

Role Profile

Service:	
Location:	Various – Community schools in Barnet
Job Title:	Teaching Assistant – level 3
Grade:	F
Post No.:	
Reports to:	Headteacher/Deputy Headteacher/Class Teacher

1. Purpose of Job:

Jobs in this job family profile include:

- an experienced teaching assistant with additional knowledge in a specialist area providing support to pupils within mainstream schools
- or
- an experienced teaching assistant with additional knowledge in a specialist area providing support to individual pupil(s) with additional needs within a mainstream school
- or
- a cover supervisor who assists pupils to undertake set activities

The key focus of jobs in this job family profile is to:

- support the classroom teacher with their responsibility for the development and education of all pupils, which is likely to include requiring detailed and specialist knowledge in a particular area
- assist the teacher in the whole planning cycle and the preparation of resources.

Jobholders generally work under the guidance of teaching/senior staff and within an agreed system of supervision, to implement agreed work programmes with individuals/groups, in or out of the classroom.

Jobholders may also supervise whole classes occasionally during the short-term absence of teachers, which may be planned or unplanned. The primary focus will be to maintain good order and to keep pupils on task..

2. Key accountabilities/duties/responsibilities:

Each school is organised differently, and the range of duties carried out will be different in each school. The below section of this role profile will give examples of the duties and responsibilities that may be carried out. This list is not exhaustive.

Support for the Pupils

- Use specialist skills/training/experience to support pupils in curricular or learning activities, taking into account Education, Health and Care Plans and/or other support plans, as required
- Contribute to the development of and implementation of individual Education, Health and Care Plans and/or other support plans, as required
- Establish productive working relationships with pupils, acting as a role model and setting high expectations
- Support pupils consistently whilst recognising and responding to their individual needs
- Encourage pupils to interact and work co-operatively with others and engage pupils in all activities
- Promote independence and employ strategies to recognise and reward achievement of self-reliance
- Provide feedback to pupils in relation to progress and achievement

Support for the Teacher

- Work with the teacher to establish an appropriate learning environment
- Work with the teacher in lesson planning, evaluating and adjusting lessons/work plans, identifying opportunities to include cross-curricular learning activities, as appropriate
- Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives
- Provide objective and accurate feedback and reports, as required, to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
- Under the guidance of teaching staff, may provide supervision of whole classes during planned and unplanned teacher absence. This will include implementing work programmes, managing pupil behaviour and assisting pupils in relevant activities in line with the school's policies and procedures

- Be responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems/records as requested
- Undertake acknowledgement marking and other straightforward marking of pupils' work and record achievement/progress in accordance with the school's marking policy
- Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with the school's policy and encourage pupils to take responsibility for their own behaviour
- Liaise sensitively and effectively with parents/carers, as agreed with the teacher, and participate in feedback sessions/meetings with parents
- Administer and assess routine tests and invigilate exams/tests
- Support teaching/senior staff with routine administration such as administration of coursework and producing worksheets for agreed activities

Support for the Curriculum

- Implement agreed learning activities and teaching programmes, adjusting activities according to pupil responses/needs
- Implement local and national learning initiatives and make effective use of opportunities provided by other learning activities to support the development of relevant skills
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use
- Help pupils to access learning activities through specialist support
- Determine the need for, prepare and maintain general and specialist equipment and resources

Support for the School

- Be aware of and comply with policies and procedures relating to child protection, safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Be aware of and support differences to ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school

- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
- Attend and participate in regular meetings
- Participate in training and other learning activities and performance development as required
- Recognise own strengths and areas of expertise and use these to advise and support others
- Provide appropriate guidance and supervision and assist in the training and development of Level 1 and Level 2 Teaching Assistants as appropriate
- Undertake planned supervision of pupils' out of school hours learning activities
- Supervise pupils on educational visits, trips and out of school activities as required

3. Promotion of Corporate Values

To ensure that customer care is maintained to the agreed standards according to the council's values. To ensure that a high level of confidentiality is maintained in all aspects of work.

4. Flexibility

The jobholder may be required to carry out other reasonable duties commensurate with the grade, as requested by line manager.

This job description is not exhaustive and may change as the post or the needs of the Council develop. Such changes will be subject to consultation between the post holder and their manager and, if necessary, further job evaluation.

5. The Council's Commitment to Equality

To deliver the council's commitment to equality of opportunity in the provision of its services. All staff are expected to promote equality in the work place and in the services the council delivers.

PERSON SPECIFICATION

Service:	
Location:	Various – Community schools in Barnet
Job Title:	Teaching Assistant – level 3
Grade:	F
Post No.:	
Reports to:	Headteacher/Deputy Headteacher/Class Teacher

Knowledge, training and experience
<ul style="list-style-type: none"> • Educated to GCSE Grade A-C in English and Mathematics or equivalent • Experience of working as a Level 2 Teaching Assistant or similar role • Working at the National Occupational Standards (NOS) in Supporting Teaching & Learning – Level 3 (or equivalent) • NVQ 3 in Supporting Teaching in Learning • Working knowledge of the national curriculum and relevant school policies • Basic IT skills, such as Internet browsing and accessing email • Knowledge of relevant policies and procedures such, as child protection, health and safety, managing behaviour, marking and positive handling • Awareness of physiotherapy, occupational therapy/speech/language therapy and the ability to deliver any special interventions that are required • Knowledge of how to apply individual Education, Health and Care Plans and/or other support plans • May undertake training as required, such as first aid training, training on Downs Syndrome, ADHD, Autism Epilepsy, use of Epi-pen, allergies, fire safety training, Team Teach
Skills
<p>Planning, organising and controlling skills</p> <ul style="list-style-type: none"> • Work under the guidance of a teacher • Carry out a wider range of duties that are generally specific in nature, for example preparing

the classroom or resources for an activity, recording pupil data, displaying pupils' work, marking pupils work to school standards

- Provide learning activities and teaching programmes as agreed with teacher, differentiating and adapting programmes to suit the needs of the allocated pupil(s)
- Plan and evaluate specialist learning activities with the teacher, writing reports and records as required
- Provide support on external school trips (which could include residential trips) using knowledge of increased risk and health and safety issues which may also require the carrying out of basic medical procedures and/or the administering of basic first aid/ medications for which training will have been provided and for which parental/carer permission has been granted)
- May provide planned or unplanned cover of teacher/classes, managing the learning environment and pupil behaviour
- May supervise the work of other staff

Communication and influencing skills

- Provide routine information to colleagues, parents / carers within defined guidelines
- Use language and concepts appropriate to the child's age, stage of development, and culture
- Build and maintain effective working relationships with parents/carers, colleagues and other professionals to ensure the appropriate level of service is provided
- May support the headteacher/teacher in the induction of new staff/volunteers

Initiative and Innovation skills

- Under the guidance of the teacher, work with individual or small groups of pupils by supervising and encouraging their participation in tasks and activities
- Work within and comply with a range of school policies and procedures, including safeguarding, child protection, health, safety and security, equal opportunities, behaviour, marking, confidentiality and data protection
- Use initiative and make decisions to:
 - Guide and support pupils in their personal, emotional and social development reporting problems to the teacher as appropriate
 - Provide the teacher with feedback on pupil progress, achievements and problems
 - Support the teacher in managing pupil behaviour

- Provide feedback to pupils in relation to attainment and progress
- Develop, implement and adapt agreed learning activities amending the approach according to pupil responses/needs
- Implement and adapt teaching programmes, amending the approach according to pupil response/needs
- Implement local and national learning initiatives and make effective use of opportunities provided by other learning activities to support the development of relevant skills
- Assist with the supervision of pupils outside of lesson times, such as at lunchtime and playtime
- Assist with organising and supporting school medical visits, educational visits and special events

(The above examples are not exhaustive)

Supplementary Information Form

Post Title	Teaching Assistant – level 3
Service Area	Various – Community schools in Barnet
Job Ref Number	For office use
Budget management accountability	<p>Please describe the accountability for managing budgets and their value, if applicable</p> <p>No direct budget responsibility but may carry out financial transactions, including handling small amounts of cash, in line with policies and procedures</p>
Staff management accountability	<p>Please describe the accountability for managing or supervising employees or equivalent, if applicable</p> <p>None – though may support the Headteacher/teacher in the induction of new staff/volunteers</p>
Physical effort	<p>Please describe the nature of any physical effort associated with the job that is over and above normal office requirements. It is important to also describe the frequency of the effort (for example, ‘on average once a week’, ‘most of the time’)</p> <p>An on-going requirement for standing and/or working in awkward positions, which may include bending over tables, sitting on small chairs or the floor and crouching to a pupil’s height</p> <p>Likely to involve moving and handling activities, such as carrying and lifting equipment and resources, putting up displays</p> <p>May use positive handling in accordance with school policy and after appropriate training</p> <p>May assist pupils with mobility problems, such as pushing a wheelchair, using a hoist and/or other lifting equipment</p> <p>May carry out daily programmes of physical exercises or routines with pupils, under direction of non-teaching professionals, such as Occupational Therapist, Physiotherapist, Speech and Language Therapist</p>
Working environment	<p>Please describe the nature of any adverse working conditions associated with the job. Please include people related behaviour including abuse and aggression from the public and environmental working conditions such risk of injury from people, dirt, smells and noise. It is important to also describe the frequency of the condition (for example, ‘on average once a week’, ‘most of the time’)</p>

	<p>Regular outdoor working, such as at outside learning activities and at playtime/lunchtime; however unlikely to work outside in extreme weather conditions</p> <p>Occasionally assist pupils to change out of soiled clothing</p> <p>May need to attend to a range of personal care, hygiene and medical needs; whilst this may be on a daily basis and sometimes several times a day, it is unlikely to be continuous throughout the working day</p> <p>May experience a range of behaviours from pupils, such as verbal abuse, challenging behaviour, physical outbursts</p> <p>May occasionally be exposed to challenging parents/carers and occasionally verbal abuse</p>
--	---

Role Profile Checklist

- 1 The role profile contains a **job purpose** statement that clearly and concisely describes the overall purpose of the job. This should be a short statement, usually 2 or 3 sentences at the most.
- 2 The role profile contains a number of **accountability or responsibility** statements that describe the role in more detail.
- 3 The role profile contains a **person specification** that clearly details the knowledge, skills and experience required by somebody to carry out the job.
- 4 The role profile contains the level and type of qualification (or equivalent experience) required to carry out the job
- 5 The SIF contains specific information concerning accountability for managing or monitoring budgets and/or the management or supervision of other people.
- 6 The SIF contains specific information concerning the physical effort and/or working conditions experienced in the role. (over and above 'normal' office environment)

DECLARATIONS

This role profile and supplementary information form provides a fair reflection of the responsibilities, duties and demands of the role and the knowledge, skills and competencies required to carry it out.

Line manager to tick the appropriate boxes below:

1	Consulted with individual jobholder if applicable (do not tick if the job covers more than one jobholder)	<input type="checkbox"/>
2	Consulted with group/sample of jobholders if applicable (do not tick if the job covers just one jobholder)	<input type="checkbox"/>
3	Trades union involved in the update process if applicable (please tick if a trade union representative has been involved in the update process. For example, if the individual is a union member and requested their rep be involved or where there are larger groups of employees)	<input type="checkbox"/>
4	No jobholder as job is currently vacant	<input type="checkbox"/>
5	Role being evaluated is for a restructure consultation	<input type="checkbox"/>
6	Jobholder not consulted – Other reason: Please specify:	<input type="checkbox"/>

Line Manager	Head of Service
Print	Print
Sign	Sign
Date	Date

