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| Job Description |

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| Job Details |
| **School Name** |  |
| **Job Title** | TEACHING ASSISTANT LEVEL 1 |
| **Grade** | GRADE 3  |
| **Primary Purpose of Job** | To provide support for Teaching and Learning within the school |
| **Responsible to** | Line Manager/Head Teacher |
| **Responsible for** | N/A |
| **Principal Responsibilities** | To respond to needs of pupilsTo provide support as required within the classroomTo support children’s learning and well-being |

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| Main Duties |
|  | Respond to the needs of pupils |
|  | Contribute to the well-being and safeguarding of pupils |
|  | Ensure your actions reduce risks to health and safety |
|  | Help with classroom resources and records |
|  | Provide support for learning activities |
|  | Support literacy and numeracy activities in the classroom |
|  | Support children’s physical development needs |
|  | Support children’s social and emotional development |
|  | Act within relevant laws, school policies and procedures |
|  | Work effectively as part of a team |
|  | Escort and supervise pupils on educational visits and out-of-school activities |
|  | Provide displays |
|  | Understand and develop your effectiveness in a support role |

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| Other duties for staff with responsibility for supporting play in settings |
|  | Contribute to children and young people’s healthy eating and personal hygiene |
|  | Support children and young people’s play |
|  | Contribute to health and safety in the play environment |
|  | The post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated, at the discretion of the Head Teacher and to meet the needs of the school |

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| Version Control |
| **Job Description prepared by:** | School’s HR |
| **Job Description updated:** | 01 October 2018 |

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| Person Specification |

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| Job Details |
| **School Name** |  |
| **Job Title** | TEACHING ASSISTANT LEVEL 1 |
| **Grade** | GRADE 3 |

## Stage One

The minimum essential requirements for the above post are as follows. Please try to show in your application form, how best you meet these requirements. Disabled candidates are guaranteed an interview if they meet the essential criteria.

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| Skills and Knowledge | Method of Assessment |
|  | Ability to interact with pupils in ways that help to develop their ability to think and learn | Application form/Interview |
|  | Ability to listen, question, understand and respond to pupils and adults | Application form/Interview |
|  | Ability to communicate effectively with pupils, staff and other adults and to develop and maintain respectful professional relationships with pupils and adults | Application form/Interview |
|  | Ability to act a good role model for pupils and provide encouragement and support using a language and vocabulary the pupil is likely to understand | Application Form / Interview |
|  | Ability to recognise when pupils are in danger of risk or harm and know what actions to take to protect them, in accordance with school procedures | Application Form/Interview |
|  | Awareness of safeguarding principles and safe working practices | Application Form / Interview |
|  | Displays commitment to the protection and safeguarding of children and young people. | Application Form / Interview |
|  | Ability to provide feedback on progress of an activity and pupil’s response to it | Application Form / Interview  |
|  | Ability to use praise and assistance to maintain the pupils’ interest and enthusiasm for an activity | Application Form / Interview |
|  | Ability to positively encourage children’s self-reliance, self-confidence and positive behaviour  | Application Form / Interview |
|  | Ability to support activities in the classroom and the playground and respond appropriately to incidents and accidents in line with school procedures. | Application form/Interview |
|  | Ability to encourage positive relations between children in ways which are realistic to the expectations of their behaviour and developmental levels | Application form/Interview |
|  | Ability to deal calmly and promptly with conflict and behaviour issues, including applying sanctions and rewards, in line with school procedures, and within limits of responsibility. | Application form/Interview |
|  | Ability to identify areas of work that could be improved and to contribute to improving the skills and knowledge of pupils. | Application form/Interview |
|  | Awareness of the main stages of development and learning of pupils in relevant phase | Application Form/Interview |
|  | Awareness of the factors that can support and get in the way of the development of thinking and learning | Application Form/Interview |
|  | Awareness of the possible barriers to communication | Application Form / Interview |
|  | Awareness of the importance of sharing information when pupil’s safety and well-being are concerned and of maintaining confidentiality about sensitive information, except where the safety and welfare of the pupil means it is appropriate to share with other people and agencies  | Application Form/Interview |
|  | Awareness of how to report, record and pass on information about pupils | Application Form/Interview |
|  | Awareness of and respect for children’s own and others’ cultural backgrounds and requirements. | Application Form/Interview |
|  | Awareness of actions that can be taken to improve skills, knowledge and effectiveness at work  | Application Form/Interview |
|  | CompetenciesPlease note the school’s competencies, which are considered to be essential for all roles, are in the attached Core Competencies document | Interview |

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| Experience, Qualifications and Training | Method of Assessment |
|  | Experience of working with &/or caring for children (within specified age range) in either a paid or voluntary capacity  | Application Form/Interview |
|  | Holder of, working towards or willing to work towards a vocationally-related qualification or equivalent in Support Work in Schools | Application Form/Interview |

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| Work Related Circumstances | Method of Assessment |
|  | To attend staff training days, twilight training sessions and relevant out of hours training and events. | Interview |
|  | This post is subject to an enhanced disclosure and a barred list check from the Disclosure & Barring Service. | Application Form / Interview |

## Stage Two

This will only be used in the event of a large number of applicants meeting the minimum essential requirements. Please try to show in your application form, how best you meet these requirements.

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| Skills and Knowledge | Method of Assessment |
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| Experience, Qualifications and Training | Method of Assessment |
|  | Awareness of the curriculum for relevant phase/key stage | Application form/Interview |
|  | Experience of working in a school in the relevant key stage | Application form/Interview |
|  | Holder of, working towards or willing to work towards an NVQ level 2 or equivalent in Teaching Assistant or Supporting Teaching and Learning in schools.  | Application form/Interview/Certificate |
|  | Holder of GCSE Mathematics and English qualification Grades A-C or 9-4 or the equivalent | Application form/Interview/Certificate |

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| Version Control |
| **Person Specification prepared by:** | School’s HR |
| **Person Specification updated:** | 01 October 2018 |

# Core Competencies

These core competencies are considered essential for all roles within this school. Please be prepared to be assessed on any of these during the interview process and, for the successful applicant, throughout the probationary period.

**Developing Self and Others**

Promote a learning environment to embed a learning culture. Support others to develop their skills and knowledge to fulfil their potential. Actively pursue your own development.

**Civil Contingencies**

Bolton Council has a statutory duty under the Civil Contingencies Act 2004 to respond in the event of an emergency. If the Emergency Management Plan is activated, you may be required to assist in maintaining key council services and supporting the community. This could require working outside of routine working hours and working from places other than your normal place of work.

**Equality and Diversity**

Uphold the principles of fairness and the Equality Act 2010 in all undertakings as an employee of the school, including providing a fair, accessible service irrespective of customer’s race, religion, gender, sexuality, disability or age.

**Customer Care**

The ability to fully understand, assess and resolve the needs of all customers including those who present with complex situations, in a manner that respects dignity and expresses a caring and professional image.

**Health and Safety**

Take responsibility for the health and safety of yourself and others who may be affected by your acts or omissions, and comply with all health and safety legislation, policy and safe working practice, including participating in training activities necessary to your post.

**Data Protection and Confidentiality**

Ensure that any personal data or confidential data you hold is kept securely and is not disclosed, whether electronically, verbally or in writing, to any unauthorised third party. Follow school policies and procedures on dealing with personal information and information assets, including the Code of Conduct, Information Management, and ICT Acceptable Use. Personal or confidential data should only be accessed or used for school purposes.

**Fluency Duty**

Should you be required, as a regular and intrinsic part of your role, to speak to members of the public in English, you must be able to converse at ease with customers and provide advice in accurate spoken English, as required by the Immigration Act 2016.

**Working Hours**

The nature and demands of the role are not always predictable and there will be an expectation that work will be required outside of normal hours from time to time.

**Safeguarding**

This School is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. Should the role involve working with the above groups, you will be subject to an Enhanced Disclosure and Barred List check by the Disclosure and Barring Service.