

CHESHIRE EAST COUNCIL

JOB DESCRIPTION QUESTIONNAIRE

JOB TITLE	Teaching Assistant (Primary with SN)	JOB REF NO	AAAD5028
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BASIC JOB PURPOSE

To support the teaching staff and work with the other support staff to enhance the development and education of pupils in accordance with the aims and policies of the school.

NO	MAIN RESPONSIBILITIES
1.	Using acquired skills, support and deliver learning activities and contribute to the development of work programmes to facilitate effective teaching and learning.
2.	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.
3.	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.
4.	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.
5.	Liaise with parents and carers in conjunction with the teaching staff to ensure effective communication concerning the pupils' well being.
6.	Record pupil information as specified by the teaching staff/line manager to ensure the schools information systems are maintained.
7.	Attend to the personal and physical needs of pupils so that their well being is maintained.
8.	Prepare and maintain learning resources and ensure that the classroom is kept tidy so that the needs of the lesson plans are met in a safe learning environment, which complies with relevant health and safety requirements.
9.	Display and present the pupils' work, under the direction of teaching staff so that it enhances the classroom environment and celebrates achievement.
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, 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 Job Holder (not in a direct line relationship)

<u>No and 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*

<u>No and FTE</u>	<u>Levels / grades</u>	<u>Types of work</u>	<u>Where based</u>
Occasional	NVQ Level 3 students – up to a few weeks duration.	Work shadowing and observation.	Same classroom.
Occasional	Work experience pupils/students	Work shadowing and observation.	Same classroom.

What does the supervision of these employees involve?

NVQ Level 3 students - Jobholder has shared role to allocate tasks and check the quality and output of work, offers work shadowing and observation, and provides verbal feedback to the line manager regarding the student's progress.

Work experience pupils/students: provide work shadowing, observation and detailed classroom supervision.

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

Financial responsibility	Value of the financial resource (p.a.)	How often is the duty performed?
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

Physical resource	Nature of responsibility of jobholder	How often is the responsibility exercised?
Pupil records	Record and/or verbally notify teaching staff of pupil's responses during lessons. 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, ICT specialist programmes, moving and handling equipment, education aids etc	Use, undertake visual checks and ensure safety of specialist equipment for individual pupils. Facilitate pupils access to learning through specialist communication software and audio visual equipment.	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>
Using acquired skills, support and deliver learning activities and contribute to the development of work programmes to facilitate effective teaching and learning for individual and small groups of pupils. 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.	Pupils	To support the achievement of the most appropriate learning outcomes and to develop the potential of all children in accordance with school policies and statutory requirements.
Supervise the activities of individual and groups of pupils both in and out of the classroom. Encourage social interaction and positive behaviour in order to facilitate peer group integration. Interpret and anticipate pupil's behaviour and respond in line with behavioural plans – intervening, withdrawing and restraining as necessary. Monitor and assess individual pupil's progress, achievements, needs 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.	Pupils	To ensure the safety and well being of pupils at all times
Liase 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	To provide respectful and dignified care to a high standard. To assist the pupils in the development of self-reliance and independence.

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.

5 KNOWLEDGE

Type of knowledge	What knowledge is essential?	Why are these needed?	How is it normally acquired?
Specialist Knowledge	Understand the underpinning principles of child development, Key Stage requirements across all subject areas, differentiated rates of pupil progress, classroom supervision and pupil welfare needs. Understand needs of pupils with varying degrees of physical, mental, emotional, behaviour and/or learning difficulties. Medical conditions e.g. sensory impairment, epilepsy, asthma, diabetes etc. Classroom routines IEPs for each child Behaviour plans Care Plans Communication techniques e.g. Makaton, PECS, British Sign Language	Support the delivery of learning activities and work programmes using acquired skills. Assist with the development and implementation of Individual Education/ Behaviour Plans and Personal Care Programmes. Interpret the needs of pupils.	NVQ level 3 in Childcare or equivalent Experience, in-house training and Inset.
Organisational and service based knowledge	Understand role of other services e.g. Physio, OT, Autism Team, school nurse and other external medical professionals.	Liaise with other professionals in relation to individual students.	Experience and in-house training
Equipment	Pupil / educational aids, manual handling equipment	Safe usage and operation, and to carry out frequent visual checks	Experience, in-house training & 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, e.g. physical intervention, to meet legislative requirements	Experience, briefing and in-house training
Legislation	Knowledge 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?

NVQ Level 3 qualifications require 2-3 years experience in a school environment to complete. A minimum of 6 months in new school required to become fully conversant with school policies and procedures, individual pupils and school educational calendar.

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: Deliver learning activities designated by teaching staff

To adopt different learning styles in order to achieve appropriate learning outcomes for each pupil. To select the most appropriate learning materials and resources to supplement an agreed learning exercise. To encourage and motivate pupils through recognition of achievement, and to cajole, persuade and obtain agreement for the completion of learning activities. To assess the pupil's response throughout the learning exercise in order to determine whether to revise the level of activity and provide input into future work programmes.

- 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	Design and adapt learning materials to suit individual learning needs

7 INTERPERSONAL AND COMMUNICATION SKILLS ESSENTIAL FOR THE JOB

Skill	Used for?	With whom?
Training	Using acquired skills, deliver predetermined learning activities in all subject areas including literacy and numeracy	Individual and groups of pupils.
Caring Verbal and intuitive communication. Makaton, PECs, British Sign Language	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 and responding intuitively to the needs of professional teaching staff
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. Actively encourage parents' engagement in educational activities and other school staff to be involved in educational, social and recreational activities.	Pupils As stated
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 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. 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 provides the basis for daily and weekly routines. Teaching staff delegate predetermined programmes of learning activities. The jobholder must plan and deliver delegated activities selecting appropriate resources and devising displays which complement lesson themes. The jobholder must also respond to requests from the Head teacher, other professionals and parents in order to meet ongoing school requirements.

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?

Expected problem	Nature of available guidance	Typical Frequency
To adapt learning activities in response to pupils' progress and reactions	In accordance with training and Individual Education Plan	Daily
Pupil behavioural issues	In accordance with school procedures and pupil behavioural plan	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?

Problem or decision	Point of referral	Typical Frequency
Identified pupil difficulties with a Learning or Care Programme	Teacher	Several times per year
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 whilst checking progress and 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. 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. Awareness of needs of children with limited communication, medical, physical, and emotional difficulties.			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. Supervise the activities of individual or groups of pupils, both in and out of the classroom (including educational visits) to ensure their safety	Alertness	Short periods All day	Daily

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

Nature of pressures / interruptions	Source	For how long?	How often?
Interruptions	Individual requests from pupils and teaching staff	Few minutes	Throughout the working day
Deadlines	To plan predetermined learning activities and to ensure that lessons start promptly and activities are completed by the end of each session. Pupil progress reports and monitoring care and educational programmes.		
Conflicting demands	To mentally switch between the differentiated learning needs of pupils and the different levels of ability within the same small group.		

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

Not Applicable

12 EMOTIONAL DEMANDS

Nature of the task being performed by jobholder.	Behaviour / source of the emotional demand	Frequency (per day/wk/ month)
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/stresses	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
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.

Location of work	Proportion of time
School based Educational visits and external activities	90% 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.