

POST TITLE: Teaching Assistant – Level 2

JOB PROFILE

Please identify the main purpose of your job.	
Under the instruction and guidance of teaching staff to undertake educational activities and attend to the education, personal and social needs of pupils in order to support their learning and development and to ensure their safety.	
What are the main duties and responsibilities of your job?	
Main duties and responsibilities	% of time
1. To attend to the educational, personal and social needs of pupils.	100%
2. To support the classroom teacher by assisting in devising and extending educational activities and in preparation of the curriculum.	
3. To help assess and systematically record pupil progress.	
4. To support the teaching of literacy, numeracy and other specific areas of the curriculum.	

1. KNOWLEDGE

1. What kinds of knowledge do you need in order to perform your job competently?		
Type of knowledge	What knowledge and why do you need it?	Source of knowledge
Literacy	Good level of literacy (eg GCSE grades A-C or equivalent) to record pupil progress and assist pupils to access the curriculum	Education
Numeracy	Good standard of numeracy (eg GCSE grades A-C or equivalent) to assist pupils to access the curriculum	Education
Procedural	Good understanding of procedures in a school and procedures relating to individual pupils. Procedures re: first aid, school visits, behaviour management, health & safety, IEPs, Special Needs Code of Practice	Via induction process
Equipment	Photocopier, audio visual and ICT equipment	Work experience and training
Administrative systems	An understanding of school administrative systems. Knowledge of recording and monitoring systems	Induction and work experience
Organisational	Basic understanding of management structure within the school	Induction and work experience
Specialist	Minimum of 6 months' experience of working with children and understanding of their needs and development. Ability to contribute to the planning and development of educational activities through general understanding of curriculum and basic learning strategies. Ability to meet pupils' physical needs.	Work experience
Other languages/cultures	Awareness of diversity issues	Work experience and training
Other (please specify)		

2. MENTAL SKILLS

2.1 Please give examples of two decisions you make on a regular basis

1. Evaluating results of monitoring to assist teacher to determine pupil progress.

<p>2. Making a judgement about the most appropriate response to a child's behaviour, in line with school's behaviour management policy.</p>
<p>2.2 What is the most important or difficult decision/recommendation you make? How often do you expect to take a decision or solve a problem of this type?</p>
<p>Establishing priorities on the basis of evaluation outcomes, on a daily basis.</p>
<p>2.3 Describe the kinds of problems you solve regularly.</p>
<p>Keeping pupils on task and ensuring tasks are appropriate. Resolving behavioural problems and encouraging positive behaviour and attitude in line with personal and social needs of pupils.</p>
<p>2.4 Give examples of any creative and developmental skills required.</p>
<p>Contributing to the implementation of IEPs and, on an informal basis, to contribute to their development.</p>
<p>2.5 If your job requires forward planning, give examples of how you plan or organise activities/projects.</p>
<p>Assisting teacher with planning of educational activities to meet pupils' needs. Organising use of resources.</p>
<p>2.6 Other</p>

3. INTERPERSONAL AND COMMUNICATION SKILLS

3.1 What Interpersonal and communication skills are required to perform your job competently?	
TYPE OF SKILL	PURPOSE/NATURE OF SKILLS AND HOW USED
Caring	Kindness, patience, understanding and empathy with children
Training	-
Team-working	Ability to work collaboratively with class teachers, other classroom assistants, parental volunteers and groups of children
Motivational/team leading	Ability to motivate and encourage pupils
Advising/Guiding	Ability to advise and guide pupils
Persuading/influencing/	Basic level of persuasion and negotiation with pupils; discussing individual pupils with teacher (IEP etc)

negotiating	
Advocacy	Basic level advocacy on behalf of pupils
Conciliation	Conciliation between pupils
Counselling	Basic level counselling with pupils
Oral(spoken) communication	Ability to communicate effectively and confidently with pupils, colleagues, parents and outside agencies
Written communication	Ability to record pupil progress including written statements for IEPS, statement reviews etc
Presentation	Ability to record pupil progress including written statements for IEPs, Statement reviews etc
Other	Ability to keep confidentiality at all times

4. PHYSICAL SKILLS

4.1 List any tasks which require particular co-ordination/precision and/or speed	
Task	Skill required
Assisting with medication for pupils	Manual dexterity
Basic ability to display work on walls etc	Manual dexterity
Assisting pupils with changing, hygiene etc	Manual dexterity
Use of computer	Manual dexterity

4.2 Are driving skills required?
No

5. INITIATIVE AND INDEPENDENCE

5.1 How are you managed?

Day to day supervision by classroom teacher; line managed by senior classroom assistant/headteacher

5.2 To what extent is your job guided by instruction/procedures/policies or precedents?

To a high degree

5.3 What level of control do you have over workload and priority of work?

Limited, except when deciding which pupils need assistance at any one time.

5.4 Give an example of a decision which can be made without reference to a manager

See 2.1 and 2.2

5.5 Give an example of a decision that would need to be referred to a supervisor or manager

When to seek advice from teacher on alternative strategies when initial approach appears ineffective.

6. PHYSICAL DEMANDS

6.1 Please give details of any physical demands involved in your job.

Demand	Reason	Duration	Frequency
Ability to lift, bend and stretch	To assist pupils with dressing, hygiene etc	1 hour max	Daily

Ability to lift equipment	To move resources within the classroom	1 hour max	Daily
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6.2 If lifting, do you have any help from anyone else?

Yes, usually.

6.3 Do you use a mechanical aid (e.g. sack barrow)

Hoist, wheelchair etc where appropriate.

7. MENTAL DEMANDS

7.1 Detail if your job requires you to use your senses more than usual			
Activity	Reason	Duration	Frequency
Support to pupils	Need to be alert at all times to ensure pupils' safety	Constant	Constant

7.2 Detail the level of concentration required to perform your job competently			
Activity	Reason	Duration	Frequency
Support to pupils	Ongoing need to concentrate on task to ensure pupils' safety and to evaluate pupils' needs (e.g. to ensure that they are on-task)	Constant	Constant

7.3 Are there any work-related pressures?			
Activity	Reason	Duration	Frequency
	Noisy and busy environment in classroom creates pressure	Ongoing	Constant
	Resolving conflicting demands on time	Ongoing	Constant

7.4 Detail any other type of mental demand			
Activity	Reason	Duration	Frequency

8. EMOTIONAL DEMANDS

8.1 Give details if your job brings you into contact / work with other people (other than your immediate work colleagues) whose circumstances or behaviour causes you emotional stress.			
People involved	Cause	Impact	Frequency
Pupils	Health & safety or emotional distress of pupil	Low level	Occasional

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9. RESPONSIBILITY FOR PEOPLE

9.1 Do you have any DIRECT impact on the physical/ mental/ social/ economic or environmental wellbeing of people (other than those directly supervised or managed by you)?

Task/duty/responsibility	Who is affected ?	How are they affected ?
Constant duty of care	Pupils	Health & Safety, emotional wellbeing and educational achievement may be affected by this role.

9.2 Do you implement or enforce any statutory regulations which have a direct impact on health, safety or well being of people?

Regulation	Impact on	Nature of impact
No		

9.3 Do you develop policies or provide advice, guidance or interpretation of procedures or regulations which impact on the well being of people?

Regulation	Impact on	Nature of impact
No		

9.4 Do you have any other responsibilities for people?

Responsibility	Who is affected	How are they affected
No		

10. RESPONSIBILITY FOR SUPERVISION/ DIRECTION/ CO-ORDINATION OF EMPLOYEES

10.1 Does your job involve training or demonstrating your work to other employees?

What training or demonstrating	Who	Frequency
Support for new colleagues (eg demonstrating use of systems, equipment etc)	Newly appointed colleagues	Occasional

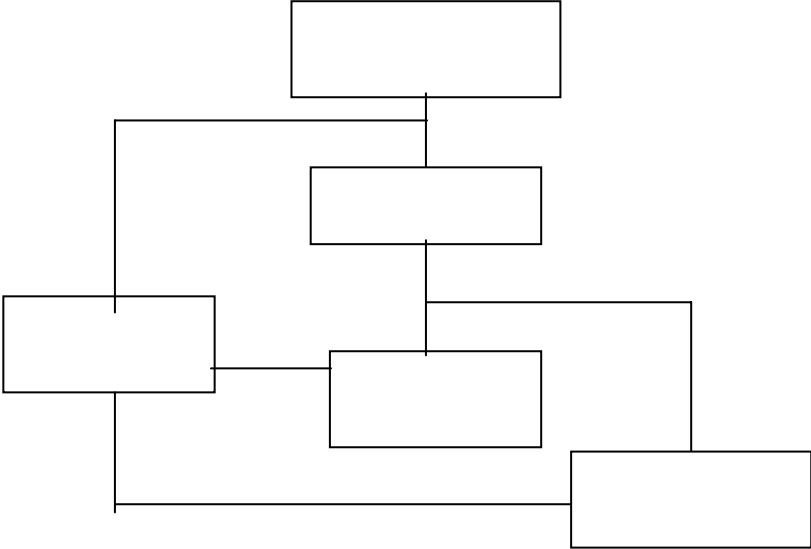
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10.2 Do you supervise or manage any employees/ trainees?	
Nature of supervision/management	Number
No	

10.3 Do you develop policies or provide advice, guidance or interpretation of procedures or regulations which impact on staff?	
Nature	Number
No	

10.4 Organisation Chart

Include only post titles and locations, where appropriate. Highlight the postholder in bold.



11. RESPONSIBILITY FOR FINANCIAL RESOURCES

11.1 Please give details if you are directly responsible for any financial resources		
Nature of responsibility	Annual value	Frequency
No		

11.2 Do you develop policies or provide advice guidance or interpretation of procedures or regulations in relation to finance?	
Nature of responsibility	Impact
No	

12. RESPONSIBILITY FOR PHYSICAL RESOURCES

12.1 Please give details of any direct responsibility you have for physical resources.	
Nature of responsibility	Approximate value
No direct responsibility	

12.2 Do you develop policies or provide advice guidance or interpretation of procedures or regulations which have an impact on physical resources?	
Nature of responsibility	Approximate value
No direct responsibility	

13. WORKING CONDITIONS

13.1 What kind of place do you usually work in?	
Description	% time spent there
Classroom environment (often busy and noisy but clean, well lit and low level hazards); school hall/gymnasium (for PE lessons); school playground and grounds (if supervising at break times).	100%

13.2 Are you able to rearrange your workload around extreme weather conditions ?
Not applicable

13.3 Please give details of any unpleasant environmental working conditions.			
Nature	Source	Time exposed	Frequency
	Toileting of pupils	As required	Depends on age and needs of pupils (may be minimal or several times per day)

13.4 Please give details of any verbal abuse, aggression or other anti-social behaviour from people (other than immediate work colleagues) you experience during your work.			
Nature	Source	Time exposed	Frequency
Verbal abuse and aggression, threatening behaviour	Pupils, parents	Very limited (in mainstream school) 5 - 10 mins per occasion (in special school or provision)	Very occasional (in mainstream school) Two or three times a week in special school or provision dealing with pupils who have EBD or other special needs

13.5 Do you encounter any hazards in your job?			
Nature	Source	Time exposed	Frequency
Physical abuse	Pupils	Limited	Very occasional (more frequent in certain special schools)
Potential hazards of outdoor environment	Educational visits	Usually up to a day at a time	Occasional