

| Role Title | | | | |
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| Teaching Assistant 1 | | | | |
| Purpose of the role (job statement) | | | | |
| To work with teachers to support teaching and learning, providing general and specific assistance to pupils and staff under the direction, guidance and direct supervision of the classroom teacher ¹ . | | | | |
| Responsibilities ² | | | | |
| Key duties: | | | | |
| <ol style="list-style-type: none"> 1. Work with individuals or small groups of pupils in the classroom under the direct supervision of teaching staff and provide feedback to the teacher 2. Support pupils to understand instructions support independent learning and inclusion of all pupils 3. Support the teacher in behaviour management and keeping pupils on task 4. Support pupils in social and emotional well-being, reporting problems to the teacher as appropriate 5. Prepare and clear up learning environment and resources, including photocopying, filing and the display and presentation of pupils work and contribute to maintaining a safe environment. | | | | |
| Teaching Assistants in this role may also undertake some or all of the following: | | | | |
| <ol style="list-style-type: none"> 1. Record basic pupil data 2. Support children's learning through play 3. Assist with break-time supervision including facilitating games and activities 4. Assist with escorting pupils on educational visits 5. Support pupils in using basic ICT 6. Invigilate exams and tests 7. Assist pupils with eating, dressing and hygiene, as required, whilst encouraging independence. | | | | |
| Indicative knowledge, skills and experience | | | | |
| <ul style="list-style-type: none"> • Working at or towards national occupational standards (NOS) in Supporting Teaching and Learning (core and relevant optional units as required) reflected in the level 2 NVQ and Level 2 certificate in supporting teaching and learning on the Qualification and Credit Framework or equivalent experience • Knowledge and compliance with policies and procedures relevant to child protection and health and safety. | | | | |
| NJC Job Evaluation Assessment | | | | |
| Factor | | Relevant Job Information | | JE Level |
| 1 | Knowledge | Requires knowledge and skills towards Supporting Teaching and Learning NOS that underpin National Qualifications at level 2 or equivalent experience | | 2 |
| 2 | Mental Skills | Carries out allocated tasks under the supervision of a teacher, problems generally referred. | | 1 |
| 3 | Interpersonal and Communication Skills | Communicates with pupils to support learning and development and encourage acceptable behaviour. Exchanges information with staff, parents/carers. | | 3(a) |
| 4 | Physical Skills | Setting up and use of educational equipment and/or keyboard skills | | 2 |
| | | | | 26 |

¹ Roles at this level do not deliver "specified work" as defined in the guidance to Section 133 of the Education Act 2002.

² Duties relating to supporting pupils with health care needs are not included in this profile. The NJC recognises that many of these duties are carried out on a voluntary basis in different ways. Therefore, if this duty becomes a requirement of the job, as part of an agreement between employers and unions, it should be set out in the job description as an additional duty allowing it to be accounted for in the evaluation of the role (and therefore in remuneration as appropriate).

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| 5. | Initiative & Independence | Follows detailed instructions and / or is closely supervised with little scope for discretion; problems are generally referred. | 1 | 13 |
| 6 | Physical Demands | Combination of standing, sitting or walking. | 1 | 10/20 |
| | | Requirement for standing for long periods and/or working in awkward positions e.g. sitting on low chairs. | 2 | |
| 7 | Mental Demands | Working with individuals or small groups of pupils requiring mental and sensory concentration; work is regularly interrupted although this does not normally require switching from one activity to another. | 2 (a)(c) and (d) | 20 |
| 8 | Emotional Demands | Occasionally exposed to emotionally demanding behaviours and situations as a result of attending to pupils' personal needs and assisting with behaviour management. | 2 | 20 |
| 9 | Responsibility for People Wellbeing | Responsible for the supervision of practical learning activities of individuals or small groups of pupils under the direction of the teacher or other professional | 2 | 26 |
| 10 | Responsibility for Supervision | May demonstrate own duties to new or less experienced staff. | 1 | 13 |
| 11 | Responsibility for Financial Resources | May handle small amounts of cash e.g. for school visits | 1 | 13 |
| 12 | Responsibility for Physical and Information Resources | Responsible for the careful and safe use equipment, such as play and standard ICT equipment, records basic pupil data | 1 | 13 |
| 13 | Working Conditions | Some exposure to unpleasant conditions, including noise; outdoor working; verbal abuse | 2 | 20 |
| Total | | | | 266-276 |