

Role Profile

Role Title	Teaching Assistant I
Reference Number	0516
Directorate	Children, Families and Schools
Department	Schools
Reports to	

Role Purpose

To work with teachers to support teaching and learning, providing general and specific assistance to pupils and staff under the direction, guidance and direct supervision of the classroom teacher/senior staff to maximise the learning environment and learning outcomes.

Accountabilities

- Work with individuals or small groups of pupils in the classroom under the direct supervision of teaching staff, and provide feedback to the teacher and pupils to help improve learning outcomes.
- Support pupils to understand instructions, encouraging independent learning and inclusion of all pupils to ensure classroom activities are understood and carried out to the best of their ability.
- Support the teacher in behaviour management in order to keep pupils on task and in-line with school values and behaviours.
- Support pupils in their social and emotional well-being, reporting problems/achievements to the teacher as appropriate to foster a positive learning environment.
- Prepare and maintain the learning environment and resources, including photocopying, filing and the display and presentation of pupils' work and contribute to maintaining a safe and effective learning environment.
- Support children's learning through play and assist with break-time supervision, including facilitating games and activities to encourage appropriate social skills and good citizenship.
- Assist pupils with eating, dressing and hygiene, as required, to ensure appropriate care and well-being, whilst encouraging independence.
- Undertake basic pupil record keeping as requested to ensure accurate classroom reporting.

Knowledge / Skills / Experience required

- NVQ Level 2 in Supporting Teaching and Learning or equivalent, or working towards such a qualification.
- Literacy and numeracy skills.
- Knowledge of policies and procedures relevant to child protection and health and safety.
- Knowledge of the curriculum, key stages and lesson types.
- Experience of working with children relevant to the age of those at the school.
- Ability to provide instruction and communicate persuasively and assertively with a range of children.
- Ability to react and respond to situations as they arise.

Dimensions of role

- This role does not have any management or supervisory requirements.
- This role does not manage a budget.

- The role is task-focused, with a need to respond and react to pupil's needs.

Working Conditions

Aspects of the role that have a material impact on the nature of the job, once all reasonable actions have been taken to moderate or eliminate them:

- In supporting classroom, play and breaktime activities, the role will contain a variety of sitting, standing and walking, and bending to be at children's level.
- In supporting pupils with hygiene and some personal care, the role may be exposed to some unpleasant environmental conditions including smells and bodily fluids.
- The role is required to maintain concentration and awareness in a busy classroom environment where there are multiple demands for attention.
- In supporting the teacher with behaviour management, the role will need to handle some challenging behaviour from pupils, and where working with children with SEND, may be required to handle unpredictable behaviour or aggression towards staff.

Date	
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