

Individual Role – Unique Characteristics

This document is to be used in conjunction with the Job Family generic role profile

Directorate / School	<i>Children's Services and Schools</i>
Unit / Team	
Job Title	<i>Teaching Assistant</i>
Job Family Role Profile Level	
Date	<i>March 2012</i>
Post Group Number (to be added by Pay and Reward team)	<i>PCD5</i>

Purpose

- Under the supervision of teachers/senior staff, undertake a range of varied tasks to support teaching, learning and care by working with individuals or small groups of pupils.
- Roles at this level will not be expected to carry out any specified work.

Key responsibilities

1. Implement planned learning activities/teaching programmes as agreed with the teacher, adjusting activities according to pupil's responses.
2. Support the teacher in monitoring, assessing and recording pupil progress and behaviour in order to contribute to the planning and evaluation of learning activities.
3. Provide feedback to pupils in relation to attainment and progress under the guidance of the teacher.
4. Support learning by arranging / providing resources for lessons/activities under the direction of the teacher.
5. Carry out intimate care and first aid duties.
6. Support pupils' social, emotional and physical wellbeing, reporting concerns to the appropriate person.
7. Be aware of and comply with all school policies and procedures including code of conduct, child protection, health and safety, security, confidentiality and data protection, reporting all concerns to a nominated person.
8. Encourage independent learning and promote inclusion of all pupils in and outside of the classroom and escorting and supervising pupils on educational visits and out of school activities.
9. Select, prepare and clear away classroom materials and learning areas ensuring they are available for use, including developing and presenting displays. This may include out of school activities and after school events.

10. Share information about pupils with other staff, parents/carers, internal and external agencies, as appropriate.
11. Within the context of school behaviour plans and policies, use initiative to deal with issues that arise and encourage pupils to take responsibility for their own behaviour.

Staff Management Responsibilities

- Some assisting of less experienced staff if required.

Resources Responsible for

- Daily Maintenance
- Collecting small amounts of money in home school context
- Accessing some information.
- Equipment – stock control

Job Working Circumstances

- The Job Working Circumstances for this post group are assessed on an individual basis using the JWC guidance document for Schools and School services.
- Examples may include:
 - work with pupils with severe and complex learning difficulties and associated disabilities including those with challenging behaviour
 - provide support and communication strategies as required e.g. PECs, signing, prescribed physiotherapy programmes, Team Teach, use of specialist aids and equipment.
 - in accordance with an agreed healthcare plan and following appropriate training as directed by the Headteacher undertake medically invasive techniques such as feeding through gastrostomy tubes, use of nebulisers, intermittent catheterisation, administration of medication.

Person Specification

Directorate / School	<i>Children's Services and Schools</i>
Unit / Team	
Job Title	<i>Teaching Assistant</i>
Job Family Role Profile Level	
Date	2026
Post Group Number (to be added by Pay and Reward team)	

	Essential	Desirable
Qualifications	QCF recognised relevant Level 2 or Level 3	
Knowledge	Awareness of practices and procedures within education relating to the welfare, safety and education of children. General understanding of national/foundation stage curriculum and other basic learning programmes and strategies. Basic understanding of child development and learning.	Knowledge of other services to young people.
Relevant Experience	Working with or caring for children and young people	Working with or caring for children of relevant age. Working in a classroom setting.
Skills	Ability to self-evaluate learning needs and actively seek learning opportunities Ability to relate well to children and adults Able to work constructively as part of a team, understanding classroom roles and responsibilities and own position within these	Effective use of ICT to support learning. Use of other equipment technology – photocopier.

Other	Requirement for some out of school and/or out of term working to support specific activities or events as appropriate.	
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