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| <b>Job Description</b>  |   |  |
| <b>Title</b><br><b>TEACHING ASSISTANT LEVEL 1</b>   | <b>West Grantham CofE Secondary Academy</b> |   |
| <b>Grade 3</b>  |   |   |
| <b>Job Purpose</b><br>To work under the instruction/guidance of teaching/senior staff to undertake work/care/support programmes, to enable access to learning for pupils and to assist the teacher in the management of pupils and the classroom. Work may be carried out in the classroom or outside the main teaching area, with direct support available from the teacher or senior member of staff.   |   |   |
| <b>Key Responsibilities</b> <ol style="list-style-type: none"> <li>1. Supervising and providing particular support for pupils, including those with special needs, ensuring their safety and access to learning activities</li> <li>2. Planning and providing practical assistance in relation to identified physical needs</li> <li>3. Assisting with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes</li> <li>4. Establishing a constructive relationship with pupils and interact with them according to individual needs</li> <li>5. Promoting the inclusion and acceptance of all pupils</li> <li>6. Encouraging pupils to interact with others and engage in activities led by the teacher</li> <li>7. Setting challenging and demanding expectations and promote self-esteem and independence</li> <li>8. Providing feedback to pupils in relation to progress and achievement under guidance of the teacher</li> <li>9. Creating and maintaining a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of pupils' work</li> <li>10. Using strategies, in liaison with the teacher, to support pupils to achieve learning goals</li> <li>11. Assisting with the planning of learning activities</li> <li>12. Monitoring pupils' responses to learning activities and accurately record achievements/progress as directed</li> <li>13. Providing detailed and regular feedback to teachers on pupils' achievement, progress, barriers to learning etc.</li> <li>14. Promoting good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour</li> <li>15. Establishing constructive relationships with parents/carers</li> <li>16. Supporting teaching staff in the carrying out of home visits</li> <li>17. Administering routine tests and invigilating exams and undertake routine marking of pupils' work</li> <li>18. Providing clerical/admin support e.g. photocopying, typing, filing, money, administer coursework etc</li> <li>19. Supporting pupils in their learning in all areas of the curriculum.</li> <li>20. Undertaking structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses</li> <li>21. Undertaking programmes linked to local and national learning strategies</li> <li>22. Supporting the use of ICT in learning activities and developing pupils' competence and independence in its use</li> <li>23. Supporting pupils and teacher during PE and other practical activities.</li> </ol> |   |   |

24. Preparing, maintaining and using equipment/resources required to meet the lesson plans/relevant learning activity and assisting pupils in their use
25. Assisting with the supervision of pupils at break times
26. Accompanying teaching staff and pupils on visits, trips and out of school activities as required and taking responsibility for a group under the supervision of the teacher

**General Responsibilities**

27. Being aware of and comply with school policy and procedures particularly in respect of Child Protection and Health and Safety
28. Being aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
29. Contributing to the overall ethos/work/aims of the school
30. Ensuring the safe organisation of learning activities and the physical teaching space and resources for which they have responsibility
31. Appreciating and supporting the role of other professionals
32. Attending relevant meetings as required
33. Participating in training and other learning activities and performance development as required
34. Being aware of confidential issues linked to home/pupil/teacher/school work and to keep confidences as appropriate
35. Any other curriculum duties which may reasonably be regarded as within the nature of the duties and responsibilities/grade of the post as defined, subject to the proviso that normally any changes of a permanent nature shall be incorporated into the job description in specific terms, following consultation with the Recognised Trade Unions

Note: It is expected that duties will be undertaken within contracted hours unless by agreement

| <b>Factor</b> |  | <b>Factor Definition and Relevant Job Information</b>   |
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| <b>1</b>      | <b>Knowledge</b>                               | Good literacy and numeracy skills gained from general education to GCSE 'O' level/Adult Literacy and Numeracy level 2/NVQ level 2 standard or equivalent together with a knowledge of child protection/procedures, together with a working knowledge of national curriculum and other relevant learning programmes/strategies.  |
| <b>2</b>      | <b>Mental Skills</b>                           | Some analysis and interpretation required when determining the most appropriate action from a range of alternative options. Elements of creativity and/or forward thinking are fundamental to the post's activities e.g. responds to pupils' requirements, monitoring and supporting learning, working on IEPs and Pastoral Support Plans, supporting short term planning (of learning activities). |
| <b>3</b>      | <b>Interpersonal/<br/>Communication Skills</b> | Skills required to support and assist pupils in their learning, e.g. motivating pupils in a learning situation, negotiating/persuading pupils in behavioural situations, simple exchanges with parents/carers and other agencies.   |
| <b>4</b>      | <b>Physical Skills</b>                         | Use of computer keyboard to input basic alpha/numeric information as part of basic record keeping, also in learning situations with pupils; use of specialist equipment e.g. hoist to move a pupil as required.   |
| <b>5</b>      | <b>Initiative &amp;<br/>Independence</b>       | Works under instruction/guidance of teaching/senior support staff, supervision of children to ensure their health and safety e.g. deal with pupil behaviour issues, direct support being available if required.   |
| <b>6</b>      | <b>Physical Demands</b>                        | Long periods of standing, also sitting down, often on small chairs, kneeling and bending with pupils; setting out classrooms and learning environments; moving and handling using special equipment e.g. pushing a wheelchair containing a pupil; carrying resources e.g. rolls of paper, play equipment; bending stretching and use of step ladder for display work.                               |
| <b>7</b>      | <b>Mental Demands</b>                          | Applying sensory concentration, working very closely for periods, including observing reactions and behaviour, with individual and groups of pupils; dealing with interactions between members of the group, seeking support as and when required; mental concentration for specific tasks e.g. when contributing to IEPs.  |
| <b>8</b>      | <b>Emotional Demands</b>                       | Working on an ongoing basis with children, some of whom have short or longer term emotional, additional or special needs.   |
| <b>9</b>      | <b>Responsibility for<br/>People</b>           | Contributing to the education and development of children; being aware of and responding to the basic and welfare needs of pupils.  |

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| <b>10</b> | <b>Responsibility for Supervision</b>         | Job holder has no direct responsibility for the supervision of other employees. Occasional demonstration of own duties or similar assistance to new staff and/or college students and volunteer helpers may be given as necessary.  |
| <b>11</b> | <b>Responsibility for Financial Resources</b> | Job holder has limited direct responsibility for financial resources. The handling and recording of small amounts of cash/cheques or equivalent may be necessary periodically.  |
| <b>12</b> | <b>Responsibility for Physical Resources</b>  | Regular handling, processing and recording of computer and manual information in accordance with data protection principles including routine document preparation, storage, retrieval or amendment; responsible for the careful use of special equipment and for reporting any problems with this equipment. |
| <b>13</b> | <b>Working Conditions</b>                     | Duties involve regular contact with children; there is also some exposure to abuse and/or aggression from pupils and/or adults; assisting pupils with toileting and dealing with bodily fluids.   |

Date