

Wiltshire Council

School Support Staff

Job Profile

Reference :	SCH064	Grade D
Job Title :	Basic Teaching Assistant	
Main Job Purpose :	Under the direction of the Teacher/s, to generally support pupils in a mainstream school to access learning.	

Main Duties	
1.	Supporting pupils learning, either in groups or through 1:1 work. The exact tasks will depend on the learning support needs of the pupil/s but may include: <ul style="list-style-type: none">- clarifying and explaining instructions- ensuring pupils are able to use equipment and materials provided- motivating and supporting pupils- assisting in weaker areas, e.g. language, reading, spelling, handwriting, presentation- helping pupils to concentrate on and finish work set- meeting physical needs as required while promoting independence- liaising with class teacher and Special Educational Needs Co-ordinator about Individual Education Plans- as specified by the Teacher, developing appropriate resources to support pupils
2.	Supporting pupils self esteem, inclusion and behavioural development, e.g. <ul style="list-style-type: none">- encouraging an acceptance and inclusion of the pupil with special needs- developing methods of promoting/reinforcing the pupil's self esteem and independence- providing individual supervision in and out of the classroom for pupils with behavioural problems- establishing a supportive relationship with pupils- reinforcing the school ethos, e.g. expectations of behaviour within class and elsewhere on the school site- supervising pupils on outings, school activities

Main Duties	
3.	<p>Provide physical/personal care to pupils where required, e.g.</p> <ul style="list-style-type: none"> - helping with dressing/toileting - undertaking physiotherapy and speech therapy exercises following instruction and advice from a qualified therapist
4.	<p>Supporting the Teacher/s, e.g.</p> <ul style="list-style-type: none"> - As directed by the Teacher, adapting and interpreting lessons and instructions to pupils - In conjunction with the class teacher (and other professionals as appropriate) to develop system/s of recording pupil progress and contribute to the maintenance of this record - Providing regular feedback about pupils to the Teacher/s
5.	<p>Supporting the curriculum</p> <ul style="list-style-type: none"> - Support the delivery of the Literacy and Mathematics strategy along with other aspects of both the National Curriculum and the enhanced curriculum offered by the school.
6.	<p>Supporting the school, e.g.</p> <ul style="list-style-type: none"> - assisting with setting up, storing and retrieving and general maintenance of classroom equipment and teaching aids, e.g. computers and computer software, resources, indoor and outdoor play equipment, photographic equipment etc - helping to ensure the hygiene of the teaching environment in cases of sickness or soiling - administering minor First Aid under the guidance of a qualified person

Supervision and Management
<p>The job holder has no regular supervisory responsibility for staff but assists in work familiarization of peers and new recruits.</p>

Creativity and Innovation (i.e. Problem Solving)
<p>The job holder works within school procedures, policies and approved methods and under the supervision of the Classroom Teacher.</p>

Key Contacts And Relationships

The jobholder has extensive contact with pupils, which involves mentoring, motivating and imparting skills and/or knowledge. Information is exchanged with Teachers and other school staff, school management, parents/carers and at times representatives of other Agencies e.g. Health, Social Care

Decision Making

The jobholder is expected to follow school procedures, and plans made by the Classroom Teacher.

Resources

The jobholder is expected to use school resources appropriately and with care, but is not personally accountable for their overall security.

Working Environment

The jobholder is mainly based in a classroom setting and there is regular background noise. The work involves some crouching, stretching, or working in other constrained or awkward positions e.g. when dealing with pupils. There may be the need to deal with body fluids when giving personal care to pupils.

Knowledge and Skills

New entrants are not required to have any background in Learning Support work but must have good general skills at dealing with children/young people and have the ability, through an extended induction period, to learn and apply learning support techniques. By the time the jobholder is fully competent in the job he/she will be operating at NVQ 2 (or equivalent) level with an understanding of different learning support needs and ways of meeting these.