

## Grading

# Job Description and Employee Specification

<b><u>Job title:</u></b> Teaching Assistant with responsibility for Sports (Level 2)	<b><u>Service area:</u></b> Learning Skills & Culture
<b><u>Post number:</u></b>	<b><u>Division:</u></b> Schools
<b><u>Grade:</u></b> 4	<b><u>Section/team:</u></b>
<b><u>Overall purpose of job:</u></b>	
<p>To help organise and promote sporting activities within school and after school fixtures in the school and at other venues in the area with a particular focus on increasing participation.</p> <p>To work closely with teaching staff to help deliver intervention programmes to pupils as directed.</p> <p>To assist in the planning, teaching and assessing the differentiated curriculum and in developing, implementing and evaluating individual education plans and individual behaviour plans, under the general direction of the teacher.</p> <p>To design and implement opportunities for those in receipt of Pupil Premium funding, in order to develop their confidence, engagement and attendance at school</p>	
<p>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.</p>	
<b><u>Main responsibilities:</u></b>	
<p>To organise sporting activities during breaks, lunchtimes and after school (under the direction of teaching staff, particularly the PE coordinator).</p> <p>Helps individual pupils or groups of pupils to access the differentiated curriculum, including assisting with the planning and evaluation of learning activities.</p> <p>Assists with general administration and supports classroom management, including creating learning materials.</p> <p>Contributes to the development, implementation and evaluation of individual education plans and individual behaviour plans that are devised by the teacher.</p> <p>Supervises pupils in planned activities when the teacher is temporarily absent, in accordance with instructions/directions.</p> <p>Supervises pupils in group or one to one learning activities in school away from the main teaching area, following appropriate risk assessment.</p> <p>Helps promote pupil good behaviour and discipline through positive interactions with the pupils and participates fully in strategies agreed as part of any pupil's individual behaviour plan, including physical interventions.</p>	

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Available to arrange and carry out lunchtime and after school clubs.

Shares with the teacher, colleagues and supporting professionals and parents, issues of concern and positive feedback about the pupil's welfare and achievements.

### **Knowledge, skill and experience:**

- Experience of working with children and young people in play/sports activities
- Experience of organising sporting activities/coaching
- Communication skills, including facility with visual communication systems
- Time management and organisational skills
- Literacy and numeracy skills
- ICT capability
- Knowledge of child development and children's personal development needs
- Knowledge of the implications of common disabilities in children for teaching and learning at school and for families of pupils
- Knowledge of strategies which promote good behaviour and discipline.

### **Creativity and innovation:**

- Able to collaborate with PE subject leader to increase participation in sporting activities and work within the existing sports team to develop high quality sporting experiences
- Monitors and is responsive to pupil learning and behaviour at all times by making adjustments to supervised activities
- Monitors and is responsive to pupil personal needs and communication
- Communicates effectively with teachers, other professionals and parents whenever the need arises and recognises the need to communicate
- On the basis of their knowledge and understanding of pupils' needs and responses to learning, contributes actively to the planning and review of the differentiated curriculum and individual education plans/individual behaviour plans by recommending changes in targets or provision to the teacher.

### **Contacts and relationships:**

#### **Teachers**

- Contributes to their planning, teaching and assessing the curriculum – daily

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### **Pupils**

- Enables access to the planned curriculum and meets personal and social needs – daily

### **Leadership group of the school**

- Takes part in departmental or whole school meetings – weekly

### **Other staff**

- Works in collaboration with other teaching assistants, dinner supervisory assistants, senior midday supervisors,— daily

### **Other Professionals**

- Provides information about pupil progress, strategies and issues, (e.g. to therapists, nurses, specialist teachers) and implements joint recommendations (e.g. as directed by SLT & Line Management) – weekly

### **Parents**

- Shares information about class activities, pupil progress and family needs – irregularly (under direction of teaching staff)
- Shares information about pupil progress with inclusion programmes – weekly (under direction of teaching staff)

### **Decision making:**

Only decisions which the post holder will make. Are they made in consultation with someone else?

Are they decisions or recommendations ratified by others? How much freedom to act do they have? What areas are covered by their discretion?

How regularly will they do this?

What are the consequences of the decisions they take?

What impact do the decisions made have? On the service, public/clients?

### **Responsibility for resources:**

None

## **WORK ENVIRONMENT**

### **Work Demands:**

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There are no specific deadlines other than implementing activities in lessons and in school hours as directed. Time to complete activities will vary.

Disruptions may be caused by unplanned absences of staff and children and unexpected visits by parents and professionals.

### **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. in PE lessons, when meeting a pupil's personal care needs, when taking pupils for off-site educational visits, when pupils embark onto and disembark from home-school transport.

### **Working conditions:**

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

Works in outside activities (e.g. on sports field, supervision on playground) and off-site educational activities 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 unwell children.

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### Position in organisation:

Indicate how many staff the post is directly accountable for:

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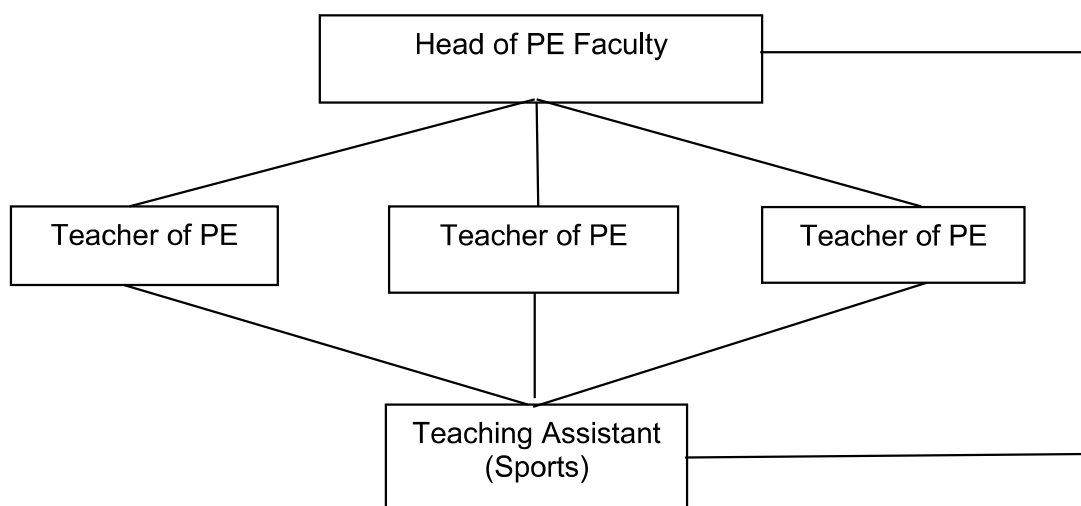
Are posts in more than one location? Yes ☐ No ☒

Is this at the same site? Are the posts managed highly mobile?

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

Please indicate which post(s) N/A

You must provide an organisation chart that shows where the job sits within the structure. This should be a simple diagram but with enough detail to put the job into context, i.e. the post holder may manage different groups of staff undertaking different tasks. The chart must show the job in question, the job to which it reports, those jobs which report alongside it and subordinate posts.



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POST NUMBER	JOB TITLE	HOURS PER WEEK	
	ESSENTIAL	DESIRABLE	HOW MEASURED
<b>EXPERIENCE</b>	<p>Experience of working with children in mainstream or specialist settings, in a paid or voluntary capacity.</p> <p>Experience in the use of ICT</p>	<p>Experience of developing &amp; creating simple educational activities</p> <p>Experience of pupils who have both learning and behaviour problems</p> <p>Experience of working in a team</p> <p>Experience of supporting students with complex learning difficulties</p> <p>Experience in the use of Team Teach interventions with pupils who present challenging behaviours</p> <p>Experience of working with children and families from a range of cultures represented locally</p> <p>Experience in the support of children and young people with specialist educational requirements</p>	<p>Application form</p> <p>Interview</p> <p>References</p>

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<b>EDUCATION, TRAINING AND QUALIFICATIONS</b>	GCSE Grade C or above or equivalent in Maths & English	<p>Some evidence of specialist training in areas of SEN or willingness to be trained</p> <p>Teaching Assistant (Level 2) Qualification</p> <p>First Aid Qualification</p> <p>Team Teach Certificate</p> <p>Qualification in the support of students with SEND</p>	Application form Interview
<b>SKILLS AND KNOWLEDGE</b>	<p>Excellent Interpersonal and communication skills</p> <p>Ability to participate in planned physical interventions</p> <p>Strong organisational skills</p> <p>ICT competency</p> <p>Ability to maintain confidentiality at all times</p> <p>Understanding of what safeguards are necessary to ensure the safety of children.</p>	<p>Excellent time management</p> <p>Understanding of child development and personal needs</p> <p>Understanding of individual learning styles</p> <p>Good literacy and numeracy skills</p> <p>Knowledge of strategies which promote good behaviour and discipline</p> <p>Ability to respond to “on the spot incidents” as and when they arise</p> <p>Ability to adapt to changing situations</p> <p>Basic knowledge of child protection legislation , procedures and staff responsibilities</p>	<p>Application form Interview</p> <p>References</p>



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	ESSENTIAL	DESIRABLE	HOW MEASURED
<b>PERSONAL QUALITIES</b>	<p>Willingness to participate fully in the life of the school.</p> <p>Has a commitment to working with parents and other support agencies</p> <p>Commitment to participate and run extra-curricular activities, attend fixtures and clubs</p>		Interview

The post is subject to:

- Disclosure of convictions under the Rehabilitation of Offenders (Exemption) Act 1974 **Yes X No** ☐
- Political restriction **Yes** ☐ **NoX**
- The ability to speak fluent English under the Immigration Act 2016 **Yes** ☐ **No** ☐

Employee:

(signed) \_\_\_\_\_ (print) \_\_\_\_\_ Date: \_\_\_\_\_

Manager:

(signed) \_\_\_\_\_ (print) \_\_\_\_\_ Date: \_\_\_\_\_