

JOB DESCRIPTION

CLASSROOM TEACHING ASSISTANT

Job title:	Classroom Teaching Assistant	Job Ref:	XS 10.5
Directorate:	Children's Services		
School:		Grade:	XS 10.5 Dorset Grade 3
Reports to:	Class Teacher/SEN Co-ordinator (SENCO) or Supervisory TA		

Main job purpose

Responsible for supervising the activities of pupils during the school teaching periods and the midday sessional break within the school, including both indoor and outdoors areas, ensuring a safe environment is maintained at all times.

To assist the Headteacher and teachers in the development and implementation of a programme of work and in the provision of a stable, caring and supportive learning environment, which enables pupils to achieve their full learning potential and facilitates their personal, social and moral development.

Typically there will be some requirement to work with pupils, either individually or in groups, who have some special educational needs, learning difficulty, disability, or exhibit occasional behavioural problems. This may include pupils with a high learning ability ('gifted /talented').

This post will differ from that of Teaching Assistant XS10.4 or a Teaching Assistant – Skills Specific XS10.3 in the following ways.

This post will, for the majority of the time, be working under the supervision of a class teacher.

There is no requirement for previous experience or pre-entry qualification when appointing to this post

Main responsibilities and duties

Support to the pupil(s):

1. Develop, maintain and apply knowledge and understanding of pupils' general and specific learning needs. To ensure that support is given to them at an appropriate level.
2. Supporting and directing literacy and numeracy tasks, clarifying and explaining instructions
3. Focus support in areas needing improvement, both academic and social.
4. Motivate and encourage pupils to concentrate on and fulfil the tasks set.
5. Seek to ensure the promotion and reinforcement of pupils' self esteem, appropriate levels of effort and behaviour and to guide pupils to become independent learners.
6. To provide support, care and supervision of pupils within the classroom, within the school and outside of the school.

7. To escort pupils to school or parental transport, home or to hospital as necessary and/or support in the integration/re-integration of the pupil
8. To develop an understanding of and provide for pupils' specific personal needs to ensure a safe learning environment. This may include providing some direct personal care, support and assistance to the pupil in respect of toileting, eating, mobility and dispensing medication.
9. To undertake a key worker role when required.
10. To work with pupil groups, using a range of strategies to gain acceptance and inclusion of pupils with special educational needs.

Support to the school:

11. To assist in the preparation for educational visits, and where appropriate accompany/supervise students undertaking off-site activities.
12. To attend and contribute to school staff meetings and in-service training within contracted hours or outside normal hours by agreement.
13. To contribute to the process of school self review.
14. To liaise with parents and other professional agencies in support of pupils' needs.
15. To assist in the supervision of Standard Assessment Tasks and tests / assessments as directed.
16. To supervise pupils using cloakrooms, showers and toilet facilities. Supervise pupils in playgrounds and when entering and leaving using school transport.
17. To adhere to and execute school policy and procedure where appropriate
18. Under the direction of the Headteacher/SENCO and/or individual teaching staff, to assist in the development of Individual Education Plans (IEPs) for pupils with special educational needs and contribute to IEPs.
19. Promoting and safeguarding the welfare of children and young people in accordance with the school's safeguarding and child protection policy.

Support to the teacher:

20. To assist in preparing and maintaining the learning environment to support teaching staff in the development of learning strategies.
21. To assist in the development, monitoring and evaluation of programmes of work
22. To upkeep data files, catalogue resources, maintain inventories, photocopy, record TV programmes and use I.T. systems for administration and educational purposes.
23. To contribute to systems for review and recording of pupils' progress, both academic and social.
24. To assist in the preparation, organisation and maintenance of classrooms and their equipment, including assistance with and creation of displays, make basic visual aids, art and craft materials, mount and display pupils' work.
25. To assist teachers in timetabling of lessons and curriculum as required.

26. To assume sole supervision of groups of pupils for a limited time (eg: 2 / 3 hours per week). This may include whole classes for short periods in the absence of the teacher.
(NB: This would not generally apply to job description 10.5)

Support to the curriculum:

27. To support the use of ICT in the classroom - Work with and support pupils to ensure they are able to use ICT and other specialist equipment to enhance their learning.
28. Undertake learning activities with pupils of varying abilities to ensure differentiation and access to the curriculum.
29. Contribute to the assessment of pupils' learning, in particular with regard to Literacy, Numeracy, Science and ICT skills.
30. Contribute to the implementation of the National and/or Foundation Curriculum and specific individual pupil targets and/or group targets.

Special Schools / Special Units

In the context of Special Schools or for those Teaching Assistants working within special unit, Teaching Assistants will also be expected to:

31. To engage in ongoing CPD, specific to the needs of pupils (this may involve developing skills in dealing with severe, profound and multiple complex learning and associated behavioural difficulties)
32. Apply physical restraint where this is a regular feature of a child's intervention plan.

Knowledge & skills

Experience of working with children in an educational setting is desirable.

Qualities required are discretion, loyalty, commitment, patience, flexibility, good personal organisation, firmness, to be numerate and literate, a team worker and to have good oral communication. Background knowledge of the Foundation and National Curriculum and School's procedures and policies.

An understanding of pupils' individual targets is desirable and, where appropriate the postholder may be required to develop a more specialised knowledge in specific curriculum areas. A willingness to attend courses as required to enhance the knowledge, understanding and skills to improve the level and quality of support given to pupils and teachers is essential.

They must have achieved a qualification in English/literacy and mathematics/numeracy and be prepared to work toward gaining Level 2 of the National Qualifications Framework

Supervision and management

Typically there will supervision available from the classroom teacher on a daily basis and regularly within the day. Additional support may be provided by the SENCO/PTA or Supervisory TA within the team. A classroom TA may be required to support the induction of classroom TAs.

Problem solving and creativity

On a daily basis, within prescribed school guidelines and under the direction of the teacher, develop a range of strategies to engage individuals and groups of pupils, often with differing requirements, in the experience of learning and in their personal, social, health and moral education (eg. a reward system appropriate to an individual pupil).

Use a variety of interpersonal techniques to establish supportive relationships with pupils, parents and carers. There will be occasional interruptions. Deadlines will relate and be appropriate to the timetable being followed. Guidance is normally readily available from teaching staff and more complex or controversial decisions will be referred to a teacher.

Key contacts and relationships

Contact with all staff in school to pass and receive information, advice, guidance, suggestions and ideas.

Contact with parents / carers and other agency staff to provide support for pupils, such as giving feedback on pupil's particular needs.

Decision making

Within the agreed school policies, guidelines and rules, decide on when and how to apply a range of strategies for the benefit of pupils in relation to their education activities behaviour and care. These decisions often need to be made immediately to deal with the situation presented.

Resources

Books, stationery, writing equipment
ICT and AVA equipment

Working Environment

The range of areas, number of classrooms/halls etc will depend on the particular school.

Most of the working day is spent standing, with periods of crouching / bending to engage pupils in activities.

There may be an occasional need to physically lift pupils, such as for safety or care needs and occasional unpleasant conditions relating to pupils' personal hygiene needs.

A normal school environment, although the job holder may be involved in external school activities, such as swimming and educational visits.

Progression in Post (if applicable)

In order to progress to either XS10.4 or XS10.3, if available in the school, postholders will need to be able to:

Demonstrate the competence to progress to SCP12, against the agreed competence standards, following substantial classroom experience and/or qualification to NVQ3 level; Undertake a range of support activities within the classroom or provide specific specialist support. This must include exercising a level of autonomy and responsibility in undertaking

'specified work'. This may, for example, include the preparation and provision of teaching support and the interpretation and delivery of lesson plans to meet individual, group or class needs, under the overall supervision of a qualified teacher(s).

Grade 4 will be payable where the postholder works, for the majority of their role, in a Special School or designated Special Unit or Base and;

Support pupils with complex and unpredictable needs, requiring greater levels of problem solving and creativity.

The need to apply creativity and innovation to new and challenging situations when interacting with pupils.

