



Role Profile					
<b>Job Title</b>	Teaching Assistant Level 2 (Special)	<b>Job No. (Office Use)</b>	S1006	<b>Band/Band Range- (for career grades)</b>	Grade C
<b>Directorate</b>	Children's Services		<b>Department</b>	Mill Ford School	
<b>Division</b>	Special School		<b>Unit</b>		
<b>Reports to (Job Title)</b>			<b>Org Chart Attached?</b>		
<b>Suitable for Job Share (Y/N)</b>			<b>If No – reason</b>		
<b>Location</b>	Various		<b>Shift Pattern</b>		
<b>CRB check required</b>	Yes – enhanced level				
<b>In preparing a Role Profile, please refer to HAY and NJC scheme guidance</b>					
<b>Job Purpose</b>	To work under the instruction/guidance of teaching/senior staff to undertake work/care/support programmes to enable access to learning for pupils and to assist the teacher in the management of pupils and in the management of the classroom. The work may be carried out in the classroom or outside the main teaching area.				

<b>Decision Making</b>	The job involves working from instructions, but making minor decisions involving the use of initiative. Problems are referred to a supervisor / manager. Little close supervision is necessary beyond that provided by working arrangements and methods
<b>Accountabilities</b>	<ul style="list-style-type: none"> <li>• Provide support for pupils, including those with special needs, ensuring their safety and access to learning activities</li> <li>• Assist the teacher in the management of pupils and the management of the classroom</li> <li>• Assist the teacher with the planning of learning activities</li> <li>• Assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes</li> <li>• Undertake pupils record keeping which will include recording pupils responses top learning activities</li> <li>• Promote self-esteem and independence</li> <li>• Promote positive pupil behaviour, deal promptly with conflicts and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour</li> <li>• Provide assistance with pupil first aid and welfare issues e.g. look after sick pupils and liaise with parents</li> <li>• May be required to demonstrate own tasks to new starters or less experienced members of staff</li> <li>• May be required to assist in the handling of small amounts of money related to various school events, which are then handed over to school office staff for processing</li> <li>• Undertake other duties appropriate to the grade of the post</li> </ul>
<b>Demands</b>	<p>Some lifting, stretching and physical effort required for the preparation of the classroom for lessons and clearing away afterwards. Post holder will periodically be required to assist with the display of pupils' work which may involve considerable physical effort.</p> <p>Post holder will be required to concentrate for most of the morning or afternoon whilst observing and assisting the pupils during lessons.</p> <p>There may be occasional emotional stress experienced through exposure to difficult child protection/welfare issues which may cause the child to become angry or upset.</p>

Working Conditions	<p>Post holder mainly operates within classroom based conditions and there is regular background noise. There may be some exposure to environmental conditions when supervising pupils/students outside at lunchtime and during off-site activities and school trips. There may be the need to deal with bodily fluids when providing personal care to pupils.</p> <p>Post holder will be subject to occasional exposure to pupils exhibiting difficult and challenging behaviour and who are angry or upset.</p>
Experience, Knowledge and Qualifications	<p><b>Essential:</b></p> <ul style="list-style-type: none"> <li>• NVQ 2 Teaching Assistants or equivalent qualifications or experience</li> <li>• Knowledge of First Aid</li> <li>• Completion of DFES Teacher Assistant Induction Programme</li> <li>• Numeracy &amp; Literacy skills to fulfil the duties of the role</li> <li>• Understanding of Foundation/National Stage Curriculum and other basic learning programmes and strategies</li> </ul>
Skills and Technical Competencies	<ul style="list-style-type: none"> <li>• Post holder will be required to use interpretation skills in order to solve straightforward problems</li> <li>• Post holder will be advising and guiding the pupils on a daily basis. Effective written and oral communication skills required to liaise with pupils, other staff, parents and outside agencies and professionals.</li> <li>• Keyboarding skills required to support the use of ICT in learning activities. Post holder will be required to operate office equipment e.g. photocopier</li> </ul> <p><i>Technical competencies will be developed in liaison with departments over 2009/10. Managers wishing to incorporate technical competencies with immediate effect should liaise with Eve Skuse in the job evaluation team on 308927.</i></p>
Behavioural Competency	<p><i>A corporate behavioural competency framework is currently under development and guidance on completing this section will be provided at a later date. Anyone requiring further information should contact their HR Adviser or Eve Skuse in the job evaluation team on 308927.</i></p>

<b>Corporate Standards</b>	<ul style="list-style-type: none"> <li>• Act at all times in accordance with appropriate legislation and regulations, codes of practice, the provisions of the council's constitution and its policies and procedures.</li> <li>• Work within the requirements of the Council's Health and Safety policy, performance standards, safe systems of work and procedures.</li> <li>• Undertake all duties with due regard to the corporate equalities policy and relevant legislation.</li> </ul>		
<p align="center"><b>Once role profile complete – authorise and forward to the job evaluation team, complete with all other paperwork if due to be graded.</b></p>			
<b>Signed: Manager</b>		<b>Date:</b>	
<b>Signed: Head of Service</b>		<b>Date:</b>	