Jobs and Careers

Leicester City Council

Job Description with Level Criteria Matrix

Post Title: **Teaching Assistant**	**Post Number: E9001**
	Date: SEPTEMBER 2009

Department:	**Division / Branch:**
Children & Young People's Services	School/College or Central Support Service
Section:	**Responsible to:**
Pupil Support	Varies

Overall Purpose of this Post:

To enhance pupil's education, life skills and emotional well-being.

Major Objectives: These will include, as appropriate, those that reflect key corporate priorities, for example, Cultural Diversity, Social Justice, Environmental Quality and Economic Prosperity.

1. To support pupils' learning as directed, in context of fostering independence and self-esteem.
2. To maintain accurate records and assist in administrative tasks.
3. To give sound advice to parents/carers for their child's education.
4. To support the aims and ethos of the School/College.
5. To set a good example in terms of dress, punctuality and attendance.
6. To be proactive in matters relating to health and safety and child protection/safeguarding.
7. To provide appropriate supervision to individual or groups of pupils.
8. To share and adopt best practice and good ideas with other staff.
9. To implement and promote Leicester City Council's and the school/college's policies and procedures relating to all areas of employment and service delivery.

These are the highest level objectives, see "Level Criteria Matrix" for objectives at other levels.

P.T.O.

Summary of job tasks: The tasks listed are, generally, only those taking at least 10% of the postholder's time.

1. Assists in the educational and social development of pupils under the direction and guidance of teachers or advisory staff.
2. Assists in the implementation of pupil's Individual Education Programmes & monitors progress.
3. Provides support for individual pupils inside and outside the classroom to enable them to fully participate in activities.
4. Works with other professionals, such as speech therapists and occupational therapists, etc.
5. Assists with administrative tasks, e.g. maintaining pupil records, creating displays of work, etc.
6. Supports pupils with emotional or behavioural problems and helps develop their social skills.
7. Works with parent/carers to support pupils' learning and behavioural needs.
8. Attends team and staff meetings.

These are the highest level tasks, please see "Level Criteria Matrix" for tasks at other levels.

Is this post classified as "politically restricted", as in the Local Government and Housing Act 1989, either		
a) because of its salary level? *or*	Yes	No ✓
b) because the postholder is required regularly to advise the Council and its Committees, or communicates with the media on behalf of the Council?	Yes	No ✓
Is this post subject to exemption from The Rehabilitation of Offenders Act 1974?	Yes ✓	No

	Job Requirements: Essential (E) or Desirable (D).	**E/D**
A. Training & Education	Literacy and numeracy sufficient to perform the job tasks. **See Level Criteria Matrix attached for requirements at different levels.**	E E
B. Experience	**See Level Criteria Matrix attached for requirements at different levels.**	E
C. Equal Opportunity	Must be able to recognise discrimination in its many forms and be willing to put the Council's Equality policies into practice.	E
D. Other Skills	**See Level Criteria Matrix attached for requirements at different levels.**	E
E. Other Conditions Including any hazardous or environmentally adverse conditions	**Must satisfy relevant pre-employment checks.** This post will involve contact with vulnerable groups (children, young people and/or adults) and is therefore exempt from the Rehabilitation of Offenders Act 1974 and subject to an Enhanced Criminal Records Bureau (CRB) Disclosure check. This exemption means that applicants for this post are required to declare all criminal convictions, cautions, reprimands and bind-overs both spent and unspent in their application, regardless of the passage of time. **See Level Criteria Matrix attached for requirements at different levels.**	E E

Element	**Level 4 (ROLEID E9001a)**	**Level 3 (ROLEID E9001b)**
People Management	As lower levels plus: Manages up to 30 other TAs and/or pupil support staff in several faculties. Supervises individual or small groups of pupils often away for the classroom. Takes classes through learning programmes agreed without a teacher present.	As lower levels plus: Supervises individual or small groups of pupils under the direction of a teacher. Supervises whole class of pupils for short periods in the absence of teacher. Supports/Instructs up to 4 other TAs and/or pupil support staff.
Creativity required	As lower levels plus: Undertakes at least one additional responsibility, e.g. • Plans lessons within framework provided by teacher. • Contributes to the selection & preparation of teaching resources. • Takes a key role in presenting information to parents or groups of parents, using information to reflect and question current practice. • Uses assessment information for future planning and target setting for individual or groups of pupils and/or manages exam invigilation. Uses ICT to support and advance their own and pupils learning. Puts together schemes of work, assisting with lesson plans, offsite visits, etc.	As lower levels plus: Contributes to whole School/College policy development. Models good practice, contributes to the planning and delivery of INSET to others (e.g. TAs, MDS staff, volunteers) who support pupils (including pupils with SEN). Puts together resource packs, learning aids, displays etc. Finds alternatives to the National Curriculum suggestions or when applying Literacy and Numeracy lesson plans that are beyond the pupil(s). Plan own timetable in consultation with Class teachers. Organise weekly non-contact time for making resources and planning. Co-ordinates pupils' attending extra curricular activities, e.g. work experience, etc. Organises assessment of pupils or groups of pupils.
Contacts	As lower levels plus: Works with specialist teachers, other professional staff, health officers, volunteers, etc. Advances pupils' learning in whole class settings where the assigned teacher is not present. Attend names students Core Meetings.	As lower levels plus: Works with educational specialists, advisors, psychologists, therapists, etc. Liaises and co-ordinates parents/carers and professionals as required including in SEN annual/new admissions testing/criteria for SEN register inclusion or IEP reviews, preparing papers, IEP's, making, monitoring and updating passports for identified students etc. Provides cover for absent teachers and participates in exam invigilation. External agencies, medical professionals, etc for individual learning or pupil advice.
Decision making	As lower levels plus: Acts without close supervision or teacher present to advance pupils' learning. Advances pupils' learning in whole class settings without a teacher present. Adapts lesson plans to suit individual pupils. Recommends training for other staff, e.g. on Epilepsy, Autism DDA, etc.	As lower levels plus: Works without the need for close supervision. Takes lead responsibility for coordination of a School/College activity. Recommends to teachers when parent/carers or pupil's need specialist help. Deals with child protection issues/situation there and then (referring/reporting them back afterwards).
Objectives	As lower levels plus: To support other TAs, Teachers and Specialist Consultants and make them aware of the needs of each individual pupil. To share and adopt best practice and good ideas with other staff. To enable independent selection of ICT tools to advance children's learning.	As lower levels plus: To apply their knowledge and understanding of a relevant area of the curriculum, age range or SEN, in supporting pupils. To use specialist knowledge, experience, training to provide appropriate support.

Element	**Level 4 (ROLEID E9001a)**	**Level 3 (ROLEID E9001b)**
Resources used or managed	As lower levels.	As lower levels plus: Drives mini-buses on trips, sometimes with adaptive measures.
Interruptions and conflict situations & frequency	As lower level plus: Staff absences (teachers, mentors and other TAs) are a daily event that requiring the postholders to re-schedule workloads.	As lower level plus: Pupils often come up with unexpected problems, queries etc but this is an inherent part of the role.
Physical effort & IT use required	As lower level.	As lower level plus: Holding, supporting, lifting children, equipment & materials, sometimes using hoists, wheelchairs etc.
Working conditions	As lower level.	As lower level plus: Works in a variety of School/College settings with a variety of disabilities and at different key stages. Sometime home visits.
Risks encountered	As lower level.	As lower level.
Knowledge and Skill levels required	As lower level and/or: Higher Level Teaching Assistant Status, **NOTE:** *HLTA is a **status** and not a qualification. Achievement of the status is an essential criterion for level4 status. (Achieved after endorsement by the Head/Principal and assessment against HLTA standards by a regional provider).* English GCSE (A*-C) or equivalency test (Level 2 Basic Skills Literacy). Maths GCSE (A*-C) or equivalency test (Level 2 Basic Skills Numeracy). *Preferably* at least NVQ Level 4 or equivalent qualification e.g. a Foundation degree. Considerable experience of working to support children's learning Able to supervise, train and review the performance of other TAs. Able to take responsibility for planning the work of other TAs.	As lower level and/or: Specialist TA Award or NNEB or relevant NVQ level 3 or equivalent English GCSE (A*-C) or equivalency test (Level 2 Basic Skills Literacy) *Preferably* Maths GCSE (A*-C) or equivalency test, e.g. Level 2 Basic Skills Numeracy, TA Awards, NNEB, Instructor qualification in a specialist area, etc. Knowledge of school/college policies relevant to the subject/support provided and how they relate to local and national frameworks/policies. An understanding of other areas of School/College life. Experience of working to support children's learning. Good organisational and advocacy skills. Able to adapt teaching styles and be creative to the needs of a group of pupils. Able & willing study/train for qualifications in numeracy or other subjects. Able to monitor spending on resources, consumables, etc.

Element	**Level 2 (ROLEID E9001c)**	**Level 1(ROLEID E9001d)**
People Management	As lower levels plus: Assists with supervision of pupils on visits/trips, in accordance with relevant risk assessment & guidance.	Assists with the supervision of individual, small groups or a class of pupils, e.g. as they arrive/leave the class and at break time and when required at lunchtime.
Creativity required	As lower levels plus: Assists in assessment and review of pupils' individual or groups of pupils' progress and statement review meetings. Supports implementation and acts on strategies to manage pupil behaviour. Contributes to curriculum planning, evaluation and implementation. Assists in the introduction to the lesson and interacts with the teacher and pupils, e.g. assisting pupils to develop personal, social, emotional and communication skills and role-play activities. Uses ICT to support children's learning under direction. Monitors pupils' achievement, objectives, general care, safety and welfare and carries out pupil assessments under direction.	Assists with the day-to-day management of the learning environment, e.g. care & preparation of teaching aids, equipment, and materials, reporting damaged/faulty items, contributing to Class, School/College displays, art area designs, etc. Supports the School/College in enabling all pupils to access the curriculum. Assists in the management of pupil behaviour. Participates in induction training for teaching assistants and staff review process and makes use of professional development opportunities. Provides comfort and arranges immediate care for minor accidents (excluding duties of designated first aid officer) including tasks connected with the social education of the pupil. Where pupils have SEN that includes the need for personal care, provide this within the H & S guidelines. Provides feedback to the teacher about learning activities. Finds alternatives to the National Curriculum suggestions.
Contacts	As lower levels plus: Supports pupils during independent/group work (e.g. explaining tasks, reinforcing key objectives, concepts or vocabulary; using practical apparatus). Supports less able pupils, extends/challenges the more able; keeping pupils on task, interested, motivated and engaged. Extends play-based learning in indoor and outdoor classrooms. Assists in the development of communication skills & role-play. Assists in pupils' personal, social, emotional and self esteem development. Deals with family issues, e.g. violence/domestic situations. Appointed person for First Aid in relation to Care plan students/anxious students who may harm themselves.	Main contacts are with pupils and classroom teachers plus parents/carers and sometimes interact with specialists, advisors, etc on pupil issues. Supports pupil's curriculum learning using appropriate language (including other forms of communication, e.g. Makaton and using communication aids). Provides pupils with the support specified by the teacher. Provides comfort & arrange immediate care for minor accidents, upsets and ailments (excluding duties of designated first-aider). Encourages and reinforces positive interaction for pupils with set behaviour targets. Helps parent/carers, e.g. form filling, support agencies, etc. Finds ways to "get through" learning, emotional, physical or behavioural difficulties.
Decision making	As lower levels plus: Decides what to write up, e.g. observations, advice given, recommendations or actions taken, in assessments, reports, statements, incident reports. Exercises initiative and independent action sometimes in one or more specialist areas (e.g. SEN, literacy, numeracy, early years, EAL etc). Identifies uncharacteristic behaviour, serious problems and possible danger or risks to health to teaching staff. Monitors achievement and feeds back to the teacher.	Works under the overall supervision of the responsible teacher. Reports uncharacteristic behaviour, problems and risks to health to teaching staff. Refers child protection issues/situations to teacher.

Element	**Level 2 (ROLEID E9001c)**	**Level 1(ROLEID E9001d)**
Objectives	As lower levels plus: To apply the school's, local, and national frameworks or policies relevant to the specialist subject/support provided. To give sound advice to parents/carers for their child's education.	To maintain an up-to-date understanding of the role and responsibilities of their and others' role within the school/College. To enhance pupils' education, life skills and emotional well-being. To maintain accurate records and confidentiality when and where required.
Resources used or managed	As lower level plus: Manages small amounts of Petty Cash. Actively involved in the day-to-day management and care of learning resources.	Responsible for the inventory, safekeeping and re-ordering of classroom resources. Uses normal office equipment, laminators, photocopiers, etc. Uses, sets up, clears away drills, saws, compounds, materials, peripherals, etc, (ICT, Science and D&T TAs), visual/hearing aids, hoists, wheelchairs, etc. PC & paper records, registers, admission forms, lesson plans, folders, displays, etc.
Interruptions and conflict situations & frequency	As lower level plus: Classes wanting the same resources are resolved by discussion.	Interruptions are relatively infrequent during class times. A yearly or termly timetable or meetings/visit schedule is normally set out and adjusted either daily, weekly or each half/term.
Physical effort & IT use required	As lower level plus: Uses ICT as a learning tool, e.g. PC's, printers and Interactive Whiteboards, software learning applications, etc.	Standing, walking, etc, sitting (often in very small low chairs).
Working conditions	As lower level.	Class, sometimes Gyms, ICT suites, Outdoors, Playgrounds, Noisy children. Occasionally meeting rooms, outdoors, e.g. garden centres- other educational establishments, visits, PE/Sports etc. Available for work/training 195 days a year (pro-rata if working less than a 5 day week, leave is taken during the vacation and half term periods).
Risks encountered	As lower level.	Restrains (courses given) children. Deals with sickness, vomit, spitting, scratching, epilepsy, toilet training/spills, etc. Exposed to instances of physical abuse, bites, cuts, etc.
Knowledge and Skill levels required	*Preferably* NVQ level 2 or equivalent qualification e.g. Teaching Assistant awards, English GCSE (A*-C), Level 2 Basic Skills Literacy, CACHE Level 2 Certificate in Child Care and Education, etc. Knowledge & understanding of at least one area of learning, e.g. English, Maths, Science, SEN, Early Years, and KS 3 Strategy for literacy or numeracy. Able to relate policies & frameworks relate to the subjects/support required. Attended some half/full day courses of aspects of the curriculum. Able to plan own work and to exercise initiative and independent action. Able to present information effectively, verbally and in writing. Able to transfer theory/training into practice and demonstrate skills of problem solving drawing on relevant experience. Able to work with professionals, parent/carers and to offer ideas.	Sufficient literacy & numeracy skills in order to carry out the duties and understand attended courses, e.g. the mandatory 4-day induction for Teaching Assistants. There are no formal entry qualifications required for this band. Experience of working with children of the age with which the post is concerned. Experience of ICT as a learning tool. Able to relate well to adults and children their learning difficulties and their needs. Good communication and interpersonal/listening skills. Able to work effectively in a team. Able to take direction but be prepared to take initiative when required. Able to acquire new skills, be flexible and adaptable and to undertake other appropriate training. Able to establish clear boundaries.

Level Criteria Matrix

E9001 Teaching Assistant JD & Level Criteria