

# Job Description and Person Specification

<b>Job Title: Teaching Assistant – Level 4</b>	<b>Grade: 7</b>
<b>Department: Education &amp; Inclusion Services</b>	<b>Accountable to: Headteacher</b>
<b>Contractual Terms: As determined by the school</b>	<b>DBS Requirement: Enhanced</b>

## **Overall Purpose of the Job**

To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision. This may involve planning, preparing and delivering learning activities for individuals/groups or for whole classes. This will include monitoring pupils and assessing their progress, recording and reporting on pupils achievement progress and development.

To be responsible for the management and development of a specialist area within the school and/or the management of other Teaching assistants including allocation and monitoring of their work, appraisal and training requirements.

The postholder may also supervise whole classes occasionally during the short absence of Teachers (Maximum of 1 day). This cover does not include when the postholder is covering PPA as part of their contract and when running an Early Years Unit under the direction of a Teacher.

## **Job Description**

### **Support for Pupils**

- Use specialist (curricular/learning) skills/training/experience to support pupils i.e. interventions, whether undertaking the whole class or with groups/individuals pupils both inside and outside the classroom
- Development and implementation of IEPs
- Establish constructive working relationships with pupils, acting as a role model and setting high expectations
- Promote the inclusion and acceptance of all pupils within the classroom
- Support pupils consistently whilst recognising and responding to their individual needs
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities
- Promote independence and employ strategies to recognise and reward achievement of self-reliance from pupils
- Provide feedback to pupils in relation to progress and achievement
- With relevant training provided, attend to the personal needs of pupils and implement related personal programmes, including social, health, physical, hygiene, emergency aid, medical support and welfare needs.

- To assist with pupils toileting needs as and when required. There is an expectation that the school work in partnership with parents/guardians and health care professionals to implement a toilet training programme when required.

### **Support for the Teacher**

- Organise and manage an appropriate learning environment and resources
- Assist the Teacher in lesson planning, evaluating and adjusting lessons/work plans as appropriate
- Monitor and evaluate pupils responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives
- Provide objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress and issues, ensuring the availability of appropriate evidence
- Be responsible in conjunction with the teacher for keeping and updating records as agreed with the teacher, contributing to reviews of systems/records as requested
- Record progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment.
- Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy, encouraging pupils to take responsibility for their own behaviour
- Supporting the role of parents/guardians/carers in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement etc.
- Administer and assess/mark tests and invigilate examinations. Appropriate training will be provided.
- Production of lesson plans, worksheets etc under the direction of a teacher
- Provide routine administrative classroom support for the teacher/support staff i.e. photocopying, typing, filing
- Under the direction of the Teacher/Senior Support staff prepare and clear equipment and areas, including the outdoor classroom environment, utilised in the provision of a foundation phase curriculum

### **Support for the Curriculum**

- Planning, preparing and delivering learning activities to pupils within agreed system of supervision, adjusting activities according to pupil responses/needs for individuals, groups and whole classes as required
- Deliver local and national learning strategies e.g. literacy, numeracy, KS3, Foundation Phase under the guidance of the teacher/senior support staff
- Use ICT effectively to support learning activities and develop pupils' competence and independence in its use
- Provide specialist support through learning activities for pupils, differentiating them according to pupil requirements
- Select and prepare resources necessary to lead learning activities
- Advise on appropriate deployment and use of specialist aid/resources/equipment
- Facilitate a safe and challenging learning environment wherever the activity takes place
- Prepare and replenish equipment/resources for pupils i.e. whiteboard pens, pencils, rulers and assist pupils in their use

### **Support for the School**

- Comply with and assist with the development of policies and procedures relating to child protection, health and safety, security, confidentiality, data protection, reporting concerns to an appropriate person
- Be aware of and support diversity and ensure all pupils have equal access to opportunities to learn and develop
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the Teacher, to support achievement and progress of pupils.
- Contribute to the overall ethos/work/aims of the school
- Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils
- Respect and support the role of other professionals within the school
- Deliver out of school learning activities within guidelines established by the school
- Contribute to the identification and execution of appropriate out of school learning activities, which consolidate and extend work carried out in class. Appropriate payment or TOIL provided if carrying out any duties outside of contracted hours.
- Attend relevant meetings when required within contracted hours.
- Supervision of pupils when they are out of lessons i.e. break time, lunchtime, end of school day, as required
- Supervise pupils on visits, school trips etc. within contracted hours

### **Line Management Responsibilities**

- Manage other Teaching Assistants within the school
- Hold regular team meetings with managed staff
- Represent Teaching Assistants at appropriate meetings
- Undertake induction/appraisal/training/mentoring for other Teaching Assistants

### **General Responsibilities**

- To be responsible for your own continuing self-development and to participate in training and other learning activities and performance development as required
- To be aware of and comply with policies and procedures relating to child protection, safeguarding, health and safety, security, confidentiality and data protection, reporting all concerns to an appropriate person as soon as they arise
- Actively promote equal opportunities and support the delivery of services which are accessible and appropriate to the diverse needs of service users
- To carry out health and safety responsibilities in accordance with the School's Health & Safety Responsibilities document.

**PROTECTING CHILDREN AND VULNERABLE ADULTS IS A CORE RESPONSIBILITY OF ALL STAFF. STAFF ARE EXPECTED TO ALERT THEIR MANAGER TO ANY CONCERNS THEY MAY HAVE REGARDING THE ABUSE OR INAPPROPRIATE TREATMENT OF A CHILD OR YOUNG PERSON, OR VULNERABLE ADULT**

To undertake such other duties and responsibilities commensurate with the grade as may be reasonably required by the Headteacher or as a mutually agreed development opportunity.

The contents of this document will be subject to an annual review in consultation with the post holder. Job descriptions may be amended to reflect and record such changes and job evaluated

## Person Specification

The Person Specification sets out the knowledge and/or qualifications, past experience and personal competencies that would be ideal for this particular post.

The **Qualifications** section describes the required standards needed to undertake this particular role.

The **Experience** section describes what is required in terms of what is needed to undertake this job.

The **Knowledge/Skills/Personal Competencies** section describes the kinds of technical, non-technical skills, abilities and personal characteristics that the ideal person for this particular role would have.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

## Shortlisting and appointment through Application - A, Interview - I and References - R

Attributes	Essential	Desirable
<b>Qualifications</b>  <b>A</b>	<ul style="list-style-type: none"> <li>• Level 4 Teaching Assistant qualification or equivalent qualification or equivalent experience</li> <li>• Training in the relevant learning strategies i.e literacy, numeracy interventions</li> </ul>	<ul style="list-style-type: none"> <li>• First aid qualification or a commitment to undertake the qualification</li> <li>• Specialist skills/training in curriculum or learning area i.e sign language, ICT etc</li> </ul>
<b>Experience</b>  <b>A</b>	<ul style="list-style-type: none"> <li>• Experience of working with or caring for children of relevant age range of post</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working in a school environment</li> <li>• Experience of working in the Foundation phase of a school</li> <li>• Experience of line management of staff</li> </ul>
<b>Knowledge/Skills/Personal Competencies</b>  <b>I and R</b>	<ul style="list-style-type: none"> <li>• Welsh Language Level 1 - All employees will be required to undertake a basic Welsh Language Induction to reach this level. Please refer to The Welsh Language Skills Guidance online <a href="http://www.rctcbc.gov.uk/WelshSkills">www.rctcbc.gov.uk/WelshSkills</a></li> <li>• Can use ICT effectively to support learning</li> </ul>	<ul style="list-style-type: none"> <li>• Welsh Language Level 2 - Level 5. Please refer to The Welsh Language Skills Guidance online <a href="http://www.rctcbc.gov.uk/WelshSkills">www.rctcbc.gov.uk/WelshSkills</a></li> <li>• Experience of using equipment technology i.e. Photocopier, DVD player,</li> </ul>

	<ul style="list-style-type: none"> <li>• Good organisational skills</li> <li>• Ability to solve problems on a day to day basis</li> <li>• Ability to work as part of a team, with minimal supervision and to act on own initiative</li> <li>• Ability to cope with conflicting demands, deadlines and interruptions</li> <li>• Empathy with adults, children and young people</li> <li>• Firm commitment to continuous professional development</li> </ul>	<p>interactive whiteboard</p> <ul style="list-style-type: none"> <li>• General understanding of national/foundation stage curriculum and awareness of relevant legislation</li> <li>• Ability to self evaluate learning needs and actively seek learning opportunities</li> </ul>
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<p><b><u>Requirement of the post:</u></b></p> <ul style="list-style-type: none"> <li>• Satisfactory pre-employment checks</li> <li>• EWC Registration</li> </ul>	
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