

**CHESHIRE WEST AND CHESTER BOROUGH COUNCIL**  
**JOB DESCRIPTION QUESTIONNAIRE**

|                  |                                               |                   |                 |
|------------------|-----------------------------------------------|-------------------|-----------------|
| <b>JOB TITLE</b> | <b>Teaching Assistant - Support (Primary)</b> | <b>JOB REF NO</b> | <b>AAAD5027</b> |
|------------------|-----------------------------------------------|-------------------|-----------------|

**BASIC JOB PURPOSE**

To support the teaching staff and teaching assistants in the development and education of pupils in accordance with the aims and policies of the school.

| <b>NO</b>  | <b>MAIN RESPONSIBILITIES</b>                                                                                                                                                                                                                                            |
|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1.</b>  | Assist teaching staff in the delivery of learning activities and work programmes and undertake predetermined activities with pupils so that their intellectual and social development (including self-reliance and self-esteem) is fostered.                            |
| <b>2.</b>  | 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.                                                                         |
| <b>3.</b>  | 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. |
| <b>4.</b>  | Monitor individual pupil's progress, achievements and development and report these to the teaching staff/line manager to inform decisions taken regarding the Individual Education Plan, Behaviour Plans and Personal Care Programmes for a pupil.                      |
| <b>5.</b>  | Liaise with parents and carers in conjunction with the teaching staff to ensure effective communication concerning the pupils' well being.                                                                                                                              |
| <b>6.</b>  | Record pupil information, as specified by the teaching staff/line manager to ensure the schools information systems are maintained.                                                                                                                                     |
| <b>7.</b>  | Attend to the personal, social and physical needs of pupils so that their well being is maintained.                                                                                                                                                                     |
| <b>8.</b>  | Prepare and maintain learning equipment and ensure that the classroom is kept clean and tidy.                                                                                                                                                                           |
| <b>9.</b>  | Display and present the pupils' work, under the direction of teaching staff, so that it enhances the classroom environment and celebrates achievement.                                                                                                                  |
| <b>10.</b> | Attend staff and other meetings and participate in staff training development work and staff reviews as required                                                                                                                                                        |

Notwithstanding the detail in this job description, in accordance with the School's/Council's Flexibility Policy the job 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

### Other Employees supervised by jobholder (not in a direct line relationship)

| <u>No<br/>and<br/>FTE</u> | <u>Levels / grades</u>                                                  | <u>Types of work</u> | <u>Where based</u> |
|---------------------------|-------------------------------------------------------------------------|----------------------|--------------------|
|                           | Occasional newly appointed members of staff (teaching and non teaching) |                      |                    |

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

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

Jobholder may have informal responsibility to guide the above in the unique requirements of individual, special needs and/or statemented pupils, and to provide support in initial classroom routines and procedures.

### **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

| <b>Financial responsibility</b>                                                                                         | <b>Value of the financial resource (p.a.)</b> | <b>How often is the duty performed?</b> |
|-------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|-----------------------------------------|
| Handling cash - to collect pupil's monies and forward to the school administrator as necessary. See Physical Resources. |                                               |                                         |
|                                                                                                                         |                                               |                                         |

**Does the jobholder develop policy or provide advice and information which impacts on financial resources?      No**

### **3    RESPONSIBILITY FOR PHYSICAL RESOURCES**

| <b>Physical resource</b>                                                                        | <b>Nature of responsibility of jobholder</b>                                                                                                                                                                             | <b>How often is the responsibility exercised?</b> |
|-------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| Pupil records                                                                                   | Record and/or verbally notify teaching staff of pupil's responses during lessons.<br>Access to student information contained in student files. May also be required to have access to confidential personal information. | Daily                                             |
| Specialist Equipment e.g. communication aids, moving and handling equipment, education aids etc | Use, undertake visual checks and ensure safety of specialist equipment for individual pupils.<br>Facilitate pupil's access to learning and communication software.                                                       | Daily                                             |
| Classroom environment and learning equipment                                                    | Prepare classroom equipment for lesson activities, clean and tidy away safely and securely.                                                                                                                              | 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**

| <u>Task/Duty</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <u>Who benefits?</u> | <u>How they benefit?</u>                                                                                                                                                                                         |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Assist teaching staff in the delivery of predetermined learning activities and work programmes.</p> <p>Undertake learning activities with pupils e.g. numeracy and literacy exercises, life skills and social development etc</p>                                                                                                                                                                                                                                                                                                                                      | Pupils               | To facilitate access to learning activities and contribute to the development of children in accordance with school policies and statutory requirements                                                          |
| 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.                                                                                                                                                                                                                                                                                                                                                                           |                      |                                                                                                                                                                                                                  |
| <p>Supervise the activities of individual and groups of pupils both in and out of the classroom. Encourage social interaction and positive behaviour.</p> <p>Interpret and anticipate pupil's behaviour and respond in line with behavioural plans – intervening, withdrawing and restraining as necessary.</p> <p>Monitor individual pupil's progress, achievements and development and report these to the teaching staff/line manager to inform decisions taken regarding the Individual Education Plan, Behaviour Plans and Personal Care Programmes for a pupil.</p> | Pupils               | To ensure the safety and well being of pupils at all times                                                                                                                                                       |
| Liaise with parents and carers in conjunction with the teaching staff.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Pupils and parents   | To ensure effective communication concerning the pupils' well being.                                                                                                                                             |
| Attend to the personal, social and physical needs of pupils including washing, toileting, dressing and undressing pupils as necessary.                                                                                                                                                                                                                                                                                                                                                                                                                                    | Pupils               | <p>Provide respectful and dignified care to a high standard where pupils are dependant on the jobholder for personal needs.</p> <p>To assist the pupils in the development of self-reliance and independence</p> |

**Does the Jobholder develop policy or provide advice and information which impacts on people?** **Yes**

**If Yes, give details:-** The jobholder contributes to the development of school practices and procedures which impact on the well being of children by making suggestions and assisting in the monitoring, and evaluating of learning, behavioural and care practices.

| Type of knowledge                          | What knowledge is essential?                                                                                                                                                                                                                                                                                      | Why are these needed?                                                                                                                                                                                                                    | How is it normally acquired?                                                                |
|--------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| Specialist Knowledge                       | Understand needs of pupils with varying degrees of physical, emotional and/or learning difficulties.<br>Medical conditions e.g. sensory impairment, epilepsy, asthma, diabetes etc.<br>Classroom routines<br>IEPs for each child<br>Behaviour plans<br>Care Plans<br>Communication techniques e.g. Makaton, PECS, | To support access to learning activities and contribute to the development of children.<br>Assist teacher to evaluate and monitor student's progress and needs and implement behaviour and care plans.<br>Interpret the needs of pupils. | Experience of working with children in a caring environment, briefing and in-house training |
| Literacy and Numeracy                      | Provide assistance and support in core subjects                                                                                                                                                                                                                                                                   | To undertake learning activities with pupils.<br>Record and/or verbally notify teaching staff of pupil's responses during lessons.                                                                                                       | School education                                                                            |
| Organisational and service based knowledge | Understand role of other services e.g. Physiotherapy, Occupational Therapy, school nurse and other external professionals.                                                                                                                                                                                        | Liaise with other professionals in relation to individual students.                                                                                                                                                                      | Experience                                                                                  |
| Equipment                                  | Pupil and educational aids, P.E. and manual handling equipment                                                                                                                                                                                                                                                    | Safe usage and operation, and to carry out frequent visual checks                                                                                                                                                                        | Experience, in-house training and manufacturers' instructions, health and safety training   |
| 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?** 6 months to become conversant with school policies and procedures and to develop working relationships with pupils and teaching staff.

## 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: Contribute to school and educational visit assessments**

Check and advise teaching staff on all facilities, classroom equipment/ environment and transportation which cater for the individual needs of disabled pupils, e.g. access, stairs, lift, toilets etc. to enable pupils with disabilities to participate fully in educational activities.

**Example: To respond to pupil behavioural problems.**

To assess the potential for physical or emotional harm to the children, to select the appropriate moment for intervention and adopt the correct approach in keeping with the knowledge of the individual pupil. This can include removing the perpetrator in conjunction with other staff subject to the seriousness of the incident. To apply the most appropriate sanctions to the circumstances. On all occasions, to evaluate and record each incident.

- b) Give an example of the most difficult or demanding situation/problem the jobholder has to solve.

**Example: To support the delivery of a predetermined lesson plan.**

To undertake a lesson activity with an individual pupil or a group of pupils as designated by teaching staff. To set up the classroom and prepare learning materials in accordance with pupils special needs. To monitor the pupil's response throughout the learning exercise in order to determine whether to revise or simplify the intended level of activity.

- c) Approximately how often would the example in (b) occur?

Daily

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

| Mental Skill     | Why Needed?                                                                                           |
|------------------|-------------------------------------------------------------------------------------------------------|
| Judgment         | To respond in the most appropriate manner and determine the most appropriate moment for intervention. |
| Analytical       | To assess pupils' personal, physical, and social progress and their ongoing needs                     |
| Planning         | To prepare learning materials and resources in accordance with predetermined activities               |
| Thinking on feet | To respond directly to pupil needs and pre-empt behavioural issues                                    |
| Creative         | Adapt learning materials to suit individual pupil needs                                               |

## 7 INTERPERSONAL AND COMMUNICATION SKILLS ESSENTIAL FOR THE JOB

| 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                                                                        |
| Caring<br>Verbal and intuitive communication.<br><br>Makaton, PECs | To communicate with special needs and statemented children. To interpret and respond to personal and learning needs, and provide reassurance and hands-on support | Pupils with varying degrees of physical, emotional and learning difficulties. |
| Motivation                                                         | To lead by example reflecting an enthusiastic approach to care and learning activities, to praise and encourage pupils and provide recognition of their progress. | Pupils                                                                        |
| Influencing/persuading                                             | To encourage the adoption of appropriate standards of behaviour, to defuse any potential confrontation and to achieve given learning activities and outcomes      | Pupils                                                                        |
| Oral exchange of information                                       | Liaise with others on sensitive pupil welfare issues                                                                                                              | Parents/ carers<br>Teaching staff and other professional staff                |
| Written                                                            | To record children's progress.                                                                                                                                    | Teaching staff and other professional staff                                   |

## 8 PHYSICAL SKILLS ESSENTIAL FOR THE JOB

| Physical skill                              | Used for?                                                                         | Any precision/speed requirements? |
|---------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------|
| Hand-eye co-ordination and manual dexterity | Manual handling of students.<br>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 timetable and care rotas provide the basis for daily and weekly routines. The teacher prepares learning programmes and co-ordinates their provision. The jobholder supports and delivers the learning activities to suit the needs of an individual pupil or small groups of pupils.

**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)*

The jobholder contributes to the development of school practices and procedures which impact on the well being of children by making suggestions and assisting in the monitoring, and evaluating of learning, behavioural and care practices.

**to allocate their time to duties?**

Within the structured school and classroom timetable, to prepare timely lesson materials, resources, displays etc and respond to individual pupils' care and learning needs.

**d) What is the level of guidance/instruction available?**

To ensure compliance with legislation and national standards 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?**

| <b>Expected problem</b>                                                                       | <b>Nature of available guidance</b>                             | <b>Typical Frequency</b> |
|-----------------------------------------------------------------------------------------------|-----------------------------------------------------------------|--------------------------|
| 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                                                                      | In accordance with school procedures and pupil behavioural plan | Daily                    |
| <b>Unexpected problem</b>                                                                     | <b>Nature of available guidance</b>                             | <b>Typical Frequency</b> |
| 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?**

| <b>Problem or decision</b>                                                    | <b>Point of referral</b>                                                      | <b>Typical Frequency</b> |
|-------------------------------------------------------------------------------|-------------------------------------------------------------------------------|--------------------------|
| To adapt learning activities in response to pupils' progress and reactions    | Following collaboration with teaching staff and the individual education plan | Daily                    |
| Identified pupil difficulties with a Learning or Care Programme               | Teacher                                                                       | A few times per term     |
| Identified deterioration in pupil behaviour, condition, capacity to learn etc | Teacher                                                                       | Ongoing                  |

## 10 PHYSICAL DEMANDS

| 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                                                 |
| Reaching, bending and stretching over low pupil's worktables and whilst arranging displays                                   | Short bursts     | Several times throughout the working day  |                                                                                 |

## 11 MENTAL DEMANDS OF THE JOB

| Nature of task                                                                                                                                                                           | Mental Demand                       | Duration                            | Frequency                  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|-------------------------------------|----------------------------|
| To monitor and assess pupils' progress and to keep them on task.<br>To support and deliver predetermined learning activities, and adapt as necessary.                                    | Sensory attention and concentration | All day                             | Throughout the working day |
| Under the direction of teaching staff, assist with a mixture of activities.<br>Awareness of needs of children with limited communication, medical, physical, and emotional difficulties. |                                     | Short periods                       | Throughout the working day |
| Prepare classroom for lesson activity and tidy away equipment after lesson activity.                                                                                                     | Attention to detail                 | Short periods                       | Daily                      |
| Provide verbal feedback of observations regarding pupil responses and progress to teaching staff.                                                                                        | Alertness                           | Short periods<br>Variable according | Daily                      |

|                                                                                                                                                    |  |                                                                    |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------|--|--------------------------------------------------------------------|--|
| Supervise the activities of individual or groups of pupils, both in and out of the classroom (including educational visits) to ensure their safety |  | to in school activity or educational visit of a full days duration |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------|--|--------------------------------------------------------------------|--|

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

| <b>Nature of pressures / interruptions</b> | <b>Source</b>                                                                                                                                    | <b>For how long?</b> | <b>How often?</b>          |
|--------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|----------------------------|
| Interruptions                              | Individual requests from pupils and teaching staff                                                                                               | Few minutes          | Throughout the working day |
| Deadlines                                  | Class routines and completion of delegated lesson activities.                                                                                    |                      |                            |
| Conflicting demands                        | To mentally switch between the educational needs of individual pupils. To select and determine the most 'in need' pupil for immediate attention. |                      |                            |

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

Not Applicable

## **12 EMOTIONAL DEMANDS**

| <b>Nature of the task being performed by jobholder.</b>                                                                                                                                                                                                                                                                                                                                                  | <b>Behaviour / source of the emotional demand</b>                                                                                                                                      | <b>Frequency (per day/wk/ month)</b> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|
| Respond to the significant demands of physically and mentally impaired pupils and carry out duties as a carer. Provide care, reassurance and dignified support to special needs pupils in a mainstream setting, and deal with inappropriate behaviour in accordance with school behaviour plans and policies. The jobholder is required to interpret student behaviour and address their personal needs/ | Dealing with demanding behaviour, to work in a one to one relationship with vulnerable/disadvantaged children and the application of sensitive and intimate child background knowledge | Daily                                |

|           |  |  |
|-----------|--|--|
| stresses. |  |  |
|           |  |  |

### 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.

| Location of work                                                      | Proportion of time |
|-----------------------------------------------------------------------|--------------------|
| Classroom-based<br>Toilets, outdoor activities and educational visits | 90%<br>10%         |

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

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

| 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.                                                                              | Several minutes                        | Several times daily                |
| To attend to pupils personal and care needs, i.e. toileting, exposure to infection, parasites, body fluids etc including pupil deliberate actions. | Several minutes                        | Throughout 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

