

Role Profile

Service:	
Location:	Various – Community schools in Barnet
Job Title:	Teaching Assistant – level 4
Grade:	G
Post No.:	
Reports to:	Headteacher/Deputy Headteacher/Class Teacher

1. Purpose of Job:

The key focus of jobs in this job family profile is to:

- a higher level teaching assistant supporting the classroom teacher with their responsibility for the development and education of all pupils, including pupils with additional needs within a mainstream school
- complements the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision. This involves planning, preparing and delivering curriculum learning objectives for individuals/groups or for whole classes. It also involves monitoring pupils and assessing, recording and reporting on pupils' achievement, progress and development
- managing and developing a specialist area or specifically targeted group within the school and/or supervision of other teaching assistants, including allocating and monitoring of work, and informal training.

2. Key accountabilities/duties/responsibilities:

Each school is organised differently, and the range of duties carried out will be different in each school. The below section of this role profile will give examples of the duties and responsibilities that may be carried out. This list is not exhaustive.

Support for the Pupils

- Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning
- Establish productive working relationships with pupils, acting as a role model and setting expectations
- Develop and implement Education, Health and Care Plans and/or other support plans, as required

- Support pupils consistently whilst recognising and responding to their individual needs
- Encourage pupils to interact and work co-operatively with others and engage pupils in all activities
- Promote independence and employ strategies to recognise and reward achievement of self-reliance
- Provide feedback to pupils in relation to progress and achievement

Support for the Teacher

- Organise and manage the appropriate learning environment and resources
- Within an agreed system of supervision, plan teaching and curriculum learning objectives and deliver, evaluate and adjust lessons/work plans as appropriate. This will include production of lesson plans and worksheets
- Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined curriculum learning objectives
- Provide objective and accurate feedback and reports, including end of year reports, on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
- Record progress and achievement in lessons/activities systematically, providing evidence of range and level of progress and attainment
- Work within an established behaviour policy to anticipate and manage behaviour constructively, promoting self-control and independence
- Support the role of parents/carers in pupils' learning and contribute to/lead meetings with parents/carers to provide constructive feedback on pupil progress and achievement
- Administer and assess/mark tests and invigilate exams/tests

Support for the Curriculum

- Deliver learning activities to pupils within agreed system of supervision, adjusting activities according to pupil responses/needs
- Deliver local and national learning initiatives and make effective use of opportunities provided by other learning activities to support the development of pupils' skills
- Use ICT effectively to support learning activities and develop pupils' competence and independence in its use

- Select and prepare resources necessary to lead learning activities, taking account of pupils' interests and language and cultural backgrounds
- Advise on appropriate deployment and use of specialist aids, resources and equipment

Support for the School

- Be aware of and comply with policies and procedures relating to child protection, safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Be aware of and support differences and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others
- Deliver out of school learning activities within guidelines established by the school such as lunchtime clubs
- Supervise pupils on educational visits, trips and out of school activities as required

Line Management Responsibilities

- Manage the planning and direction of the work of an allocated number of teaching assistants liaising with teaching staff and other colleagues to ensure adequate levels of support are available
- Assist in the development and implementation of policies relating to teaching assistants
- Hold regular team meetings with managed staff
- Represent teaching assistants at teaching staff/management/other appropriate meetings
- May oversee mealtime supervision, monitoring the quality of lunchtime support, delivering training and supporting mealtime supervisors to meet individual pupil needs
- May contribute to the recruitment process of teaching assistants and undertake induction, training and mentoring for other teaching assistants as appropriate

3. Promotion of Corporate Values

To ensure that customer care is maintained to the agreed standards according to the council's values. To ensure that a high level of confidentiality is maintained in all aspects of work.

4. Flexibility

The jobholder may be required to carry out other reasonable duties commensurate with the grade, as requested by line manager.

This job description is not exhaustive and may change as the post or the needs of the Council develop. Such changes will be subject to consultation between the post holder and their manager and, if necessary, further job evaluation.

5. The Council's Commitment to Equality

To deliver the council's commitment to equality of opportunity in the provision of its services. All staff are expected to promote equality in the work place and in the services the council delivers.

PERSON SPECIFICATION

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Grade:	G
Post No.:	
Reports to:	Headteacher/Deputy Headteacher/Class Teacher

Knowledge, training and experience

- Educated to GCSE Grade A-C in English and Mathematics or equivalent
- Higher Level Teaching Assistant (HLTA) qualification
- Significant experience of working as a Level 3 Teaching Assistant or similar role
- Working at or towards the National Occupational Standards (NOS) for Higher Level Teaching Assistants (or equivalent)
- NVQ 3 in Supporting Teaching in Learning
- Comprehensive knowledge of the national curriculum and relevant school policies
- Basic IT skills, such as Internet browsing and accessing email
- Additional knowledge in specialist area or particular learning area (such as sign language, ICT, bi-lingual)
- Knowledge of how to apply individual Education, Health and Care Plans and/or other support plans
- Knowledge of relevant policies and procedures such, as child protection, health and safety, managing behaviour, marking and positive handling
- Awareness of physiotherapy, occupational therapy/speech/language therapy and the ability to delivery any special interventions that are required
- Knowledge and experience of supervising employees
- May undertake training as required, such as first aid training, training on Downs Syndrome, ADHD, Autism Epilepsy, use of Epi-pen, allergies, fire safety training, Team Teach

Skills

Planning, organising and controlling skills

- Work under the guidance of a teacher
- Carry out a wider range of duties that are generally specific in nature, for example preparing the classroom or resources for an activity, recording pupil data, displaying pupils' work, marking pupils work to school standards
- Plan for and provide curriculum learning objectives and teaching programmes as directed by the teacher, subject lead or other senior member of staff, differentiating and adapting programmes to suit the needs of the allocated pupil(s)
- Plan and evaluate specialist curriculum learning objectives with the teacher, writing reports and records as required
- Supervise other support staff
- May provide planned or unplanned cover of teacher/classes, managing the learning environment and pupil behaviour

Communication and influencing skills

- Provide information to colleagues, parents / carers within defined guidelines
- Use language and concepts appropriate to the child's age, stage of development, and culture
- Build and maintain effective working relationships with parents/carers, colleagues and other professionals to ensure the appropriate level of service is provided
- May support the headteacher/teacher in the induction of new staff/volunteers

Initiative and Innovation skills

- Under the guidance of the teacher, work with individual or small groups of pupils or whole classes by supervising and encouraging their participation in tasks and activities
- Work within and comply with a range of school policies and procedures, including safeguarding, child protection, health, safety and security, equal opportunities, behaviour, marking, confidentiality and data protection

- Use initiative and make decisions to:
 - Guide and support pupils in their personal, emotional and social development reporting problems to the teacher as appropriate
 - Use teaching and curriculum learning objectives to plan, evaluate and adjust lesson/work plans as appropriate
 - Provide the teacher with feedback on pupil progress, achievements and problems
 - Support the teacher in managing pupil behaviour
 - Provide feedback to pupils in relation to attainment and progress
 - Deliver learning activities to pupils within agreed system of supervision, amending approach according to pupil responses/needs
 - Deliver local and national learning initiatives and make effective use of opportunities provided by other learning activities to support the development of pupils' skills
 - Assist with the supervision of pupils outside of lesson times, such as at lunchtime and playtime
 - Assist with organising and supporting school medical visits, educational visits and special events

(The above examples are not exhaustive)

Supplementary Information Form

Post Title	Teaching Assistant – level 4
Service Area	Various – Community schools in Barnet
Job Ref Number	For office use
Budget management accountability	<p>Please describe the accountability for managing budgets and their value, if applicable</p> <p>No direct budget responsibility but may ensure all financial transactions and procurement decisions in line with policies and procedures</p>
Staff management accountability	<p>Please describe the accountability for managing or supervising employees or equivalent, if applicable</p> <p>May supervise other teaching assistants</p>
Physical effort	<p>Please describe the nature of any physical effort associated with the job that is over and above normal office requirements. It is important to also describe the frequency of the effort (for example, ‘on average once a week’, ‘most of the time’)</p> <p>An on-going requirement for standing and/or working in awkward positions, which may include bending over tables, sitting on small chairs or the floor and crouching to a pupil’s height</p> <p>Likely to involve moving and handling activities, such as carrying and lifting equipment and resources, putting up displays</p> <p>May use positive handling in accordance with school policy and after appropriate training</p> <p>May assist pupils with mobility problems, such as pushing a wheelchair, using a hoist and/or other lifting</p> <p>May carry out daily programmes of physical exercises or routines with pupils, under direction of non-teaching professionals, such as Occupational Therapist, Physiotherapist, Speech and Language Therapist</p>
Working environment	<p>Please describe the nature of any adverse working conditions associated with the job. Please include people related behaviour including abuse and aggression from the public and environmental working conditions such risk of injury from people, dirt, smells and noise. It is important to also describe the frequency of the condition (for example, ‘on average once a week’, ‘most of the time’)</p> <p>Regular outdoor working, such as at outside learning activities and at playtime/lunchtime; however unlikely to work outside in extreme</p>

	<p>weather conditions</p> <p>May experience a range of behaviours from pupils, such as verbal abuse, challenging behaviour, physical outbursts</p> <p>May be exposed to challenging parents/carers and occasionally verbal abuse</p>
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Role Profile Checklist

- 1 The role profile contains a **job purpose** statement that clearly and concisely describes the overall purpose of the job. This should be a short statement, usually 2 or 3 sentences at the most.
- 2 The role profile contains a number of **accountability or responsibility** statements that describe the role in more detail.
- 3 The role profile contains a **person specification** that clearly details the knowledge, skills and experience required by somebody to carry out the job.
- 4 The role profile contains the level and type of qualification (or equivalent experience) required to carry out the job
- 5 The SIF contains specific information concerning accountability for managing or monitoring budgets and/or the management or supervision of other people.
- 6 The SIF contains specific information concerning the physical effort and/or working conditions experienced in the role. (over and above 'normal' office environment)

DECLARATIONS

This role profile and supplementary information form provides a fair reflection of the responsibilities, duties and demands of the role and the knowledge, skills and competencies required to carry it out.

Line manager to tick the appropriate boxes below:

1	Consulted with individual jobholder if applicable (do not tick if the job covers more than one jobholder)	<input type="checkbox"/>
2	Consulted with group/sample of jobholders if applicable (do not tick if the job covers just one jobholder)	<input type="checkbox"/>
3	Trades union involved in the update process if applicable (please tick if a trade union representative has been involved in the update process. For example, if the individual is a union member and requested their rep be involved or where there are larger groups of employees)	<input type="checkbox"/>
4	No jobholder as job is currently vacant	<input type="checkbox"/>
5	Role being evaluated is for a restructure consultation	<input type="checkbox"/>
6	Jobholder not consulted – Other reason: Please specify:	<input type="checkbox"/>

Line Manager	Head of Service
Print	Print
Sign	Sign
Date	Date

