



## Individual Role – Unique Characteristics

This document is to be used in conjunction with the Job Family generic role profile

Job Title	<i>Teaching Assistant</i>
Department	<i>Learning Support</i>
Job Family Role Profile Level	<i>PCD5</i>
Date	<i>September 2025</i>
Responsible to	<i>SLT and Student Development Co-Ordinator</i>

### Purpose

- Within an agreed system of supervision, work with teachers to support teaching and learning, providing specialist support to maximise pupil development and achievement.

### Key responsibilities

1. Provide and deliver learning activities for individuals and groups of pupils under the professional direction and supervision of a qualified teacher, differentiating and adapting learning programmes to suit the needs of allocated pupils.
2. Assess record and report on pupil development progress and attainment to the teacher against pre determined learning objectives using detailed knowledge and specialist skills to support pupils learning.
3. Share information about pupils with other staff, parents/carers, internal and external agencies attending and contributing to meetings, reviews and IEPs as appropriate.
4. Support pupils social emotional and physical well being reporting concerns to the appropriate person.
5. This role will be expected to undertake the following:
  - a) Provide specialist support to pupils with learning behavioural, communication social sensory or physical difficulties.
6. Have knowledge of and comply with all school policies and procedures including code of conduct, child protection, health and safety, security, confidentiality and data protection.

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7. Reporting all concerns to a nominated person.
8. Escort and supervise pupils on out of school activities using own initiative to deal with issues that arise and maintaining good order and standards of behaviour.
9. Within the context of school behaviour plans and policies, use discretion and initiative to deal with unanticipated issues and encourage pupils to take responsibility for their own behaviour.

## Resources Responsible for

- Daily Maintenance of Moving and Handling Equipment, class chairs and standers
- Specialist equipment according to specialism e.g. reading intervention resources, communication aids, PECs
- Collecting small amounts of money in home school context
- Accessing and collating some information.
- Equipment – stock control

## Job Working Circumstances

- The Job Working Circumstances for this post group are assessed on an individual basis using the JWC guidance document for Schools and School services.
- Examples may include:
  - work with pupils with severe and complex learning difficulties and associated disabilities including those with challenging behaviour
  - provide support and communication strategies as required e.g. PECs, signing, prescribed physiotherapy programmes, Team Teach, use of specialist aids and equipment.
  - in accordance with an agreed healthcare plan and following appropriate training as directed by the Head undertake medically invasive techniques such as feeding through gastroonomy tubes, use of nebulisers, oxygen administration, administration of medication

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	Essential	Desirable
<b>Qualifications</b>	QCF recognised relevant Level 3	English, Maths and ICT at QCF Level 2. Additional specialist qualification.
<b>Knowledge</b>	Up to date knowledge and understanding of the practices and procedures within education relating to the welfare, safety and education of children. Working knowledge of national/foundation stage curriculum and other relevant learning programmes/strategies. Understanding of principles of child development and learning processes. Knowledge of ICT, literacy, numeracy, national curriculum subject, EYFS.	
<b>Relevant Experience</b>	Working with or caring for children and young people.	Experience working with children of relevant age. Experience of working in a classroom setting. Experience in working in another service to young people.
<b>Skills</b>	Ability to self-evaluate learning needs and actively seek learning opportunities. Ability to relate well to children and adults. Able to work constructively as part of a team, understanding classroom roles and responsibilities and own position within these. Able to prioritise tasks and act on own initiative. Able to motivate and encourage children to develop to their full potential.	Can use ICT effectively to support learning. Use of other equipment technology – video/DVD, photocopier

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