

**Job Description and Person Specification**

<b>Job title:</b>	TEACHING ASSISTANT (Level One)
<b>Scale:</b>	2-3
<b>Purpose of role:</b>	<ul style="list-style-type: none"> <li>▪ Teaching Assistants are appointed to work with pupils over the whole age range as part of a team under the general direction of the line manager and the close supervision of a classroom teacher/senior staff.</li> <li>▪ To assist pupils, including those with SEN, with their routine personal care needs; to support other staff to further pupils' independence and to enable them to access the curriculum. The post holder will also perform other related practical duties to support the classroom teacher.</li> </ul>
<b>Line Manager:</b>	SENDCo
<b>Main duties and responsibilities:</b>	<ul style="list-style-type: none"> <li>▪ Developing an understanding of the specific needs of the pupil(s)</li> <li>▪ Assisting pupils in implementing their own personal care programmes, for example Personal hygiene, toileting, eating and drinking to contribute to personal and social development</li> <li>▪ Providing practical assistance in relation to other identified physical needs e.g. transportation, dressing, meal times, and organisation of learning equipment to support personal, health, social and emotional development</li> <li>▪ Observes individuals and groups of pupils' personal, social and learning achievements. Maintains appropriate records, monitor progression and attainment and provides reports and information to inform and support the assessment process</li> <li>▪ Keeping basic records to monitor progression ensure continuity of care and inform development</li> <li>▪ Maintenance and cleaning of personal care equipment and materials, clothing etc. Maintenance of toiletry supplies</li> <li>▪ Undertaking routine activities with either individuals or small groups of pupils to facilitate their physical, emotional and educational development</li> <li>▪ Helping to promote pupils' good behaviour and discipline through positive interactions with pupils and participation in strategies</li> <li>▪ Assists all pupils where appropriate in the proper use of simple personal and learning aides and equipment and to ensure that they are available</li> <li>▪ Providing routine assistance and support to all pupil/pupils in physical/practical activities e.g. physical education, Design and Technology, school visits, organised by the school</li> <li>▪ Carrying out routine administrative tasks i.e. photocopying, basic record keeping, and basic IT skills</li> <li>▪ Providing regular feedback about pupils to the teacher and other colleagues</li> <li>▪ Preparing and clearing up classroom materials and learning areas ensuring that</li> </ul>

	<p>they are available for use</p> <ul style="list-style-type: none"> <li>▪ Assisting in the presentation of displays in the Learning Support area to enhance the learning experience and celebrate the achievements of pupils and provide information</li> <li>▪ Contributes routinely to reviews of pupils' progress, as appropriate</li> <li>▪ Assisting with lunch and break time supervision of pupils.</li> <li>▪ Participates in and supports the teacher with educational visits and outings to enhance the learning experience</li> <li>▪ Attends training courses to support ongoing professional development</li> <li>▪ Attends staff meetings and briefings to maintain an awareness and understanding of current issues within the school and to provide and receive basic information and contributes to discussions</li> <li>▪ Provides routine pastoral care for pupils Inc. mobility assistance</li> <li>▪ Monitor pupils' and young people's conduct and behaviour throughout the mainstream learning process and intervene to resolve routine issues using appropriate techniques and skills to de-escalate potential difficult situations or resolve simple conflict with individual and groups of pupils to establish and maintain a safe and calm atmosphere conducive to learning and ensure the safety and wellbeing of pupils, staff and visitors.</li> </ul>	
<b>Finance and resources</b> <b>Supervision</b> <b>Health and Safety</b>	<ul style="list-style-type: none"> <li>▪ Shared responsibility for hygiene materials, teaching materials and equipment.</li> <li>▪ No direct supervisory responsibility other than familiarisation of procedures to colleagues.</li> </ul>	
<b>Core competencies</b>  <b>Role specific competencies</b>	<p><i>Please see attached sheet.</i></p>	
<b>Person specification</b> How measured during the recruitment process: A = Application Form, R = Reference, I = Interview, T=Task		
<b>Skills</b>	<b>Essential</b> <ul style="list-style-type: none"> <li>▪ Good standard of basic education particularly literacy and numeracy skills (A, T)</li> <li>▪ Routine administrative, practical and ICT skills (I)</li> <li>▪ Good listening, communication and interpersonal skills (I)</li> <li>▪ Ability to establish and maintain positive relationships with pupils (R, I)</li> <li>▪ Ability to participate fully in</li> </ul>	<b>Desirable</b> <ul style="list-style-type: none"> <li>▪ Use of basic office equipment e.g. photocopier (I)</li> <li>▪ Basic mentoring skills (I)</li> <li>▪ Time management skills and the need to maximise identified learning by ensuring that educational and hygiene programmes are maintained at all times in accordance with the class teacher's directions (I)</li> </ul>

	<p>authorised physical interventions (I)</p> <ul style="list-style-type: none"> <li>▪ Caring skills in terms of pupils physical and emotional needs (I)</li> <li>▪ Team worker – able to work positively with others as part of the team (I)</li> </ul>	
<b>Knowledge and understanding</b>	Essential	Desirable
	<ul style="list-style-type: none"> <li>▪ Awareness of the regulatory framework relevant to schools and pupils (I)</li> </ul>	<ul style="list-style-type: none"> <li>▪ An awareness of the education process and the national curriculum (I)</li> <li>▪ Understanding of safeguarding procedures (A, I)</li> <li>▪ Understanding of general health and safety issues and hygiene associated with child care (I)</li> </ul>
<b>Experience</b> <b>Qualifications</b> <b>Working arrangements</b>	<p><b>It is desirable that the post holder:</b></p> <p>Has previous experience of working with children of an appropriate age.</p> <p>Has a recognised First Aid qualification or a willingness to undertake</p> <p><b>It is essential that the post holder:</b></p> <p>Has a good standard of basic education</p> <p>Has a minimum of Grade C GCSE in English and mathematics</p> <p>Is able to attend training courses and meetings which may be held outside of normal school hours.</p> <p>Meets the requirements of Enhanced DBS</p>	
<p><b>Other Duties</b> - The duties and responsibilities in this job description are not restrictive and the post holder may be required to undertake any other duties which may be required from time to time. Any such duties should not however substantially change the general character of the post.</p>		

