



## **TEACHING ASSISTANT JOB DESCRIPTION**

St Louis is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment

Job Title: **Teaching Assistant**  
Grade: **Spinal Point 4**  
Responsible to: **Teacher, Key Stage Leader and Headteacher**

### **LEVEL DESCRIPTION**

The teacher plans lessons and directs learning. Teaching Assistants provide support to the teacher and through this to pupils and to the teaching of the curriculum. Teaching Assistants work under the direction of the teacher, whether in the whole class, a small group or an individual pupil.

All duties involve the interpretation of recognised procedures or guidelines.

The post holder will be expected to have considerable expertise/specialism and ideally should hold an NVQ level 3 or equivalent.

The work will involve responding independently to unexpected problems and situations. The post holder has access to a line manager for advice and guidance on unusual or difficult problems.

### **INTRODUCTION**

The level description gives a general overview of the level of competence required to carry out work at this level.

Each school is organised differently, and the range of duties carried out at this level will be different in each school. Some jobs may carry out a diverse range of duties whilst others may be engaged on a narrower range of tasks.

Whilst line management arrangements will vary from school to school, it is likely that the post holder will report to one of the following: Head Teacher, Deputy, Head of School, Phase Leader or SENCO.

The next section will give examples of the types of work that may be carried out at this level. This list is not exhaustive and is intended to give a flavour to help schools to assimilate jobs to the appropriate level.

### **EXAMPLES OF DUTIES AT THIS LEVEL**

#### **Support for pupils**

- Develop and plan activities and groupwork for pupils in conjunction with teachers across all subjects
- Work with pupils, either one-to-one or in small groups, some of whom may have Special Educational Needs
- Devise creative ways of making learning interesting

- As appropriate, look after sick/upset pupils and attend to physical needs
- Undertake first aid

**Support for the teacher**

- Provide support for the teacher during lessons, eg through directed work in English or mathematics and other curriculum areas, supervising small groups of pupils whilst the teacher is carrying out assessments
- Provide information, advice and guidance to other Teaching Assistants, supply teachers parent helpers or students. Disseminate information to other Teaching Assistants.
- Maintain and collate records of pupil needs and progress
- Communicate complex information to teachers and, on occasions, parents
- Manage own workload
- Assist teaching staff to ensure that the aims and objectives of the school are achieved

**Support for the curriculum**

- Undertake tasks to support the curriculum and assist with events organised as part of the curriculum e.g. organise and schedule pupils' annual review meetings
- Support the teacher in creating an effective learning environment
- Support implementation of Government / Trust initiatives under the direction of the teacher

**Support for the school**

- Attend and contribute to SEN and other review meetings if required by the Head of School or line manager when and where appropriate
- Develop and deliver induction and CPD to new Teaching Assistants as appropriate
- Midday Supervisor duties on a rota basis.

The duties and responsibilities of any post may change from time to time, and post holders may be expected to carry out other work not explicitly mentioned above which is considered to be appropriate to the existing level of responsibility vested in the post.

Signed: .....

Date: .....

Signed (Headteacher): .....

Date: .....

## PERSON SPECIFICATION

Criteria	Essential to basic performance of job	Required for fully competent performance of job
<b>Knowledge:</b>		
Technical or specialist	<ul style="list-style-type: none"> <li>Experience of working with/supervising pupils including knowledge of behavioural and learning difficulties</li> </ul>	<ul style="list-style-type: none"> <li>Broad awareness and understanding of medical conditions such as asthma, epilepsy etc</li> </ul>
•	<ul style="list-style-type: none"> <li>Knowledge and use of a range of equipment</li> </ul>	<ul style="list-style-type: none"> <li>Awareness of health and safety procedures</li> </ul>
•	<ul style="list-style-type: none"> <li>Basic knowledge of first aid</li> </ul>	<ul style="list-style-type: none"> <li>Experience of one to one support, where appropriate</li> </ul>
Literacy and numeracy	<ul style="list-style-type: none"> <li>GCSE Level pass in English and Maths (evidence will be required)</li> </ul>	
	<ul style="list-style-type: none"> <li>Ability to read and understand school policies and procedures relevant to area of work</li> </ul>	
	<ul style="list-style-type: none"> <li>Ability to complete reports such as incident report form, behaviour diary, progress report etc</li> </ul>	
School environment		<ul style="list-style-type: none"> <li>Knowledge of school policies and procedures</li> </ul>
		<ul style="list-style-type: none"> <li>Good knowledge and understanding of the school's structure</li> </ul>
		<ul style="list-style-type: none"> <li>Awareness and understanding of relevant government initiatives</li> </ul>
<b>Mental Skills:</b>		
Research	<ul style="list-style-type: none"> <li>Assist teacher with information gathering and resources as appropriate</li> </ul>	
Problem solving	<ul style="list-style-type: none"> <li>Ability to recognise and resolve more complex problems, referring unusual or difficult problems to classroom teacher or other appropriate person</li> </ul>	

Criteria	Essential to basic performance of job	Required for fully competent performance of job
	<ul style="list-style-type: none"> <li data-bbox="504 188 903 286">• Creative ways of learning/making learning interesting</li> </ul>	
	<ul style="list-style-type: none"> <li data-bbox="504 331 943 465">• Develop and plan activities and group work for pupils in conjunction with teaching staff</li> </ul>	
<b>Interpersonal &amp; Communications Skills:</b>		
Caring skills	<ul style="list-style-type: none"> <li data-bbox="504 573 903 607">• Sensitivity to pupils' needs</li> </ul>	
Advising / guiding skills	<ul style="list-style-type: none"> <li data-bbox="504 640 951 775">• Advising and guiding pupils on the best way to handle situations, under the teacher's direction</li> </ul>	<ul style="list-style-type: none"> <li data-bbox="979 640 1430 842">• Providing information, advice and guidance to other Teaching Assistants and possibly supply teachers, or parent helpers or teaching students etc</li> </ul>
	<ul style="list-style-type: none"> <li data-bbox="504 913 895 1012">• Encouraging pupils to participate in or complete tasks</li> </ul>	
	<ul style="list-style-type: none"> <li data-bbox="504 1055 927 1153">• Ability to conciliate between pupil in playground or classroom disputes</li> </ul>	
	<ul style="list-style-type: none"> <li data-bbox="504 1350 951 1449">• Providing advice and guidance to Teaching Assistants on procedures and policies</li> </ul>	
Verbal and written communications skills (including use of languages)	<ul style="list-style-type: none"> <li data-bbox="504 1491 951 1715">• Ability to communicate clearly and explain sometimes complex information to colleagues, and on occasion parents, with due regard for confidentiality, and under the direction of the teacher</li> </ul>	
	<ul style="list-style-type: none"> <li data-bbox="504 1756 847 1854">• Ability to encourage participation and give feedback to pupils</li> </ul>	
	<ul style="list-style-type: none"> <li data-bbox="504 1897 823 1995">• Ability to maintain appropriate level of confidentiality</li> </ul>	

Criteria	Essential to basic performance of job	Required for fully competent performance of job
	<ul style="list-style-type: none"> <li>Administering reading and spelling tests, under the direction of the teacher</li> </ul>	
	<ul style="list-style-type: none"> <li>Attending and contributing to review and other meetings, as appropriate</li> </ul>	
<b>Physical skills:</b>		
Keyboard skills / use of mouse		<ul style="list-style-type: none"> <li>Ability to use keyboard and mouse required if supporting pupils using IT equipment</li> </ul>
Other manual skills	<ul style="list-style-type: none"> <li>Use of guillotine, craft knives, glue guns etc when displaying work or assisting pupils in practical lessons</li> </ul>	
	<ul style="list-style-type: none"> <li>Help pupils to use tools and equipment as required to support learning</li> </ul>	
<b>Other attributes:</b>		
Level of autonomy	<ul style="list-style-type: none"> <li>Although work is covered by set policies and procedures, Teaching Assistants at this level must be able to manage own work and that of others under the guidance of the teacher</li> </ul>	
	<ul style="list-style-type: none"> <li>Able to work with small groups of pupils when carrying out specific tasks or on field trips etc</li> </ul>	
	<ul style="list-style-type: none"> <li>Able to supervise larger numbers of pupils when on duty break/lunchtime</li> </ul>	
	<ul style="list-style-type: none"> <li>Able to make decisions on when to refer queries/problems to teaching staff or line manager</li> </ul>	

## EVALUATION NOTES

### KNOWLEDGE

- Practical knowledge of literacy and/or numeracy subject matter in order to be able to support pupils in a variety of lessons and learning environments, either on a one-to-one basis or small groups, under the direction and supervision of the teacher
- Practical knowledge of equipment, including IT equipment where appropriate, to support learning, under the direction of the teacher
- Ability to recognise changes in pupils' behaviour and report to the teacher

### MENTAL SKILLS

- Support the teacher in creating a positive learning environment
- Ability to follow written instructions
- Ability to complete a range of paperwork eg incident report form, pupil progress records
- The post holder will be expected to resolve more complex queries and problems
- The post holder will have a shared responsibility with the teacher for timetabling, rosters and planning activities to support learning

### INTERPERSONNEL AND COMMUNICATION SKILLS

- Ability to communicate clearly with pupils and others
- Ability to explain tasks and activities to pupils eg literacy/numeracy tasks, craft tools, science equipment, under the direction of the teacher
- Ability to contribute to review meetings, if required
- Ability to disseminate key information to other Teaching Assistants

### PHYSICAL SKILLS

- Use of keyboard and mouse may be required if supporting pupils using IT equipment
- Use of guillotine, craft knives, glue guns etc when displaying work or helping pupils in practical lessons

### INITIATIVE AND INDEPENDENCE

- Ability to manage own workload, and that of other Teaching Assistants, under direction of teacher
- Ability to work with groups of pupils carrying out specific tasks or on field trips etc
- Ability to resolve more complex problems and/or queries, referring most complex issues to the teacher, or other member of staff

### PHYSICAL DEMANDS

- May be in relatively constrained seating position during lessons (approximately 30/40 minutes)
- Walking or standing whilst accompanying/supervising pupils during breaks or trips
- Tools and equipment generally light

- On occasion may be required to lift or assist others to lift a pupil who is unwell or injured

#### **MENTAL DEMANDS**

- Greater level of sensory attention when undertake tasks to support literacy/numeracy activities
- Need to concentrate when listening to pupils read or discussing stories (approx. 10/15 minutes)
- Awareness required when supervising during breaks or trips (shared with others eg teacher or midday supervisory assistants)

#### **EMOTIONAL DEMANDS**

- Job is emotionally demanding on occasion, eg pupil is unwell or becomes upset during an activity
- Job holder needs ability to recognise changes in pupil behaviour and report them to teacher

#### **RESPONSIBILITY FOR PEOPLE**

- Shared responsibility with teacher when working with pupils to support learning process
- Responsibility for pupil when attending to personal needs

#### **RESPONSIBILITY FOR SUPERVISION (EMPLOYEES)**

- Supervisory responsibility for other Teaching Assistants

#### **RESPONSIBILITY FOR FINANCIAL RESOURCES**

- None

#### **RESPONSIBILITY FOR PHYSICAL RESOURCES**

- Shared responsibility for tools and proper use of IT equipment, with teacher
- Ability to complete a range of records, eg incident report forms, pupil progress records

#### **WORKING CONDITIONS**

- Works within the school complex, predominately indoors but may be required to supervise pupils outside during breaks or field trips
- Wears protective clothing where necessary, eg when attending to a pupil who is unwell