

**Job Description: Teaching Assistant Grade 4**

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| **JOB TITLE** | **Teaching Assistant**  |

**BASIC JOB PURPOSE**

To work under the direct instruction of teaching staff/teaching assistants and to assist with the general welfare and care of pupils in relation to pupils physical, social and emotional needs and development.

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| **NO** | **MAIN RESPONSIBILITIES** |
| **1.** | Attend to the personal, social and physical needs of pupils including toileting, assisting with feeding, dressing and undressing pupils (nappy changing). |
| **2.** | Under the direct supervision of the teacher or other staff, assist individual or groups of pupils in the classroom and ensure their safety and well being. |
| **3.** | Relay pupil care information to teaching staff for updating of schools records. |
| **4.** | Provide input into the planning and evaluation of learning activities for individuals and groups of pupils to enable the teaching staff to make informed decisions when developing their plans.  |
| **5.**  | Supervise the activities of individuals or groups of pupils both in and out of the classroom (including educational visits) to ensure their safety and facilitate their physical and emotional development in accordance with the school’s behaviour management policy.  |
| **6.**  | Monitor the individual pupil’s progress, achievement and development, of those children you are directly responsible for, as directed by the teacher, and report these to the teaching staff/line manager.  |
| **7.** | Prepare and maintain learning equipment and ensure that the classroom is kept clean and tidy. |
| **8.** | Display and present the pupils' work, under the direction of teaching staff, so that it enhances the classroom environment and celebrates achievement. |
| **9.**  | Ensure the safety of pupils during the lunchtime period; taking into account pupil ages, disability and behaviour. Ensure application of the school behaviour policy during this period.  |
| **10.** | Attend staff and other meetings and participate in staff training development work and staff reviews as required |

Notwithstanding the detail in this job description, the holder will undertake such work as may be determined by the Headteacher/Governing Body from time to time, up to or at a level consistent with the Main Responsibilities of the job

## 1 RESPONSIBILITY FOR SUPERVISION / DIRECTION / COORDINATION OF EMPLOYEES

### Employees directly supervised by jobholder

Not Applicable

**What does the supervision of these employees involve?**

Occasional and shared contribution with all staff in the induction of the above: provide practical instruction in school procedures, and general direction ‘showing the ropes’.

**Does the job involve supervision, direction or management of people who are not employees?** *eg contractors, students on secondment*

Not Applicable

**Does the jobholder develop policy or provide advice and information which impacts on the supervision / direction / coordination of employees? No**

**2 RESPONSIBILITY FOR FINANCIAL RESOURCES**

**N/A**

**Does the jobholder develop policy or provide advice and information which impacts on financial resources?**

 **No**

**3 RESPONSIBILITY FOR PHYSICAL RESOURCES**

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| **Physical resource** | **Nature of responsibility of jobholder** | **How often is the responsibility exercised?** |
| Pupil Records | Notify pupil care information to teaching staff for updating of schools records i.e. pupil toileting programmes.Evaluate interventions and report to line manager, SENDCO, Teacher, TAs | Daily |
| Classroom environment and learning equipment | Prepare classroom equipment to support lesson activities, clean and tidy away safely and securely. | Daily |
| School Premises | Patrol the school grounds during the lunch period and monitor pupils; behaviour and safety. During bad weather, redirect pupils’ lunchtime activities.  | Daily  |
| Pupil’s possessions | Safekeeping of pupil’s possessions, for example mobile phones, money, keys etc in school and also whilst pupils are away from the school. | As and when required |

**Does the jobholder develop policy or provide advice and information which impacts on physical resources?**

 **No**

**4 RESPONSIBILITY FOR IMPACT ON PEOPLE**

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| Task/Duty | Who benefits? | How they benefit? |
| Attend to the personal, social and physical needs of pupils including washing, toileting, assisting with feeding, bathing, dressing and undressing pupils. Report any changes in pupil handling and care needs to line manager. Assist with playground supervision.  | Pupils | Provide respectful and dignified care to a high standard where pupils are dependant on the jobholder for all personal needs.To assist the pupils in the development of self-reliance and independence. |
| Under the direct supervision of the teacher or other staff in the same classroom, assist individual or groups of pupils in the classroom and ensure their safety and well being. Intervene with pupils in case of arguments and squabbles. More serious incidents would be referred directly to teaching staff. | Pupils | To encourage pupils to interact with others and engage in activities led by the teacher. To ensure the safety and well being of pupils at all times. |
| Display and present the pupils' work, under the direction of teaching staff/line manager. | Pupils | To enhance the classroom environment and celebrate achievement. |
| Supervision of pupils during midday lunch | Pupils | Safety and well being |
| Responding to incidents (e.g. misbehaviour, bullying/violence, accidents or ill-health, loss of property, etc) | Pupils | Safety and well being  |

# Does the Jobholder develop policy or provide advice and information which impacts on people? No

**5 KNOWLEDGE**

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| Type of knowledge | What knowledge is essential? | Why are these needed? | How is it normally acquired? |
| Specialist Knowledge | An understanding of care/welfare routines for pupils with varying degrees of physical and learning difficulties including:An understanding of classroom routines.Knowledge of individual feeding techniques, toileting programmes etc.Manual Handling techniques. Communication techniques e.g. Makaton | To provide practical hands on care and to move/handle pupils..To prepare classroom equipment for lesson activities. | Experience of children, induction and on the job training. |
| Specialist Knowledge | Approaches to pupil behavioural management | To manage pupils’ behaviour and thereby ensure their safety and well being during midday lunch periods.  | Previous experience, induction and on the job training. |
| Literacy and Numeracy | Basic literacy and numeracy | To assist pupils participate in classroom activities.To read instructions and take brief notes for staff information. | School education |
| Equipment | Pupil aids and/or manual handling equipment | Safe usage and operation | Experience, in-house training and manufacturers' instructions |
| School childcare procedures | An understanding of school practices and procedures which impact on children and their care | To follow school procedures and practices to meet legislative requirements | Experience, briefing and in-house training |
| Legislation | An awareness of Child protection, Health and safety, and care legislation | To meet school standards and legislative requirements | Experience, briefing and in-house training |

**How long would it take for a jobholder to become fully operational?** Eight to twelve weeks to acquire knowledge and experience to safely operate different types of school and pupil equipment and to develop a working relationship with pupils.

**6 MENTAL SKILLS**

**a) What sort of situations/problems does the jobholder typically have to deal with?**

 **Give two examples of typical problems solved on a regular basis.**

**Example** To respond to pupil behavioural problems and intervene to reduce any potential harm or danger to the pupils and to maintain normal working relationships within the rest of the group.

**Example**  To respond to pupil’s physical, welfare and emotional needs. To be alert to the comfort and needs of pupils at all times, to reposition pupils, their aids or equipment, or learning materials and resources as necessary in order to facilitate the lesson activity. Report any changes in pupil handling and care needs to line manager.

**Give details below of the mental skills required in the job and reasons why they are needed.**

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| **Mental Skill** | **Why Needed?** |
| Analytical | Respond to pupils' personal, physical, and social needsTo assess the potential of any behavioural situation arising, to respond in the most appropriate manner and to determine the correct moment for distraction, intervention, interception or remedial action.  |
| Creative | Display and present the pupils' work, under the direction of teaching staff or teaching assistants, so that it enhances the classroom environment and celebrates achievement.Work collaboratively with the team to enhance our curriculum offer |
| Judgment | To determine when to intervene with pupils for care and welfare issues |
| Thinking on feet | To respond directly to pupil needs and pre-empt behavioural issues |

# 7 INTERPERSONAL AND COMMUNICATION SKILLS ESSENTIAL FOR THE JOB

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| **Skill** | **Used for?** | **With whom?** |
| Training | Assist in the delivery of learning activities e.g. numeracy and literacy exercises, life skills and social development etc  | Pupils |
| Oral  | To alert school staff to developing pupil behavioural incidents | All school staff |
| Persuasion and influencing | To encourage behaviour in accordance with school standards | Pupils  |
| Caring | To communicate with special needs children. To interpret and respond to pupils and provide reassurance and hands-on support. | Pupils with learning and/or communication difficulties |
| Motivation | To lead by example asserting an enthusiastic approach to care and learning activities, to praise and encourage pupils and provide recognition of their progress | Pupils |
| Written | To provide assessments and records of chidlren’s progress | Teaching staff and assistants |

**8 PHYSICAL SKILLS ESSENTIAL FOR THE JOB**

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| **Physical skill** | **Used for?** | **Any precision/speed requirements?** |
| Hand-eye co-ordination and manual dexterity | Manual handling of students. Use of specialised pupil or educational equipment | Care and safety requirements |

**9 INITIATIVE AND INDEPENDENCE**

### Allocation of work

# a) How is work allocated to the jobholder? The school and class timetable together with care rotas provide the basis for daily and weekly routines. Predetermined programmes of care are delegated and the jobholder is required to attend to the care needs of pupils throughout the day. The head teacher and members of the school management team also delegate occasional tasks, for example escorting children in and out of school, sorting school equipment etc.

b) What is a typical cycle for allocating work to the jobholder *eg hourly, daily, weekly?*

Daily and for individual lessons.

### Scope for initiative

c) How much freedom/discretion does the jobholder have:

to change the way work is done?

*(e.g. recommending changes in policy, procedures, resources)*

There is minimal scope for variation of school practices and procedures.

to allocate their time to duties?

Within the structured school and classroom timetable and under the guidance of teaching staff and/or teaching assistants and to respond to individual pupils' care needs.

####  What is the level of guidance/instruction available*?*

All tasks are closely defined by school procedures.

####  e) What sort of direction, management or supervision is given to the jobholder?

There is a daily briefing with teaching staff. There are regular team meetings and periodic supervision to discuss training, personal and professional development issues.

**f) Give three examples of problems or decisions the jobholder would be expected to deal with themselves without reference to a supervisor/manager. How often do these occur?**

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| **Expected problem** | **Nature of available guidance** | **Typical Frequency** |
| Change pupils and/or undertake laundry duties | School procedures and from experience | Daily |
| Prepare and maintain learning equipment and ensure that the classroom is kept clean and tidy.  | In accordance with school procedures and classroom routines | Daily |
| Pupil behavioural issues, i.e. squabbling, refusing to conform to instructions etc | School behaviour procedures | Daily |
| **Unexpected problem** | **Nature of available guidance** | **Typical Frequency** |
| Assist a child in distress or in medical emergency until appropriate help arrives | First aid/emergency response procedures | Several times per year |

**g) Give two examples of problems or decisions the jobholder would be expected to refer to their supervisor/manager. How often do these occur?**

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| **Problem or decision** | **Point of referral** | **Typical Frequency** |
| Complaint from parents | Line manager | Few times per year |
| Conflicting instructions between teaching staff, teaching assistants and professional school support staff | Line manager for guidance | Few times per year |

**10 PHYSICAL DEMANDS**

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| **Physical Demand** | **Typical****Duration** | **How often?** | **Other details****(eg how heavy?)** |
| Lifting, handling and supporting pupils. | Short bursts | Several times per day  |  Awkward movement of children including their bodyweight.Shared as appropriate. |
| Assisting pupil participating in physical education/ exercises | Couple of hours | At least weekly |  |
| Seated in a constrained position whilst undertaking learning activities in children's chairs, undertaking care functions etc | Short bursts | Throughout the working day |  |
| Pulling and pushing - pupils equipment, rearranging tables and classroom equipment | Short bursts | Several times throughout the working week | Awkward movement of bulky items |

**11 MENTAL DEMANDS OF THE JOB**

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| **Nature of task** | **Mental Demand** | **Duration** | **Frequency** |
| Under the direction of teaching staff, assist with a mixture of activities.Awareness of needs of children with limited communication, medical, physical, and emotional difficulties. | Alertness | Ongoing  | Throughout the working day |
| Prepare classroom for lesson activity and tidy away equipment after lesson activity. | Attention to detail | Several minutes |  Several times daily |
| Provide feedback of observations regarding pupil responses and progress to teaching staff.  | Alertness | Short periods | Daily |
| Being alert to the behaviour, safety and needs of pupils and pre-empting any situations that may cause behavioural problems.  | General awareness | Throughout the shift | Daily |

To what extent is the job subject to work-related pressures e.g. regular deadlines, frequent interruptions, conflicting demands?

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| **Nature of pressures** **/ interruptions** | **Source** | **For how long?** | **How often?** |
| InterruptionsDeadlinesConflicting demands | Pupils' welfare and care needsClass routines, completion of delegated lesson activitiesTo select and determine the most ‘in need’ pupil for immediate attention. Conflict of pupil and teaching staff requirements, i.e. pupil care needs outside of the classroom versus teaching staff in class expectations of the pupil and the resultant demands on the jobholder | Few minutes | Throughout the working day |

If the jobholder is subject to any other form of mental demand, please give details below.

##### 12 EMOTIONAL DEMANDS

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| **Nature of the task being performed by jobholder.** | **Behaviour / source of the emotional demand** | **Frequency (per day/wk/ month)** |
| The jobholder is required to interpret pupil behaviour and address their personal needs/ stresses. | Dealing with demanding and inappropriate behaviour in accordance with school behaviour plans and policies.  | Daily |
| Pupils openly confiding sensitive personal and domestic details.  | Exposure to the intimate and disturbing detail of child abuse and protection issues, and to provide emotional support for staff colleagues | Once or twice per year |

**13 WORKING CONDITIONS**

a) In what kind of places does the jobholder normally work (eg office, library, gardens, clients’ homes)?

**If more than one, give approximate proportion of time in each.**

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| **Location of work** | **Proportion of time** |
| ClassroomIntervention areas.Educational visits, sports, therapy and outdoor activities | 40%40%20% |

1. If the jobholder works outside, are they expected to work regardless of the weather or are alternative arrangements made eg work on other duties?

#### Not applicable

#### What unpleasant environmental working conditions or behaviour from other people are met in performing the job? (See guidance notes for examples)

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| **Working Condition or Behaviour from other people** | **How long does it last at any one time?** | **How often does it typically occur?** |
| Rude, abrasive and uncooperative pupils, and inappropriate behaviour.To attend to pupils personal and care needs, | Several minutesSeveral minutes | SeldomThroughout the working day |

#### d) What protection is offered (if any) e.g. against adverse weather (clothing, shelter), against infection, security measures etc.

Gloves and apron