in planned physical interventions, in pupil personal care routines and in moving & handling pupils with physical disabilities safely following recognised procedures	Flexibility to take on other tasks as required	Application form Interview Reference DBS check

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The post is subject to:

- Disclosure of convictions under the Rehabilitation of Offenders (Exemption) Act 1974 **Yes** **No**
- Political restriction **Yes** **No**
- The ability to speak fluent English under the Immigration Act 2016 **Yes** **No**

Employee:

(signed)

_____ (print)

Date:

Manager:

(signed)

_____ (print)

Date:
