

POST TITLE: Teaching Assistant Level 3

JOB PROFILE

Please identify the main purpose of your job.

Under the guidance of a qualified teacher to undertake educational activities which assist with the teaching and support of skills and pupil learning, working with individuals and groups of pupils and with whole classes for short periods.

What are the main duties and responsibilities of your job?

Main duties and responsibilities	% of time
<ol style="list-style-type: none">1. Under the guidance of the class teacher to use a range of supporting techniques to present learning tasks and curriculum content in a clear and stimulating manner in order to maintain pupils' interest and motivation and to help pupils to learn effectively through guiding, advising and feedback.2. Under the guidance of the class teacher to deliver learning activities to individual and groups of pupils and, on occasion, to the whole class.3. To maintain familiarity with the relevant requirements of the curriculum to assist with the effective teaching of basic skills and support work and to ensure that opportunities are taken to develop pupils' learning and skills.4. To work collaboratively with colleagues as part of a professional team.5. To assist in the general efficient operation of the school, including providing cover for other support staff as necessary and providing cover for teachers as directed by the headteacher and, where necessary, supervising and guiding the work of other teaching assistants.	

1. KNOWLEDGE

1. What kinds of knowledge do you need in order to perform your job competently?		
Type of knowledge	What knowledge and why do you need it	Source of knowledge
Literacy	Good level of literacy (e.g. GCSE A - C grade) to record pupil progress and assist pupils to access the curriculum. Able to prepare straight forward reports	Education
Numerically	Good standard of numeracy. e.g. GCSE A-C	Education
Procedural	Good understanding of procedures in a school and procedures relating to individual pupils e.g. first aid, school visits, behaviour management, health and safety and child protection.	
Equipment	Photocopier, audio, visual and ICT equipment	
Administrative systems	Good understanding of school administrative systems including pupil records on progress and attainment	
Organisational	Understanding of management structure within the school	
Specialist	Knowledge of working with children in an educational setting, knowledge of curriculum and learning strategies and an understanding of children's needs including physical needs. Knowledge of and ability to contribute to planning and development of educational activities. Minimum of 2 years experience of working as a Teaching Assistant within the last 5 years.	Relevant teaching assistant qualification NVQ Level 3 NNEB or recognised equivalent
Other languages /cultures	Awareness of diversity issues	
Other (please specify)	Where relevant to work with children who have specific needs, knowledge of specialist skills, eg BSL, Braille, specified community language	

2. MENTAL SKILLS

2.1 Please Give examples of two decisions you make on a regular basis.

1. Evaluating results of monitoring, with a view to making recommendations to the teacher to inform planning.

2. In the absence of the class teacher to determine the relevant action when pupils misbehave, in accordance with policies and procedures of the school.

2.2 What is the most important or difficult decision / recommendation you make? How often do you expect to take a decision or solve a problem of this type?

Recommendation to the class teacher that current provision is not meeting a pupil's needs - occasionally

2.3 Describe the kinds of problems you solve regularly.

Keeping pupils on task and ensuring tasks are appropriate

Resolving behavioural problems and encouraging positive behaviour and attitude in line with personal and social needs of pupils

2.4 Give examples of any creative and developmental skills required.

Contributing to the development and implementation of IEPs

Analytical and problem solving skills to enable evaluation of success of lessons and to inform future planning.

Developing learning materials eg work sheets.

2.5 If your job requires forward planning, give examples of how you plan or organise activities / projects?

To work under the guidance of the class teacher to plan educational activities in the short, medium and long term to meet pupils needs.

Organising use of resources e.g. equipment

2.6 Other

3. INTERPERSONAL AND COMMUNICATION SKILLS

3.1 What interpersonal and Communication skills are required to perform your job competently?

TYPE OF SKILL	PURPOSE / NATURE OF SKILLS AND HOW USED
Caring	Kindness, patience, understanding and empathy with children
Training	
Team-working	Ability to work collaboratively with class teachers, other teaching assistants, parental volunteers and groups of children
Motivational / team leading	Motivate and encourage pupils
Advising / Guiding	Advising, and guiding other teaching assistants, where appropriate. Advising and guiding pupils
Persuading / influencing/ negotiating	To persuade and negotiate with pupils
Advocacy	Where appropriate to act as spokesperson for teaching assistants. Advocacy on the part of pupils
Conciliation	Conciliation between pupils. To be an initial point of contact with regard to staff grievances, where exercising supervisory duties.
Counselling	Counselling of pupils.
Oral (spoken) communication	To provide oral feedback on attainment and progress of pupils to the class teacher. To communicate effectively at a variety of levels, with pupils, colleagues, parents and outside agencies.
Written communication	To record pupil progress and attainment and to provide written statements for IEPs, annual Statement reviews etc
Presentation	Ability to deliver learning activities to pupils.
Other language /communication	Ability to maintain confidentiality at all times Where appropriate, BSL, Makaton, community languages etc

4. PHYSICAL SKILLS

4.1 List any task which requires particular co-ordination / precision and/or speed.

Task	Skill required
Assisting with medication for pupils	Manual dexterity
Ability to display work on walls	Manual dexterity
Assisting pupils with changing, hygiene etc.	Manual dexterity
Use of BSL, Braille, where appropriate	Manual dexterity
Use of computer	Manual dexterity

4.2 Are driving skills required?

For some central posts within the Learning Directorate. Not usually for school-based posts.

5. INITIATIVE AND INDEPENDENCE

5.1 How are you managed?

Working under day-to-day guidance of class teacher. Line management by HLTA/senior manager/headteacher.

5.2 To what extent is your job guided by instruction / procedures / policies or precedents?

To a high degree

5.3 What level of control do you have over workload and priority of work?

Some degree of control over work load and priorities, in consultation with the classroom teacher.

5.4 Give an example of a decision which can be made without reference to a manager.

Deciding when a pupil can move from one activity to another within the planned programme.

5.5 Give an example of a decision that would need to be referred to a supervisor or manager.

Having analysed pupil data short, medium and long term planning decisions are made in consultation with the teacher

6. PHYSICAL DEMANDS

6.1 Please give details of any physically demands involved in your job.

Demand	Reason	Duration	Frequency
Ability lift, bend and stretch	To assist pupils with dressing, hygiene etc	Up to an hour a day	Regularly
Ability to lift small and medium items of equipment	To move resources within the classroom	Up to an hour a day	Regularly

6.2 If lifting, do you have help from anyone else?

Yes, usually.

6.3 Do you use a mechanical aid (e.g. sack barrow)?

Where appropriate wheelchair, hoist, mobility aid.

7. MENTAL DEMANDS

7.1 Detail if your job requires you to use your senses more than usual.

Activity	Reason	Duration	Frequency
Support to pupils	Need to be alert at all times to ensure pupils' safety	Constant	Constant

7.2 Detail the level of concentration required to perform your job competently.

Activity	Reason	Duration	Frequency
Support to pupils	Ongoing need to concentrate on task to ensure pupils' safety	Constant	Constant

7.3 Are there any work-related pressures?

Activity	Reason	Duration	Frequency
	Busy environment in classroom, which can be noisy at times		Constant
	Resolving conflicting demands		Regularly

7.3 Details of any other type of mental demands.

Activity	Reason	Duration	Frequency

8. EMOTIONAL DEMANDS

8.1 Give details if your job brings you into contact / work with people (other than your immediate work colleagues) whose circumstances or behaviour causes you emotional stress.

People involved	Cause	Impact	Frequency
Pupils	Health and safety or emotional distress of pupils	Significant level	Occasional
Parents	Emotional distress relating to the pupil	Significant level	Occasional

9. RESPONSIBILITY FOR PEOPLE

9.1 Do you have any DIRECT impact on the physical / mental / social / economic or environmental wellbeing of people (other than those directly supervised or managed by you)?

Task / duty / responsibility	Who is affected	How are they affected
Constant duty of care	Pupils	Health, safety, emotional well being and educational achievement may be affected by this role

9.2 Do you implement or enforce any statutory regulations which have a direct impact on health, safety or well being of people.

Regulation	Impact on	Nature of impact
Statements of Special Educational Need	Statemented pupil(s)	Direct impact on health and well-being of pupils by the implementation of the Statement.

9.3 Do you develop policies, or provide advice, guidance or interpretation of procedures or regulations which impact on the well being of people?

Regulation	Impact on	Nature of impact
School and LEA strategies and policies (eg Statements of Special Educational Needs, Health & Safety etc)	Pupils	Effectiveness of learning and health, safety and well-being of pupils.

9.4 Do you have any other responsibilities for people?

Responsibility	Who is affected	How are they affected
No		

RESPONSIBILITY FOR SUPERVISIONS / DIRECTION / CO-ORDINATION OF EMPLOYEES

10.1 Does your job involve training or demonstrating your work to other employees

What training or demonstrating	Who	Frequency
Contributing to Induction of teaching assistants	Teaching Assistants	On appointment of new staff

10.2 Do you supervise or manage any employees / trainees

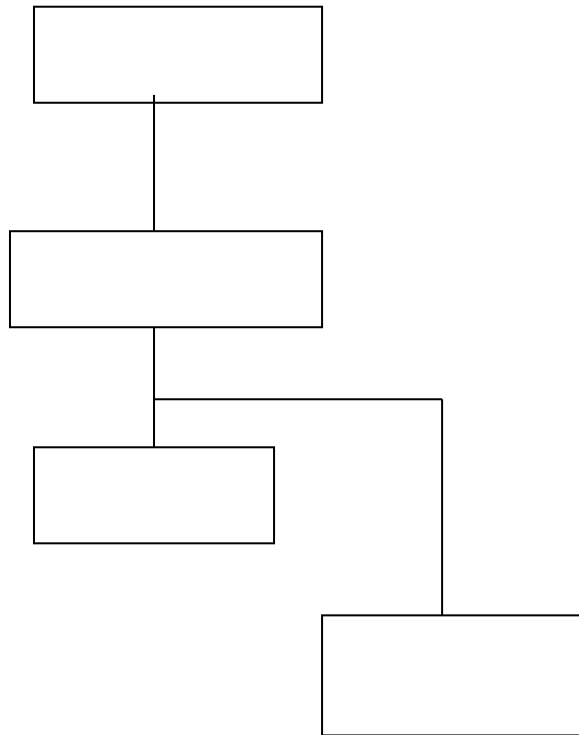
Nature or supervision / management	Number
May be required to supervise other teaching assistants, depending on organisational structure of school.	Varied

10.3 Do you develop policies, or provide advice, guidance or interpretation of procedures or regulations which impact on staff?

Nature or supervision / management	Number
May be required to provide guidance and advice to other teaching assistants depending on the organisational structure of the school.	Varied

10.4 ORGANISATION CHART

Include only post titles, and locations where appropriate. Highlight the postholder in bold.



11. RESPONSIBILITY FOR FINANCIAL RESOURCES

11.1 Please give details if you are directly responsible for any financial resources.

Nature of Responsibility	Annual Value	Frequency
None		

11.2 Do you develop policies, or provide advice, guidance or interpretation of procedures or regulations in relation to finance?

Nature of Responsibility	Impact
No	

12. RESPONSIBILITY FOR PHYSICAL RESOURCES

12.1 Please give details of any direct responsibility you have for physical resources.	
Nature of responsibility	Approximate value
No direct responsibility	

12.2 Do you develop policies, or provide advice, guidance or interpretation of procedures or regulations which have an impact on physical resources	
Nature of responsibility	Approximate value

13. WORKING CONDITIONS

13.1 What kind of place do you usually work in?

Description	% Time spent there
Classroom environment (often busy and noisy but clean, well lit and low level hazards); school hall/gymnasium(for PE lessons); school playground and grounds (if supervising at break times).	100%

13.2 Are you able to rearrange your workload around extreme weather conditions?

N/A

13.3 Please give details of any unpleasant environmental working conditions.

Nature	Source	Time exposed	Frequency
Toileting	Pupils	As required	As required

13.4 Please give details of any verbal abuse, aggression or other anti-social behaviour from people (other than immediate work colleagues), you experience during your work.

Nature	Source	Time exposed	Frequency
Verbal abuse and aggression	Pupils and parents	Very limited	Very occasional

13.5 Do you encounter any hazards in your job?

Nature	Source	Time exposed	Frequency
Physical abuse	Pupils	Limited	Very occasional (more frequent in certain special schools)
Potential hazards of outdoor environment	Educational visits	Usually up to a day at a time	Occasional