**Beaumont Leys School**



**“Together We Achieve Success”**

Job Description: **Teaching Assistant**

Level 1/2

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| All support staff at Beaumont Leys School contribute to the achievement and well-being of students, either directly or  indirectly, and therefore play a vital role in the school’s success.  The Professional duties and tasks of all support staff in schools have been determined by Leicester City Council’s Single Status Job Evaluation scheme. Within the major objectives for support staff will be, as appropriate, those that reflect key Leicester City Council priorities e.g. Cultural Diversity, Social Justice, Environmental Quality and Economic Propriety. The description of the requirements for the post of **Teaching Assistant** at Beaumont Leys School has been closely based on the Single Status job description that best fits this post but has been written to reflect the culture, ethos, requirements and expectations of Beaumont Leys School. | |
| **Requirements for post of: Teaching Assistant** | |
| **Reporting directly to:** | Varies |
| **Responsible for:** | Enhancing students’ education, life skills and emotional well-being. |
| **Liaising with:** | Varies |
| **Key purpose of role** |  To support students’ learning as directed, in context of fostering independence and self-esteem.   To maintain accurate records and assist administrative tasks.   To support the aims and ethos of the School.   To set a good example in terms of dress, punctuality and attendance.   To be proactive in matters relating to health and safety and child protection/safeguarding.   To provide appropriate supervision to individual or groups of students.   To share and adopt best practice and good ideas with other staff.   To implement and promote Leicester City Council’s and the school’s policies and procedures relating to all areas of employment and service delivery. |
| **Key tasks of the role** |  Assists in the educational and social development of students under the direction and guidance of teachers or advisory staff.   Assists in the implementation of students’ Individual Education Programmes and monitors progress.   Provides support for individual students inside and outside the classroom to enable them to fully participate in activities.   Works with other professionals, such as speech therapists and occupational therapists, etc.   Assists with administrative tasks, e.g. maintaining student records, creating displays of work, etc.   Support students with emotional or behavioural problems and helps develop their social skills.   Works with parent/carers to support students’ learning and behavioural needs.   Attends team and staff meetings. |
| **Core Responsibilities** | |
| **People Management** |  Assists with the supervision of individuals, small groups or a class of students, e.g. as they arrive/leave the class and at break time and when required at lunchtime.   Assists with supervision of students on visits/trips, in accordance with relevant risk assessment &  guidance. |
| **Creativity Required** |  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 displays, art area designs, etc.   Supports the School in enabling all students to access the curriculum.   Assists in the management of student 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 student. Where students 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. |

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|  |  Assists in assessment and review of students’ individual or groups of students’ progress and  statement review meetings.   Supports implementation and acts on strategies to manage student behaviour.   Contributes to curriculum planning, evaluation and implementation.   Assists in the introduction to the lesson and interacts with the teacher and students, e.g. assisting students to develop personal, social, emotional and communication skills and role-play activities.   Uses ICT to support children’s learning under direction.   Monitors students’ achievement, objectives, general care, safety and welfare and carries out  student assessments under direction. |
| **Contacts** |  Main contacts are with the students and classroom teachers plus parents/carers and sometimes interact with specialists, advisors, etc on student issues.   Support students’ curriculum learning using appropriate language (including other forms of communication, e.g. Makaton and using communication aids).   Provides students with the support specified by the teacher.   Provides comfort & arrange immediate care for minor accidents, upsets (excluding duties of designated first-aider.   Encourages and reinforces positive interaction for students with set behaviour targets.   Helps parent/carers, e.g. form filling, support agencies, etc.   Finds ways to “get through” learning, emotional, physical or behaviour difficulties.   Supports students during independent/group work (e.g. explaining tasks, reinforcing key objectives, concepts or vocabulary; using practical apparatus).   Supports less able students, extends/challenges the more able; keeping students 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 students’ personal, social, emotional and self esteem development. |
| **Decision Making** |  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.   Decides what to write up, e.g. observations, advice given, recommendations or actions taken, in assessments, reports, statements, incident reports.   Exercise 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 teacher.   |
| **Objectives** |  To maintain an up-to-date understanding of the role and responsibilities of their and others’ role  within the school.   To enhance students’ education, life skills and emotional well-being.   To maintain accurate records and confidentiality when and where required.   To apply the school’s, local and national frameworks or policies relevant to the specialist  subject/support provided.   To give sound advice to parent/carers for their child’s education. |
| **Resources Used or Managed** |  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.   Manages small amounts of Petty Cash.   Actively involved in the day-to-day management and care of learning resources. |
| **Interruptions, conflicts &**  **frequency** |  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.   Classes wanting the same resources are resolved by discussion |
| **Physical effort and IT use** |  Standing, walking, etc, sitting (often in very small low chairs).   Uses ICT as a learning tool, e.g. PC’s, printers and Interactive Whiteboards, software learning  applications, etc. |
| **Working Conditions** |  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. |
| **Risks encountered** |  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 skills level** | 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. |

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|  | Knowledge and 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 subject/support required.  Attend 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. | |
| **Personal and Professional Conduct** | | |
| **All members of support staff are expected to demonstrate consistently high standards of personal and professional conduct. The following**  **statements define the behaviour and attitude which set the required standard for conduct at Beaumont Leys School.** | | |
| **Support staff maintain high**  **standards of ethics and behaviour, within and outside school, by:** |  Treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to an employee in a school setting including the use of social communication networks such as Facebook, Twitter, Email etc.   Having regard for the need to safeguard students’ well-being, in accordance with statutory provisions including the use of social communication networks such as Facebook, Twitter, Email etc.   Showing tolerance of, and respect for, the rights of others   Ensuring that personal beliefs are not expressed in ways which exploit students’ vulnerability or  might lead them to break the law. | |
| **Support staff must have:** |  Proper and professional regard for the ethos, policies and practices of Beaumont Leys School and maintain high standards in their own attendance and punctuality. | |
| **Support staff must have** |  Proper and professional regard for the ethos, policies and practices of Beaumont Leys School and maintain high standards in their dress and personal presentation. | |
| **Support staff must have:** |  An understanding of, and always act within, any statutory frameworks which set out their professional duties and responsibilities. | |
|  Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertake n may not be identified.   The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.   This job description is current at the date shown, but, in consultation with you, may be changed by the Headteacher to reflect, or anticipate, changes in the job commensurate with the grade and the job title.   These duties may be varied or added to in order to meet the changing demands of the school at the reasonable discretion of the  Business Manager or Headteacher. | | |
| Health and Safety | It is an Employee’s responsibility to take reasonable care of themselves and others, and anybody affected  by their undertaking, including any act(s) or omissions. | |
| Signed by member of staff |  | Date: |
| Signed by Business Manager |  | Date: |

**Personnel Specification**

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| **Job Requirements:** Essential (E) or Desirable (D). | | **E/D** |
| **A. Training &**  **Education** | Literacy and numeracy sufficient to perform the job tasks. | E |
| **B. Experience** |  |  |
| **C. Equal**  **Opportunity** | Must be able to recognise discrimination in its many forms and willing to put the Council's Equality  Policies into practice. | E |
| **D. Other Skills** |  |  |
| **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. | E  E |