

Grading

Job Description and Employee Specification

<u>Job Title:</u> Teaching Assistant Level 1	<u>Directorate:</u> Education and Personal Development
<u>Post Number:</u>	<u>Division:</u>
<u>Grade:</u>	<u>Business Unit/Section:</u> St Luke's
<u>Overall Purpose of Job:</u> To assist in developing pupils' learning, personal self-care skills, and in managing pupils' behaviour, under the close direction of the teacher or other senior member of staff. This role provides an opportunity to take part in our in house development programme in order to develop the skills to become a successful Teaching Assistant	
<u>Main Responsibilities:</u> 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 pupils' good and positive behaviour through positive interactions with the pupils and participates fully in strategies agreed as part of any pupil's individual support 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.	

Grading

Job Description and Employee Specification

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| 7 | Under close direction of the teacher or other senior members of staff participates in delivery of learning activities. |
| 8 | Undertake training and development tasks related to the St Luke's Teaching Assistant Development Programme. Please note there is no accredited Teaching Assistant Qualification awarded following completion of this programme. |

Knowledge, Skill and Experience Required:

- Communication skills
- Basic knowledge of normal child development and children's personal development needs
- Basic knowledge of the main implications of common disabilities in children for school and for families of pupils
- Basic knowledge of strategies which promote good behaviour
- 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 pupils' behaviour at all times
- Monitors and is responsive to pupils' personal needs and communication
- Communicates effectively with teachers and other school staff whenever the need arises and recognises the need to communicate

Decision Making:

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

Grading

Job Description and Employee Specification

Contacts and Relationships:

Teachers

- Assists teachers in developing pupils' learning, self-care skills and managing behaviour: daily

Pupils

- meets personal, social and educational needs; daily.

Leadership group of the school

- takes part in departmental, subject or whole school meetings; weekly
- fully engages in all tasks related to the Teaching Assistant Development Programme

Other staff

- works in collaboration with other teaching assistants; daily
- attends training led by other school staff in relation to their role

Other Professionals

- minimal contact

Parents

- minimal contact

Responsibility for Resources:

None

WORK ENVIRONMENT

Work Demands:

To complete tasks related to the Teaching Assistant Development Programme (time will be given during the school day to complete tasks)
Implementing activities in school hours as directed. Time to complete activities will vary.

Grading Job Description and Employee Specification

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's personal care needs

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

May be involved in supporting children who are dysregulated

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

Working Conditions:

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

May be involved in supervision on playground in 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 children who are unwell.

Grading

Job Description and Employee Specification

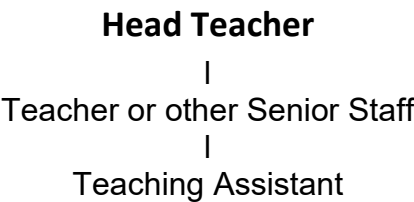
Position in Organisation:

Indicate how many staff the post is directly accountable for:

Are posts supervised in more than one location? Yes ☐ No ☐

Is the supervision shared with another post in the structure? Yes ☐ No ☐

Please indicate which post(s) NOT APPLICABLE



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

Grading Job Description and Employee Specification

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POST NUMBER	JOB TITLE		HOURS PER WEEK
	ESSENTIAL	DESIRABLE	HOW MEASURED
EXPERIENCE	1. Desire to work with children with complex educational needs and associated behaviours	1. Experience of working with children in mainstream or specialist settings, in a paid or voluntary capacity. 2. Experience of supporting pupils with complex learning difficulties, including pupils with sensory, physical, communication, or language learning disabilities 3. Experience of supporting children's personal care needs 4. Experience of using visual language systems for communication 5. Experience of working with children and families from a range of cultures represented locally	Application form Interview
EDUCATION, TRAINING AND QUALIFICATIONS	1. Evidence of basic skills in English and Maths	1. Experience and training in strategies to reduce instances of challenging behaviour, for example Trauma Informed Practice 2. First Aid or First Aider qualification	Application form/certificate

Grading Job Description and Employee Specification

	ESSENTIAL	DESIRABLE	HOW MEASURED
SKILLS AND KNOWLEDGE	1. Literacy skills 2. Numeracy skills 3. Communication skills 4. Time management & Organisational skills 5. Knowledge of strategies which promote good behaviour & discipline 7. Awareness of safeguarding procedures 8. Desire to be a Champion for every Child	1. Evidence of prior training relating to children	Application & Interview
PERSONAL QUALITIES	1. Ability to work in conjunction with other members of a team in potentially disruptive situations 2. Willingness to undertake training		Interview
WORKING ARRANGEMENTS	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		Interview

Grading Job Description and Employee Specification

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: _____