

## CHESHIRE EAST COUNCIL

### JOB DESCRIPTION QUESTIONNAIRE

<b>JOB TITLE</b>	Teaching Assistant – Support, without special needs (Primary schools)	<b>JOB REF NO</b>	AAAD5039
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#### **BASIC JOB PURPOSE**

To support the teaching staff and teaching assistants in the development and education of pupils in accordance with the aims and policies of the school.

	<b>MAIN RESPONSIBILITIES</b>
<b>1.</b>	Assist teaching staff in the delivery of learning activities and work programmes and undertake predetermined activities with pupils so that their intellectual and social development (including self-reliance and self-esteem) is fostered.
<b>2.</b>	Provide input into the planning and evaluation of learning activities for individuals and groups of pupils to enable the teaching staff to make informed decisions when developing their plans.
<b>3.</b>	Supervise the activities of individuals or groups of pupils both in and out of the classroom (including educational visits) to ensure their safety and facilitate their physical and emotional development in accordance with the school's behaviour management policy.
<b>4.</b>	Monitor individual pupil's progress, achievements and development and report these to the teaching staff/line manager to inform decisions taken regarding the Individual Education Plan, Behaviour Plans and Personal Care Programmes for a pupil.
<b>5.</b>	Liaise with parents and carers in conjunction with the teaching staff to ensure effective communication concerning the pupils' well being.
<b>6.</b>	Record pupil information, as specified by the teaching staff/line manager to ensure the schools information systems are maintained.
<b>7.</b>	Attend to the personal, social and physical needs of pupils so that their well being is maintained.
<b>8.</b>	Prepare and maintain learning equipment and ensure that the classroom is kept clean and tidy.
<b>9.</b>	Display and present the pupils' work, under the direction of teaching staff, so that it enhances the classroom environment and celebrates achievement.
<b>10.</b>	Attend staff and other meetings and participate in staff training development work and staff reviews as required
Notwithstanding the detail in this job description, in accordance with the School's/Council's Flexibility Policy the job holder will undertake such work as may be determined by the Headteacher/Governing Body from time to time, up to or at a level consistent with the Main Responsibilities of the job.	

#### **1 RESPONSIBILITY FOR SUPERVISION / DIRECTION / COORDINATION OF EMPLOYEES**

### Employees directly supervised by jobholder

Not Applicable

### Other Employees supervised by jobholder (not in a direct line relationship)

<u>No and FTE</u>	<u>Levels / grades</u>	<u>Types of work</u>	<u>Where based</u>
	Occasional newly appointed members of staff (teaching and non teaching)		

#### **What does the supervision of these employees involve?**

Occasional and shared contribution with all staff in the induction of the above: provide practical instruction on school procedures, and general direction 'showing the ropes'.

Jobholder may have informal responsibility to guide the above in the unique requirements of individual pupils, and to provide support in initial classroom routines and procedures.

#### **Does the job involve supervision, direction or management of people who are not employees? *eg contractors, students on secondment***

Not Applicable

**Does the jobholder develop policy or provide advice and information which impacts on the supervision / direction / coordination of employees?** **No**

## **2 RESPONSIBILITY FOR FINANCIAL RESOURCES**

<b>Financial responsibility</b>	<b>Value of the financial resource (p.a.)</b>	<b>How often is the duty performed?</b>
Handling cash - to collect pupil's monies and forward to the school administrator as necessary. See Physical Resources.		

**Does the jobholder develop policy or provide advice and information which impacts on financial resources?** **No**

## **3 RESPONSIBILITY FOR PHYSICAL RESOURCES**

<b>Physical resource</b>	<b>Nature of responsibility of jobholder</b>	<b>How often is the responsibility exercised?</b>
Pupil records	Record and/or verbally notify teaching staff of pupil's responses during	Daily

	lessons. Access to student information contained in student files. May also be required to have access to confidential personal information.	
Classroom environment and learning equipment	Prepare classroom materials for lesson activities, clean and tidy away safely and securely.	Daily
Pupil's possessions	Safekeeping of pupil's possessions, for example mobile phones, money, keys etc in school and also whilst pupils are away from the school.	As and when required

**Does the jobholder develop policy or provide advice and information which impacts on physical resources?**

**No**

#### **4 RESPONSIBILITY FOR IMPACT ON PEOPLE**

<b><u>Task/Duty</u></b>	<b><u>Who benefits?</u></b>	<b><u>How they benefit?</u></b>
<p>Assist teaching staff in the delivery of predetermined learning activities and work programmes.</p> <p>Undertake learning activities with pupils e.g. numeracy and literacy exercises, life skills and social development etc</p> <p>Provide input into the planning and evaluation of learning activities for individuals and groups of pupils to enable the teaching staff to make informed decisions when developing their plans.</p>	Pupils	To facilitate access to learning activities and contribute to the development of children in accordance with school policies and statutory requirements
<p>Supervise the activities of individual and groups of pupils both in and out of the classroom. Encourage social interaction and positive behaviour.</p> <p>Interpret and anticipate pupil's behaviour and respond in line with behavioural plans – intervening, withdrawing and restraining as necessary.</p> <p>Monitor individual pupil's progress, achievements and development and report these to the teaching staff/line manager to inform decisions taken regarding the Individual Education Plan, Behaviour Plans and Personal Care Programmes for a pupil. Liaise with parents and carers in conjunction with the teaching staff.</p>	<p>Pupils</p> <p>Pupils and parents</p>	Ensure the safety and effective communication for the well being of pupils at all times
Attend to the personal, social and physical needs of pupils.	Pupils	Provide the appropriate level of designated care

**Does the Jobholder develop policy or provide advice and information which impacts on people?** **Yes**

**If Yes, give details:-** The jobholder contributes to the development of school practices and procedures which impact on the well being of children by making suggestions and assisting in the monitoring, and evaluating of learning, behavioural and care practices.

## 5 KNOWLEDGE

Type of knowledge	What knowledge is essential?	Why are these needed?	How is it normally acquired?
Specialist Knowledge	Understanding of classroom routines and supervision, needs of pupils, Individual Education, Behaviour and Care Plans for each child.	To support learning activities and contribute to the development of children. Assist the class teacher to evaluate and monitor pupil's progress and needs and implement behaviour and care plans. Interpret the needs of pupils.	Experience of working with children, briefing and in-house training
Literacy and Numeracy	Provide assistance and support in core subjects	To undertake learning activities with pupils. Record and/or verbally notify teaching staff of pupil's responses during lessons.	General education
School childcare procedures	An understanding of school practices and procedures which impact on children and their care.	To follow school procedures and practices to meet legislative requirements	Experience, briefing and in-house training
Legislation	An awareness of Child protection, Health and Safety, and care legislation.	To meet school standards and legislative requirements	Experience, briefing and in-house training

**How long would it take for a jobholder to become fully operational?** 6 months to become conversant with school policies and procedures and to develop working relationships with pupils and teaching staff.

## 6 MENTAL SKILLS

- a) **What sort of situations/problems does the jobholder typically have to deal with? Give two examples of typical problems solved on a regular basis.**

**Example: To respond to pupil behavioural problems.**

Assess the potential for physical or emotional harm to the children, select the appropriate moment for intervention and adopt the correct approach in keeping with the knowledge of the individual pupil. This can include removing the perpetrator in conjunction with other staff subject to the seriousness of the incident. Apply the most appropriate sanctions to the circumstances and on all occasions, evaluate and record each incident.

- b) Give an example of **the most difficult or demanding situation/problem** the jobholder has to solve.

**Example: To support the delivery of a predetermined lesson plan.**

Undertake a lesson activity with an individual pupil or a group of pupils as designated by teaching staff. Set up the classroom and prepare learning materials in accordance with teaching staff requirements. Monitor pupils' responses throughout the learning exercise in order to determine whether to revise or simplify the intended level of activity.

- c) Approximately how often would the example in (b) occur?

<b>Daily</b>
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Mental Skill	Why Needed?
Judgment	To respond in the most appropriate manner and determine the most appropriate moment for intervention.
Analytical	To assess pupils' personal, physical, and social progress and their ongoing needs
Planning	To prepare learning materials and resources in accordance with predetermined activities
Thinking on feet	To respond directly to pupil needs and pre-empt behavioural issues
Creative	Adapt learning materials to suit individual pupil needs

## 7 INTERPERSONAL AND COMMUNICATION SKILLS ESSENTIAL FOR THE JOB

Skill	Used for?	With whom?
Training	Assist in the delivery of learning activities e.g. numeracy and literacy exercises, life skills and social development etc	Pupils
Caring Verbal and intuitive communication.	Communicate, interpret and respond to personal and learning needs, and provide reassurance and hands-on support.	Pupils, and responding intuitively to the needs of professional teaching staff
Motivation	To lead by example reflecting an enthusiastic approach to care and learning activities, to praise and encourage pupils and provide recognition of their progress.	Pupils
Influencing/persuading	To encourage the adoption of appropriate standards of behaviour, to defuse any potential confrontation and to achieve given learning activities and outcomes	Pupils
Oral exchange of information	Liaise with others on sensitive pupil welfare issues	Parents/ carers Teaching staff and other professional staff
Written	To record children's progress.	Teaching staff and other professional staff

## 8 PHYSICAL SKILLS ESSENTIAL FOR THE JOB

Physical skill	Used for?	Any precision/speed requirements?
Hand-eye co-ordination and manual dexterity	Prepare classroom equipment for lesson activities, and assist pupils in the safe usage of education materials and subject specific equipment.	

## 9 INITIATIVE AND INDEPENDENCE

### Allocation of work

**a) How is work allocated to the jobholder?** The school timetable provides the basis for daily and weekly routines. The teacher prepares learning programmes and co-ordinates their provision. The jobholder supports and delivers delegated learning activities to suit the needs of an individual pupil or small groups of pupils.

**b) What is a typical cycle for allocating work to the jobholder eg hourly, daily, weekly?** Daily and for individual lessons.

### Scope for initiative

**c) How much freedom/discretion does the jobholder have:**

**to change the way work is done?**

*(e.g. recommending changes in policy, procedures, resources)*

The jobholder contributes to the development of school practices and procedures which impact on the well being of children by making suggestions and assisting in the monitoring, and evaluating of learning, behavioural and care practices.

**to allocate their time to duties?**

Within the structured school and classroom timetable, to prepare timely lesson materials, resources, displays etc and respond to individual pupils' care and learning needs.

**d) What is the level of guidance/instruction available?**

To ensure compliance with legislation and national standards all tasks are closely defined by school procedures.

**e) What sort of direction, management or supervision is given to the jobholder?**

There is a daily briefing with teaching staff. There are regular team meetings and periodic supervision to discuss training, personal and professional development issues.

**f) Give three examples of problems or decisions the jobholder would be expected to deal with themselves without reference to a supervisor/manager. How often do these occur?**

Expected problem	Nature of available	Typical Frequency
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	<b>guidance</b>	
Prepare and maintain learning equipment and ensure that the classroom is kept clean and tidy.	In accordance with school procedures and classroom routines.	Daily
Pupil behavioural issues	In accordance with school procedures and pupil behavioural plan	Daily
<b>Unexpected problem</b>	<b>Nature of available guidance</b>	<b>Typical Frequency</b>
Assist a child in distress or in medical emergency until appropriate help arrives	First aid/emergency response procedures	Several times per year

**g) Give two examples of problems or decisions the jobholder would be expected to refer to their supervisor/manager. How often do these occur?**

<b>Problem or decision</b>	<b>Point of referral</b>	<b>Typical Frequency</b>
To adapt learning activities in response to pupils' progress and reactions	Teaching staff and the individual education plan	Daily
Identified pupil difficulties with a Learning or Care Programme	Teacher	A few times per term
Identified deterioration in pupil behaviour, condition, capacity to learn etc	Teacher	Ongoing

## 10 PHYSICAL DEMANDS

Physical Demand	Typical Duration	How often?	Other details (eg how heavy?)
Assisting pupil participating in physical education/ exercises	Couple of hours	At least weekly	
Seated in a constrained position whilst undertaking learning activities in children's chairs, undertaking care functions etc	Short bursts	Throughout the working day	
Pulling and pushing, rearranging tables and classroom equipment	Short bursts	Several times throughout the working week	Awkward movement of bulky items
Reaching, bending and stretching over low pupil's worktables and whilst arranging displays	Short bursts	Several times throughout the working day	

## 11 MENTAL DEMANDS OF THE JOB

Nature of task	Mental Demand	Duration	Frequency
Under the direction of teaching staff, assist with a mixture of activities. To monitor and assess pupils' progress and to keep them on task. To support and deliver predetermined learning activities, and adapt as necessary.	Sensory attention and concentration	All day	Throughout the working day
Prepare classroom for lesson activity and tidy away equipment after lesson activity.	Attention to detail	Short periods	Daily
Provide verbal feedback of observations regarding pupil responses and progress to teaching staff. Supervise the activities of individual or groups of pupils, both in and out of the classroom (including educational visits) to ensure their safety	Alertness	Short periods  Variable according to in school activity or educational visit of a full days duration	Daily

**To what extent is the job subject to work-related pressures e.g. regular deadlines, frequent interruptions, conflicting demands?**

Nature of pressures / interruptions	Source	For how long?	How often?
Interruptions	Individual requests from pupils and teaching staff	Few minutes	Throughout the working day



Deadlines	Class routines and completion of delegated lesson activities.		
Conflicting demands	To mentally switch between the educational needs of individual pupils and select the most 'in need' pupil for immediate attention.		

## 12 EMOTIONAL DEMANDS

Nature of the task being performed by jobholder.	Behaviour / source of the emotional demand	Frequency (per day/wk/ month)
The jobholder is required to interpret pupil behaviour and address their personal needs/ stresses.	Dealing with demanding and inappropriate behaviour in accordance with school behaviour plans and policies.	Daily
Pupils openly confiding sensitive personal and domestic details.	Exposure to the intimate and disturbing detail of child abuse and protection issues, and to provide emotional support for staff colleagues.	Once or twice per year

## 13 WORKING CONDITIONS

- a) In what kind of places does the jobholder normally work (eg office, library, gardens, clients' homes)?

If more than one, give approximate proportion of time in each.

Location of work	Proportion of time
Classroom-based	90%
Outdoor activities and educational visits	10%

- b) If the jobholder works outside, are they expected to work regardless of the weather or are alternative arrangements made eg work on other duties?

- c) What unpleasant environmental working conditions or behaviour from other people are met in performing the job? (See guidance notes for examples)

Working Condition or Behaviour from other people	How long does it last at any one time?	How often does it typically occur?

Rude, abrasive and uncooperative pupils, and inappropriate behaviour.	Several minutes	Several times daily
To attend to pupils personal and care needs.	Several minutes	Throughout the working day

**d) What protection is offered (if any) e.g. against adverse weather (clothing, shelter), against infection, security measures etc.**

Full Personal Protective Equipment.

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