

JOB DESCRIPTION

TITLE: Teaching Assistant (1)

SCHOOL:

RESPONSIBLE TO: Headteacher/Line Manager/SENCO

GRADE: L2

PURPOSE OF POST: The Teaching Assistant may be deployed to support pupils and staff through the provision of general assistance in the classroom and the school, or to support a child with specific needs (e.g. behavioural difficulties/ or English as an additional language).

ORGANISATION CHART: Headteacher/LineManager/SENCO

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Teaching Assistant

PRINCIPAL RESPONSIBILITIES: %

1. Provide support in the classroom to individuals/groups of pupils as directed by the class teacher/line manager (e.g.IEPs, care plans etc.)
2. Follow and implement the school's behaviour and any related policies and procedures. Invigilate tests and examinations as directed.
3. Provide support for learning in the classroom as directed by the class teacher/line manager and help to maintain the order and cleanliness of the classroom environment e.g. putting up displays, (may involve the '21 tasks of the National Agreement)
4. Assist in the supervision of children during the working day, on/off site including for example school visits, swimming; accompany children home or to hospital before and after school.
5. Assist in classroom preparation
6. Under the direction of the Line Manager/Senco/Headteacher develop and maintain supportive relationships with parents, carers and others. Contribute to the care, health and welfare of pupils in accordance with the relevant school policies and support the outcomes of the Every Child Matters agenda
7. Keep records and provide feedback to teaching and other staff on pupils' behaviour and progress.
8. Maintain and respect confidentiality

DIMENSIONS:

Supervisory Management: None

Financial Resources: None

Physical Resources: Classroom Materials, equipment and resources

Other:

CONTEXT:

All support staff are part of a whole school team. They are required to support the values and ethos of the school and school priorities as defined in the School Improvement Plan. They are required to support and follow all relevant school policies including those for behaviour and child protection. This will mean focussing on the needs of colleagues, parents and pupils and being flexible in a busy pressurised environment. They should be involved in promoting the acceptance and integration of pupils with special educational needs. They might also be involved assisting pupils for whom English is an additional language

This post meets the definition of 'Regulated Activity' as defined in the Safeguarding Vulnerable Groups Act 2006.

Because of the nature of this job, it will be necessary for an enhanced DBS check to be undertaken. This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore applicants are required to declare all unspent cautions and convictions; and also any adult cautions (simple or conditional), and spent convictions that are not protected as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2020). A person's criminal record will not in itself prevent a person from being appointed to this post. Applicants will not be refused posts because of offences which are not relevant to, and do not place them at or make them a risk in, the role for which they are applying. However in the event of the employment being taken up, any failure to disclose such offence, as detailed above, will result in dismissal or disciplinary action by the School / Authority.

Disclosures are handled in accordance with the DBS Code of Practice which can be accessed via www.disclosure.gov.uk

'The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.'

Physical Effort: The job is likely to involve some lifting of children and equipment on a regular basis. Training will be provided where necessary

Working Environment: There could be a frequent requirement to deal with vomit and bodily fluids when children are unwell or when following care plans

Person Specification

This acts as selection criteria and gives an outline of the types of person and the characteristics required to do the job.

Essential (E) :- without which candidate would be rejected

Desirable (D):- useful for choosing between two good candidates.

Please make sure, when completing your application form, you give <u>clear examples</u> of how you meet the <u>essential and desirable</u> criteria.				
Attributes	Essential	How Measured	Desirable	How Measured
Experience				
Skills/Abilities	Demonstrable ability to communicate effectively with children and adults. Basic numeracy to support the learning needs of pupils at the relevant Key Stage. Basic literacy to support the learning needs of pupils at the relevant Key Stage. Able to work as a member of a team. Able to contribute to the support of children in all areas of personal development. Able to converse with ease with members of the public and provide effective help or advice in accurate and fluent spoken English	1,2 1,2,5 1,2,5 1,2 1,2 1,2,5		
Equality Issues	An appreciation of some of the common forms of discrimination.	1,2		
Specialist Knowledge			An appreciation of the ways in which children learn.	1,2
Education and Training	Willing and able to undertake training and development activities as required.	1,2		
Other Requirements		1,2		

(1 = Application Form 2 = Interview 3 = Test 4 = Proof of Qualification 5 = Practical Exercise)

We will consider any reasonable adjustments under the terms of the Equality Act (2010) to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

The Job-holder will ensure that Luton Borough Council's policies are reflected in all aspects of his/her work, in particular those relating to;

- (i) Equal Opportunities
- (ii) Health and Safety
- (iii) Data Protection Act (2018)

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people;
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people;
- Emotional resilience in working with challenging behaviours; and, attitudes to use of authority and maintaining discipline.