**Isle of Anglesey County Council**

**Job Description / Person Specification**

**PART A**

CYNGOR SIR YNYS MÔN ISLE OF ANGLESEY COUNTY COUNCIL

**Job Title:** **Relief Teaching Assistant**

**Post Number:**

**Service / Section:** **Anglesey's Schools**

**Grade:**

## Overall Job Purpose:

As a registered professional practitioner with the Education Workforce Council, work under the instruction and guidance of teachers and/or members of the school leadership team to support individuals and groups of pupils to enable access to learning. Assist the teacher in the management of pupils within the classroom and beyond.

*General: Comply with the local authority's Corporate Safeguarding Policy and the safeguarding duties and responsibilities which that policy places on every employee, aligning with the core values of the Authority which includes supporting children, adults who may be at risk and their families to keep them safe and healthy.*

## Main Duties / Responsibilities:

1. Supervise and provide particular support for pupils, including those with additional needs, ensuring their safety and access to learning activities.
2. Assist with the learning and development of all pupils, including the implementation of Individual Education/Behaviour Plans and Personal Care programmes including social, health/medical physical, Hygiene, first aid, toileting, feeding and mobility.
3. Following training, administer medication in accordance with the procedures for LEA and school policies.
4. Encourage pupils to interact with others and engage in activities led by the teacher.
5. Apply strategies to encourage independence and self-confidence and set challenging and demanding expectations and promote self esteem.
6. Provide feedback to pupils in relation to progress and achievement under guidance of the teacher.
7. Provide effective feedback to pupils in relation to programmes, and recognise and reward achievement.
8. Liaise with the teacher to create a purposeful, orderly and supportive learning environment.
9. Liaise with the teacher to share short-term planning and specific learning objectives for; identified groups, individuals, whole class.
10. Monitor pupils' responses to learning activities and undertake pupil record keeping as requested.
11. Establish routines to ensure regular and effective feedback is given to the teacher in respect of pupils' progress towards targets for learning and any difficulties.
12. Apply school policy in relation to the promotion of positive pupil behaviour and attitudes to learning.
13. Administer routine tests and invigilate exams.

**14.** Fulfil clerical and administrative tasks as required, e.g. photocopying, collecting money, filing, administer course work, distributing letters to parents.
**15.** Undertake structured and agreed learning activities/teaching programmes linked to local and national learning strategies, e.g. literacy, numeracy, early years, assessment for learning, ICT.
**16.** Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
**17.** Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use.
**18.** Liaise sensitively and effectively with parents/carers as agreed with the teacher.
**19.** Participate in meetings with parents/carers and contribute to annual reviews in accordance with school practice.
**20.** Be aware and comply with policies and procedures relating to inclusion, child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
**21.** Contribute to the overall ethos/work/aims of the school, including Cwricwlwm Cymreig.
**22.** Attend and participate in relevant meetings as required, including weekly staff meetings.
**23.** Participate in training and other learning activities and professional assessment as required.
**24.** Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtimes.
**25.** Accompany teaching staff and pupils on visits, trips and out-of-school activities as required and take responsibility for a group under the supervision of the teacher.

| **Person Specification:** | **Essential (E) Desirable (D)** |
|---|---|
| **Education and Training** | |
| **The minimum educational requirements/professional or vocational qualifications for the post:** | |
| **1**. Good numeracy/literacy skills | **E** |
| **2**. NVQ Level 2 for Teaching Assistants or equivalent relevant qualification or experience e.g. braille qualification RNIB, or sign language qualification BSL. | **E** |
| **Any specific training required for the post Incl. Certification** | |
| **1.** Training in relevant strategies to support learning | **E** |
| **2**. Safeguarding | **E** |
| **3.** First aid training as appropriate | **D** |
| **Key Competence Requirements** | |

| | |
|---|---|
| **1.** Experience of working with or caring for children of relevant age<br>**2.** Understanding of relevant policies/code of practice and awareness of relevant legislation<br>**3.** General understanding of national/foundation phase, curriculum 14-19 pathways, and other basic learning programmes/strategies as appropriate<br>**4.** Experience of supporting children with Additional Learning Needs | **E**<br>**E**<br>**E**<br>**D** |
| **Specific skills:**<br><br>**1.** Effective use of ICT to support learning<br>**2.** Use of other equipment and basic technology, e.g. video, photocopier<br>**3.** Work constructively as part of a team, understanding classroom roles and responsibilities and own position within these. | <br><br>**E**<br>**E**<br>**E** |
| **Personal Attributes**<br><br>**1.** Ability to relate well to children and adults<br>**2.** Maintain strictest confidentiality and data protection of personal information | <br><br>**E**<br>**E** |

| **Position in the Organisation:** | |
|---|---|
| Reports to: | Leadership Team and Classroom Teacher |
| **Staff Supervised:** | |

| **Working Arrangements and Conditions:** | |
|---|---|
| **Working Week:** | Monday – Friday (term time) |
| **Identified Work Base:** | Anglesey |
| **Contracted Hours:** | |

**Language Requirements**

**Welsh Language Skills** (Please see the skills framework attached)

| | | | | | | |
|---|---|---|---|---|---|---|
| **Listening (Tick One)** | | Level 1 ☐ | Level 2 ☐ | Level 3 ☒ | Level 4 ☐ | Level 5 ☐ |
| **Reading (Tick One)** | Level 0 ☐ | Level 1 ☐ | Level 2 ☐ | Level 3 ☒ | Level 4 ☐ | Level 5 ☐ |

| | | | | | | |
|---|---|---|---|---|---|---|
| **Speaking (Tick One)** | | Level 1 ☐ | Level 2 ☐ | Level 3 ☒ | Level 4 ☐ | Level 5 ☐ |
| **Writing (Tick One)** | Level 0 ☐ | Level 1 ☐ | Level 2 ☐ | Level 3 ☒ | Level 4 ☐ | Level 5 ☐ |
| **English Language Skills** (Please see the skills framework attached) | | | | | | |
| **Listening (Tick One)** | Level 0 ☐ | Level 1 ☐ | Level 2 ☐ | Level 3 ☐ | Level 4 ☒ | Level 5 ☐ |
| **Reading (Tick One)** | Level 0 ☐ | Level 1 ☐ | Level 2 ☐ | Level 3 ☐ | Level 4 ☒ | Level 5 ☐ |
| **Speaking (Tick One)** | Level 0 ☐ | Level 1 ☐ | Level 2 ☐ | Level 3 ☐ | Level 4 ☒ | Level 5 ☐ |
| **Writing (Tick One)** | Level 0 ☐ | Level 1 ☐ | Level 2 ☐ | Level 3 ☐ | Level 4 ☒ | Level 5 ☐ |

**Flexibility**

Your attention is drawn to the fact that in some cases particular duties and responsibilities are difficult to define and may vary from time to time without changing the general character of the duties and level of responsibilities entailed. In addition, it is a requirement of all employees that they accept elements of flexibility in duties and responsibilities and when necessary interchange within the organisation which will meet the changing needs and demands of the school. Such a requirement will enable the particular expertise of the post-holder to be developed and maximised to the mutual benefit of both employer and employee.

**Date of preparation of this job description document:** September 2022

## Language Skills - Workplace Assessment Levels

### (i) Listening

| | |
|---|---|
| 0 | No skills |
| 1 | Able to understand basic enquiries in Welsh /English |
| 2 | Able to understand a basic social conversation in Welsh / English |
| 3 | Able to follow routine conversations involving work between fluent Welsh / English speakers |
| 4 | Able to follow the majority of conversations involving work including group discussions |
| 5 | Able to understand all conversations involving work |

### (ii) Reading

| | |
|---|---|
| 0 | No skills |
| 1 | Able to read basic words and phrases, e.g. signs or short and simple notes |
| 2 | Able to read basic material involving work (slowly) |
| 3 | Able to read routine material with a dictionary |
| 4 | Able to read the majority of material in own area |
| 5 | Able to understand all material involving work |

### (iii) Speaking

| | |
|---|---|
| 0 | No skills |
| 1 | Able to conduct a general conversation [greetings, names, saying, place names] |
| 2 | Able to answer simple enquiries involving work |
| 3 | Able to converse with someone else, with some hesitancy, regarding routine work issues |
| 4 | Able to speak the language in the majority of situations using some Welsh / English words |
| 5 | Fluent – able to conduct a conversation and answer questions, for an extended period of time where necessary |

### (iv) Writing:

| | |
|---|---|
| 0 | No skills |
| 1 | Able to write basic messages |
| 2 | Able to answer simple correspondence with assistance |
| 3 | Able to draft routine text, with editing assistance |
| 4 | Able to prepare the majority of written material related to the area, with some assistance in terms of revision |
| 5 | Skilled – able to compete written work without the need for revision |