**Job Description with Level Criteria Matrix** 

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| **Post Title:**  **Teaching Assistant** |  | **Post Number: E9001** |
| **Date:** SEPTEMBER 2023 |
| **Department:**  Children & Young People’s Services | **Division / Branch:**  School/College or Central Support Service | |
| **Section:**  Pupil Support | **Responsible to:**  Varies | |



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| **Overall Purpose of this Post:**  To enhance pupil’s education, life skills and emotional well-being. |
| **Major Objectives:** These will include, as appropriate, those that reflect key corporate priorities, for example, Cultural Diversity, Social Justice, Environmental Quality and Economic Prosperity.   1. To support pupils’ learning as directed, in context of fostering independence and self-esteem. 2. To maintain accurate records and assist in administrative tasks. 3. To give sound advice to parents/carers for their child’s education. 4. To support the aims and ethos of the School/College. 5. To set a good example in terms of dress, punctuality and attendance. 6. To be proactive in matters relating to health and safety and child protection/safeguarding. 7. To provide appropriate supervision to individual or groups of pupils. 8. To share and adopt best practice and good ideas with other staff. 9. To implement and promote Leicester City Council's and the school/college’s policies and procedures relating to all areas of employment and service delivery. |

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| **Summary of job tasks:** The tasks listed are, generally, only those taking at least 10% of the postholder's time.   1. Assists in the educational and social development of pupils under the direction and guidance of teachers or advisory staff. 2. Assists in the implementation of pupil’s Individual Education Programmes & monitors progress. 3. Provides support for individual pupils inside and outside the classroom to enable them to fully participate in activities. 4. Works with other professionals, such as speech therapists and occupational therapists, etc. 5. Assists with administrative tasks, e.g. maintaining pupil records, creating displays of work, etc. 6. Supports pupils with emotional or behavioural problems and helps develop their social skills. 7. Works with parent/carers to support pupils’ learning and behavioural needs. 8. Attends team and staff meetings.     **These are the highest level tasks, please see “Level Criteria Matrix” for tasks at other levels.** |

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| Is this post subject to exemption from The Rehabilitation of Offenders Act 1974? Yes ✔ No |

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|  | **Job Requirements:** Essential (E) or Desirable (D). | **E/D** |
| **A. Training & Education** | Literacy and numeracy sufficient to perform the job tasks.  **See Level Criteria Matrix attached for requirements at different levels.** | E  E |
| **B. Experience** | **See Level Criteria Matrix attached for requirements at different levels.** | E |
| **C.Equal**  **Opportunity** | Must be able to recognise discrimination in its many forms and be willing to put the Council’s Equality policies into practice. | E |
| **D.Other Skills** | **See Level Criteria Matrix attached for requirements at different levels.** | E |
| **E.Other**  **Conditions**  Including any hazardous or environmentally adverse conditions | **Must satisfy relevant pre-employment checks.**  This post will involve contact with vulnerable groups (children, young people and/or adults) and is therefore exempt from the Rehabilitation of Offenders Act 1974 and subject to an Enhanced Criminal Records Bureau (CRB) Disclosure check. This exemption means that applicants for this post are required to declare all criminal convictions, cautions, reprimands and bind-overs both spent and unspent in their application, regardless of the passage of time.  **See Level Criteria Matrix attached for requirements at different levels.** | E  E |

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| Element | **Level 2 (ROLEID E9001c)** | **Level 1(ROLEID E9001d)** |
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| People Management | As lower levels plus:  Assists with supervision of pupils on visits/trips, in accordance with relevant risk assessment & guidance. | Assists with the supervision of individual, small groups or a class of pupils, e.g. as they arrive/leave the class and at break time and when required at lunchtime. |
| **Creativity required** | As lower levels plus:  Assists in assessment and review of pupils’ individual or groups of pupils' progress and statement review meetings.  Supports implementation and acts on strategies to manage pupil behaviour.  Contributes to curriculum planning, evaluation and implementation.  Assists in the introduction to the lesson and interacts with the teacher and pupils, e.g. assisting pupils to develop personal, social, emotional and communication skills and role-play activities.  Uses ICT to support children’s learning under direction.  Monitors pupils’ achievement, objectives, general care, safety and welfare and carries out pupil assessments under direction. | Assists with the day-to-day management of the learning environment, e.g. care & preparation of teaching aids, equipment, and materials, reporting damaged/faulty items, contributing to Class, School/College displays, art area designs, etc.  Supports the School/College in enabling all pupils to access the curriculum.  Assists in the management of pupil behaviour.  Participates in induction training for teaching assistants and staff review process and makes use of professional development opportunities.  Provides comfort and arranges immediate care for minor accidents (excluding duties of designated first aid officer) including tasks connected with the social education of the pupil. Where pupils have SEN that includes the need for personal care, provide this within the H & S guidelines.  Provides feedback to the teacher about learning activities.  Finds alternatives to the National Curriculum suggestions. |
| **Contacts** | As lower levels plus:  Supports pupils during independent/group work (e.g. explaining tasks, reinforcing key objectives, concepts or vocabulary; using practical apparatus).  Supports less able pupils, extends/challenges the more able; keeping pupils on task, interested, motivated and engaged.  Extends play-based learning in indoor and outdoor classrooms.  Assists in the development of communication skills & role-play.  Assists in pupils’ personal, social, emotional and self esteem development.  Deals with family issues, e.g. violence/domestic situations.  Appointed person for First Aid in relation to Care plan students/anxious students who may harm themselves. | Main contacts are with pupils and classroom teachers plus parents/carers and sometimes interact with specialists, advisors, etc on pupil issues.  Supports pupil’s curriculum learning using appropriate language (including other forms of communication, e.g. Makaton and using communication aids).  Provides pupils with the support specified by the teacher.  Provides comfort & arrange immediate care for minor accidents, upsets and ailments (excluding duties of designated first-aider).  Encourages and reinforces positive interaction for pupils with set behaviour targets.  Helps parent/carers, e.g. form filling, support agencies, etc.  Finds ways to “get through” learning, emotional, physical or behavioural difficulties. |
| **Decision making** | As lower levels plus:  Decides what to write up, e.g. observations, advice given, recommendations or actions taken, in assessments, reports, statements, incident reports.  Exercises initiative and independent action sometimes in one or more specialist areas (e.g. SEN, literacy, numeracy, early years, EAL etc).  Identifies uncharacteristic behaviour, serious problems and possible danger or risks to health to teaching staff.  Monitors achievement and feeds back to the teacher. | Works under the overall supervision of the responsible teacher.  Reports uncharacteristic behaviour, problems and risks to health to teaching staff.  Refers child protection issues/situations to teacher. |

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| Element | **Level 2 (ROLEID E9001c)** | **Level 1(ROLEID E9001d)** |
| **Objectives** | As lower levels plus:  To apply the school’s, local, and national frameworks or policies relevant to the specialist subject/support provided.  To give sound advice to parents/carers for their child’s education. | To maintain an up-to-date understanding of the role and responsibilities of their and others’ role within the school/College.  To enhance pupils’ education, life skills and emotional well-being.  To maintain accurate records and confidentiality when and where required. |
| **Resources used or managed** | As lower level plus:  Manages small amounts of Petty Cash.  Actively involved in the day-to-day management and care of learning resources. | Responsible for the inventory, safekeeping and re-ordering of classroom resources.  Uses normal office equipment, laminators, photocopiers, etc.  Uses, sets up, clears away drills, saws, compounds, materials, peripherals, etc, (ICT, Science and D&T TAs), visual/hearing aids, hoists, wheelchairs, etc.  PC & paper records, registers, admission forms, lesson plans, folders, displays, etc. |
| **Interruptions and conflict situations & frequency** | As lower level plus:  Classes wanting the same resources are resolved by discussion. | Interruptions are relatively infrequent during class times.  A yearly or termly timetable or meetings/visit schedule is normally set out and adjusted either daily, weekly or each half/term. |
| **Physical effort & IT use required** | As lower level plus:  Uses ICT as a learning tool, e.g. PC’s, printers and Interactive Whiteboards, software learning applications, etc. | Standing, walking, etc, sitting (often in very small low chairs). |
| **Working conditions** | As lower level. | Class, sometimes Gyms, ICT suites, Outdoors, Playgrounds, Noisy children.  Occasionally meeting rooms, outdoors, e.g. garden centres- other educational establishments, visits, PE/Sports etc.  Available for work/training 195 days a year (pro-rata if working less than a 5 day week, leave is taken during the vacation and half term periods). |
| **Risks encountered** | As lower level. | Restrains (courses given) children.  Deals with sickness, vomit, spitting, scratching, epilepsy, toilet training/spills, etc.  Exposed to instances of physical abuse, bites, cuts, etc. |
| **Knowledge**  **and Skill**  **levels required** | *Preferably* NVQ level 2 or equivalent qualification e.g. Teaching Assistant awards, English GCSE (A\*-C), Level 2 Basic Skills Literacy, CACHE Level 2 Certificate in Child Care and Education, etc.  Knowledge & understanding of at least one area of learning, e.g. English, Maths, Science, SEN, Early Years, and KS 3 Strategy for literacy or numeracy.  Able to relate policies & frameworks relate to the subjects/support required.  Attended some half/full day courses of aspects of the curriculum.  Able to plan own work and to exercise initiative and independent action.  Able to present information effectively, verbally and in writing.  Able to transfer theory/training into practice and demonstrate skills of problem solving drawing on relevant experience.  Able to work with professionals, parent/carers and to offer ideas. | Sufficient literacy & numeracy skills in order to carry out the duties and understand attended courses, e.g. the mandatory 4-day induction for Teaching Assistants.  There are no formal entry qualifications required for this band.  Experience of working with children of the age with which the post is concerned.  Experience of ICT as a learning tool.  Able to relate well to adults and children their learning difficulties and their needs.  Good communication and interpersonal/listening skills.  Able to work effectively in a team.  Able to take direction but be prepared to take initiative when required.  Able to acquire new skills, be flexible and adaptable and to undertake other appropriate training.  Able to establish clear boundaries. |