

## Grading

# Job Description and Employee Specification

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| <b><u>Job title:</u></b> Teaching Assistant Level 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b><u>Service area:</u></b> Learning Skills and Culture |
| <b><u>Post number:</u></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b><u>Division:</u></b> Schools                         |
| <b><u>Grade:</u></b> 7                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b><u>Section/team:</u></b>                             |
| <b><u>Overall purpose of job:</u></b><br><br><p>To assist in the planning, teaching and assessing the differentiated curriculum and in developing, implementing and evaluating individual education plans and individual behaviour plans, under the general direction of the teacher.</p> <p>To carry out tasks demanding specialist expertise, as directed by a teacher or appropriately qualified professional.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                         |
| <p>Post holders will be expected to be flexible in undertaking the duties and responsibilities attached to their post and may be asked to perform other duties, which reasonably correspond to the general character of the post and are commensurate with its level of responsibility.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                         |
| <b><u>Main responsibilities:</u></b> <ul style="list-style-type: none"> <li>Assists pupils with personal self-care.</li> <li>Helps individual pupils or groups of pupils to access the differentiated curriculum, including assisting with the planning and evaluation of learning activities.</li> <li>Assists with general administration and supports classroom management, including creating learning materials.</li> <li>Contributes to the development, implementation and evaluation of individual education plans and individual behaviour plans that are devised by the teacher.</li> <li>Enables pupils on inclusion programmes to access the differentiated curriculum in the mainstream school or early years setting.</li> <li>Supervises pupils in planned activities when the teacher is temporarily absent, in accordance with instructions/directions.</li> <li>Supervises pupils at play/leisure breaks, at times of transition between lessons and activities, and on arrival at school and before departure.</li> <li>Helps promote pupil good behaviour and discipline through positive interactions with the pupils and participates fully in strategies agreed as part of any pupil's individual behaviour plan, including physical interventions.</li> <li>Implements speech and language development activities, physical development activities and mobility activities, using mechanical hoists when necessary.</li> <li>Administers medication following clearly defined LEA/school procedures and follows basic first aid procedures as necessary.</li> </ul> |                                                         |

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- Shares with the teacher, colleagues, supporting professionals and parents issues of concern and positive feedback about the pupil's welfare and achievements.
- Assists pupils in independence and motility programmes in the local community after appropriate Risk Assessment.
- Implements physiotherapy activities, including water based activities.
- Implements routine and emergency invasive care strategies, as determined after appropriate Risk Assessment.
- Makes home visits to provide advisory support for families of pupils.
- Provides specialist expertise in relation to specific curriculum areas and/or delivers specialist support for pupils which demands a high degree of skill in using particular methods, and contributes to the professional development of colleagues.

### **Knowledge, skill and experience:**

- In depth knowledge, understanding and skills in relation to their specialist area of expertise, e.g. autism, speech therapy, ICT, etc.
- Communication skills, including facility with visual communication systems
- Time management and organisational skills
- Literacy and numeracy skills
- ICT capability
- Knowledge of child development and children's personal development needs
- Knowledge of the implications of common disabilities in children for teaching and learning at school and for families of pupils
- Knowledge of strategies which promote good behaviour and discipline.
- Ability to participate fully in planned physical interventions, in pupil personal care routines and in safely moving and handling pupils with physical disabilities, using appropriate mechanical and other lifting devices, following recognised procedures.

### **Creativity and innovation:**

- Monitors and is responsive to pupil learning and behaviour at all times by making adjustments to supervised activities
- Monitors and is responsive to pupil personal needs and communication
- Communicates effectively with teachers, other professionals and parents whenever the need arises and recognises the need to communicate
- On the basis of their knowledge and understanding of pupils, needs, and responses to learning contributes actively to the planning and review of the differentiated curriculum and individual education plans/individual behaviour plans by recommending changes in targets or provision to the teacher.
- Provides advisory support and contributes to the professional development of colleagues in relation to their specialist area of expertise.

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### **Contacts and relationships:**

#### **Teachers**

- Contributes to their planning, teaching and assessing the curriculum – daily

#### **Pupils**

- Enables access to the planned curriculum and meets personal and social needs – daily
- Implements routine invasive care strategies - daily
- Implements emergency invasive care strategies – as needed

#### **Leadership group of the school**

- Takes part in departmental or whole school meetings – weekly

#### **Other staff**

- Works in collaboration with other teaching assistants, dinner supervisory assistants, senior midday supervisors, escorts/drivers – daily

#### **Other Professionals**

- Provides information about pupil progress, strategies and issues, (e.g. to therapists, nurses, specialist teachers) and implements joint recommendations – weekly
- Provides professional development opportunities/support in relation to their specialist area of expertise – as required

#### **Parents**

- Shares information about pupil progress with inclusion programmes – weekly
- Discusses pupil progress, needs and family needs with parents on home visits and recommends strategies/courses of action to them – as required

### **Decision making:**

- Recognises when it is necessary to implement agreed de-escalation strategies to minimise risks of pupil behaviour becoming disruptive or dangerous
- Recognises when it is necessary to make adjustments to planned activities in order to enable a pupil to access the curriculum fully and make progress
- Takes action to meet pupil needs as they arise to avoid undue physical or mental stress
- Responds appropriately to pupil attempts to communicate needs
- Communicates information effectively to teachers, other professionals and parents whenever the need arises.
- Responds to on-the-spot incidents requiring immediate attention/decisions on/off the school premises and/or without direct contact with a senior member of staff.

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### **Responsibility for resources:**

### **WORK ENVIRONMENT**

#### **Work demands:**

There are no specific deadlines other than implementing activities in lessons and in school hours as directed. Time to complete activities will vary.

Implements actions in relation to specialist area of expertise – as required.

Disruptions may be caused by unplanned absences of staff and children and unexpected visits by parents and professionals.

#### **Physical demands:**

Sits for lessons with pupils but may have sustained periods of physical activity, involving bending, crouching, lifting, turning, standing, walking and running, e.g. in PE lessons, when meeting a pupil's personal care needs, when taking pupils for off-site educational visits, when pupils embark onto and disembark from home-school transport.

When working with small children, sits on and gets up from low chairs and low tables.

May be involved in physical interventions with pupils, following LEA approved Team-Teach techniques.

Moves and handles pupils with physical disabilities, following approved procedures and using mechanical hoists and other aids when indicated as necessary by Risk Assessment.

May have to make decisions about when to administer emergency invasive care strategies to prevent pupil being at risk of harm.

#### **Working conditions:**

Works in classrooms for most part of school day. These can be warm and pupils can be noisy.

May be involved in outside activities (e.g. on sports field or supervision on playground) and off-site educational activities in all weather conditions.

May have to visit pupils in their home setting.

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**Work context:**

At risk of verbal abuse and physical harm from a minority of pupils and members of the public who behave aggressively.

At risk of injury from moving and handling pupils with physical disabilities and caring for and working with small children.

At risk of exposure to bodily fluids when assisting incontinent children with their personal hygiene.

At risk of infection when dealing with unwell children.

At risk of verbal abuse and harm when on home visits.

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**Position in organisation:**

Indicate how many staff the post is directly accountable for:

Are posts in more than one location? Yes ☐ No ☐

Is this at the same site? Are the posts managed highly mobile?

Is the supervision/management shared with another post in the structure? Yes ☐ No ☐

Please indicate which post(s) \_\_\_\_\_

You must provide an organisation chart that shows where the job sits within the structure. This should be a simple diagram but with enough detail to put the job into context, i.e. the post holder may manage different groups of staff undertaking different tasks. The chart must show the job in question, the job to which it reports, those jobs which report alongside it and subordinate posts.

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| POST NUMBER       | JOB TITLE                                                                                                                                                                                                                                                                                       | HOURS PER WEEK                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |              |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
|                   | ESSENTIAL                                                                                                                                                                                                                                                                                       | DESIRABLE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | HOW MEASURED |
| <b>EXPERIENCE</b> | <p>Experience of working in education, either mainstream or specialist settings</p> <p>Experience of working in a team</p> <p>Experience in supporting pupils with complex learning difficulties including pupils with sensory, physical, communication, or language learning difficulties.</p> | <p>Experience in the use of Team Teach interventions with pupils who present challenging behaviours.</p> <p>Experience in delivering numeracy and literacy activities to pupils who are at or below Level 1 in the National Curriculum Mathematics and English</p> <p>Experience of working with children and families from a range of cultures represented locally.</p> <p>Experience in the support of children and young people with specialist educational requirements, e.g. autism</p> |              |

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|-----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>EDUCATION, TRAINING AND QUALIFICATIONS</b> | Willingness to work to gain a qualification in the support of pupils with special educational needs                                                                                                                                        | Qualification in the support of pupils with SEN<br><br>First aid qualification<br><br>Team Teach Certificate<br><br>Derbyshire Language Scheme |  |
| <b>SKILLS AND KNOWLEDGE</b>                   | Excellent interpersonal and communication skills.<br><br>Facility with language development strategies and visual communication systems for children.<br><br>A commitment to developing partnerships with parents and the wider community. |                                                                                                                                                |  |

|                           | <b>ESSENTIAL</b>                                                                                                                             | <b>DESIRABLE</b> | <b>HOW MEASURED</b> |
|---------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|------------------|---------------------|
| <b>PERSONAL QUALITIES</b> | Ability to work in conjunction with whole class team and contribute actively to dealing with potentially difficult and disruptive situations |                  |                     |

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| <b>WORKING ARRANGEMENTS</b>                                                                                                                                                                                                                                                                                                                                                                 | Ability to participate fully in planned physical interventions, in pupil personal care routines and in moving & handling pupils with physical disabilities safely following recognised procedures |  |  |
| <p>The post is subject to:</p> <ul style="list-style-type: none"> <li>Disclosure of convictions under the Rehabilitation of Offenders (Exemption) Act 1974 <b>Yes</b> <input type="checkbox"/></li> <li>Political restriction <b>No</b> <input type="checkbox"/></li> <li>The ability to speak fluent English under the Immigration Act 2016 <b>Yes</b> <input type="checkbox"/></li> </ul> |                                                                                                                                                                                                   |  |  |

|           |                              |             |
|-----------|------------------------------|-------------|
| Employee: | (signed) _____ (print) _____ | Date: _____ |
| Manager:  | (signed) _____ (print) _____ | Date: _____ |