

Role Profile

Part A - Grade & Structure Information

Job Family Code	3CLES	Role Title	Teaching Assistant/Teaching Assistant 1:1 SEN Support (Level 1)
Grade	S3	Reports to (role title)	Phase Leader or AHT (Inclusion or Specialist COIN Centre) and Senior Midday Meal and Play Supervisor
JE Band	114-134	School	Bell Farm Primary School
		Date Role Profile was created	November 2018

Part B - Job Family Description

The below profile describes the general nature of work performed at this level as set out in the job family. It is not intended to be a detailed list of all duties and responsibilities which may be required. The role will be further defined by annual objectives, which will be developed with the role holder. The Council reserves the right to review and amend the job families on a regular basis.

Role Purpose including key outputs	<p>Key deliverables:</p> <ul style="list-style-type: none"> • Under the overall direction and control of the Headteacher, to support teachers with their responsibility for the development and education of individual pupils and groups of pupils across the key stages to ensure pupils have full access to the National Curriculum, Pathway Plans and Education Health and Care Plans. • Use routine supervision and care skills to support pupils, including SEND pupils, in all learning activities/programmes (including offsite) and lessons to encourage independence and support any behavioural issues. • Participate in self-development activities and in-service education and training (INSET) days to ensure the relevant skills are kept up to date and to enable oneself to actively pursue the aims of the school • To understand and implement school policies, paying particular attention to Child Protection, Health and Safety, Behaviour, Teaching and Learning, Equal Opportunities • To supervise children in the dining and play areas during breaks. To ensure orderly conduct and promote good mealtime and positive play experiences in a safe and proactive manner.
Work Context	Bell Farm School is a 3-form entry maintained primary school with a nursery. It is based in Walton-on-Thames, Surrey. Extended care is provided for pupils at the school from 8.00am until 6.00pm in the form of a Breakfast Club and After School Club (Treetops). The Hive is an on-site specialist centre for children aged 4-11 with communication and interaction needs.
Line management responsibility if applicable	n/a
Budget responsibility if applicable	n/a
Representative Accountabilities Typical accountabilities in roles at this level in this job family	<p>Support delivery</p> <ul style="list-style-type: none"> • Deliver 1-1 and/or group support / intervention and monitor pupil performance , including those who have physical, emotional or educational needs, under the direction of senior staff. • Use of relevant tools/equipment. • Carry out routine tasks to organise and maintain the learning environment. • Ensure all well being, behaviour and personal development of pupils. • May carry out personal care routines as appropriate. • Maybe required to respond to pupils' needs in routine, pre-agreed tasks (including routine medical needs).

	<p>Planning and Organising</p> <ul style="list-style-type: none"> • Plan own set tasks within the day. • Ensure materials and equipment are available as and when required. • Maybe required to contribute with activity planning. <p>Analysis, Reporting and Documentation</p> <ul style="list-style-type: none"> • May need to make records of activities/observations for further submission to supervisor as per instructions. <p>Work with others</p> <ul style="list-style-type: none"> • Respond to individual needs and/or answer simple queries politely and ask for assistance where necessary. • Report any concerns, problems or incidents, e.g. safeguarding, behaviour, breakdowns, deficiencies, in accordance with relevant reporting procedures. • Liaise with parents, visitors, and contractors in a courteous manner, to promote a positive image of the site. <p>Duties for all</p> <p>Values: To uphold the values and behaviours of the organisation.</p> <p>Equality & Diversity: To work inclusively, with a diverse range of stakeholders and promote equality of opportunity.</p> <p>Health, Safety & Welfare: To maintain high standards of Health, Safety and Welfare at work and take reasonable care for the health and safety of themselves and others.</p> <p>The Core National Standards for Supporting Teaching & Learning: To understand and carry out role in line with agreed standards, expectations & qualifications.</p> <p>Contribute to and influence children's learning and personal development.</p> <p>To have regard to and comply with safeguarding policy and procedures.</p>
<p>Education, Knowledge, Skills & Abilities, Experience and Personal Characteristics</p>	<ul style="list-style-type: none"> • Basic numeracy and literacy e.g. through GCSE qualification in English and Maths or equivalent, or able to evidence ability at an equivalent level. • Able to work towards Vocational Qualifications Level 1 or equivalent experience in relevant field. • Basic understanding of Health and Safety regulations, procedures and the principles of equality and diversity. • Basic IT skills • Ability to operate basic equipment. • Good listening skills and enthusiasm to learn. • Accuracy and ability to follow instructions. • Ability to fulfil all spoken, written and comprehension aspects of the role with confidence through the medium of English in all public facing roles. • May be required to undertake manual handling and physically demanding work. • May be required to undertake first aid qualifications
<p>Details of the specific qualifications and/or experience if required for the role in line with the above description</p>	<p>Education and training</p> <p>Desirable: Knowledge of Microsoft office e.g., word and excel.</p> <p>Essential: GCSE Grade C or equivalent in at least English and Mathematics.</p> <p>Experience</p> <p>Desirable: Experience of working in a school environment.</p> <p>Abilities and skills</p> <p>Desirable: Ability to analyse tasks and how they may be best achieved. Good oral and written communication skills. Motivational skills</p> <p>Essential: Ability to plan and prioritise a range of regular and irregular tasks within specific deadlines. Ability to relate in a friendly but firm way with a wide range of personalities. Ability to maintain confidentiality inside and outside the workplace. Ability to be open with children and to have sympathy for what concerns them.</p> <p>Personality</p> <p>Desirable: Outgoing personality. Enjoy varied work. Sense of humour</p> <p>Essential: Enjoy working as part of a team. Supportive of colleagues. Patience. Adaptability.</p> <p>The following are required for this role:</p> <p>A satisfactory enhanced Disclosure and Barring Service (DBS) with Children's Barred List check and, if necessary, a childcare (disqualification) regulation, staff declaration form.</p>

Role Summary	Roles at this level provide support in a defined area using play equipment, powered tools and equipment. They perform a limited range of well-established routines within basic procedures under regular supervision. They are generally practical roles but require some previous work experience. The work is typically to daily deadlines; some organising of their own workload may be required but timescales will be hour-to-hour and day-to-day. The nature of planning in these roles is development and supervision to meet children learning needs.
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