

Caerphilly County Borough Council Job Description and Person Specification

POST IDENTIFICATION

Post Title:	Teaching Assistant (Level 1)
Job Evaluation ID:	087SCH
Grade:	4
Directorate:	Education
Division:	Schools
Section:	Trinity Fields School and Resource Centre
Unit:	
Location:	
Responsible to:	Headteacher

JOB PURPOSE

To work under the guidance of and complement the work of teachers/level 3 teaching assistants/senior staff and within an agreed system of supervision to support the development of and implementation of agreed work programmes with individuals/groups, in or out of the classroom, addressing their individual needs. This may involve supporting the planning, preparing, delivering, assessing, recording and reporting of pupils' achievements and progress.

KEY RESULT AREAS

Support for pupils: support the planning and implementation of plans, providing appropriate care/support to pupils with complex learning and/or health care needs and supporting the assessment of pupils' needs and progress.

Support for staff: working collaboratively with teachers and other teaching assistants to ensure the best learning outcomes for pupils.

Support for the curriculum: supporting teachers and other teaching assistants to deliver and monitor the implementation of an appropriate, challenging and personalised curriculum to pupils.

Support for the school: working collaboratively within the staff team to ensure an efficient, effective and safe learning environment.

Working with others: working effectively with parents, carers and families, as part of the class team to provide continuity and consistency for pupils.

Responsibility for financial resources: the post may involve supporting level 3 teaching assistants to handle small amounts of cash etc.



Responsibility for physical resources: this post has some responsibility for physical resources, through safe and secure record keeping and maintenance/management of learning resources.

DETAILED TASK PROFILE

Support for pupils

- Assist with planning, implementation and monitoring of pupils' plans that will include: Individual Education Plans (IEPs), Behaviour Support Plans (BSPs), Pastoral Support Plans (PSPs) etc.
- Undertake agreed learning activities/teaching programmes; monitor and record pupils' responses, progress and achievement.
- Establish effective working relationships with pupils, acting as a role model and setting high expectations.
- Support and use ICT in learning activities and develop pupils' use of ICT.
- Use personal skills, training and experience to support pupils e.g. use of alternative augmentative communication aids, PECS, Signalong etc.
- Promote inclusion and acceptance of all pupils, encourage them to interact and work co-operatively and engage in activities.
- Promote pupils' independence and self-esteem; use a variety of strategies to reward achievement.
- Provide accurate feedback to pupils about their progress and achievement.
- Use personal skills, knowledge and training to provide support in specialist areas: personal care, manual handling, feeding, speech and language programmes, sensory etc.
- Assist with pupil supervision on trips off the premises, under the overall guidance of the teacher.
- Work with pupils with complex special needs, monitor and provide for their general care, safety and welfare, including tasks connected with their social inclusion and providing for their personal, physical and health care needs.
- Support pupils' personal hygiene, toileting and health care needs.
- Assist in the supervision of pupils awaiting collection by parents/escort.
- Assist in the care of sick pupils and accompany them home, if required.
- Support pupils consistently whilst recognising and responding to their individual needs.
- Supporting pupils' holistic needs (learning, social, emotional, behavioural and personal care etc.).
- Support the use of recognised behaviour management strategies to support pupils' learning, as well as implementing agreed manual handling and H&S procedures such as: clamping wheelchairs in minibuses, steering powered wheelchairs, using hoists and specialist changing beds etc.
- There are medical aspects to the role that may include: enteral feeding, administering epilepsy medication, using oxygen and suctioning as well as specific medical training for individual pupils.

Support for staff

- Work with teachers and other teaching assistants to establish appropriate learning environments e.g. work station for ASD child etc.
- Assist in planning, delivering and recording the curriculum, including pupils' IEPs, behaviour plans and therapy programmes.
- Support the development and implementation of relevant risk assessment procedures.
- Work with staff/pupils to produce displays.
- Develop effective working relationships, act as a role model and set high expectations.
- Work with individual/small groups of pupils as requested.
- Work with other staff to supervise small groups of pupils, in school and on out of school activities.
- Monitor and record pupils' responses to learning activities through observations.
- Provide feedback to the teacher on pupil achievement, progress and other matters as required.
- Contribute to reviews and record keeping as requested.
- Undertake marking of pupils' work and accurately record achievement/progress.
- Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils (wherever possible) to take responsibility for their own behaviour and actions.
- Support routine tests and assessments.
- Provide general clerical/administrative support e.g. pupils records, records of achievement, etc.
- Support lesson/activity planning/whole school improvement, delivery and evaluation.

- Work within the school's child protection and safeguarding policy and maintain confidentiality at all times.

Support for the curriculum

- Support the implementation of agreed learning activities/teaching programmes.
- Support the implementation of local and national learning strategies e.g. literacy, numeracy, Learning Pathways and accreditation, the Foundation Phase etc.
- Support the preparation of resources taking account of pupils' interests, language and special requirements.
- Help pupils access learning activities through support and intervention, where required.
- Support the preparation and maintenance of general and specialist equipment and resources.

Support for the school

- Comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to the overall vision, ethos, work and aims of the school.
- Establish effective relationships and communicate with others, 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 as required.
- Recognise own strengths and areas of expertise and use these to support pupils' learning.
- Undertake planned supervision of pupils' out of school hours learning activities.

Working with others

- Ensure positive working relationships with parents/carers/families at all times.
- Liaise sensitively and effectively with parents/carers/families as agreed with the teacher.
- Work as part of an effective team to support partnership working.
- Support and attend meetings with other professionals as required.

Responsibility for financial resources

- Support the level 3 teaching assistant in the management of class funds and any monies collected for visits etc.

KEY WORKING RELATIONSHIPS

- A significant amount of time is spent supporting pupils and working alongside other professionals in a classroom environment.
- Regular involvement with parents/carers and families.
- Working in partnerships with: local authority staff, social services, health staff (therapists/therapy assistants etc.), nursing personnel and other agencies (Action for Children, Children's Centre etc.).

RESPONSIBILITIES FOR STAFF

Post Titles, Numbers and Level of Accountability

- Level 1 teaching assistants do not have any responsibility for other staff.

RESPONSIBILITIES FOR RESOURCES

Financial; Plant; Buildings or Equipment

- Support class staff to ensure resources are relevant to meet pupils' needs, are safe to use and stored correctly.

- Contribute to whole school inventory of resources/equipment.
- Where necessary support the making of resources to support individual/class needs.
- Collective responsibility for the proper use and safekeeping of small items of equipment/low cost materials and to follow health and safety guidelines for equipment used.

Data Systems

- Collective responsibility for the safekeeping and manipulation of data/record systems in manual or electronic form.

WORKING ENVIRONMENT

- Premises of Trinity Fields School and Resource Centre, working in a school environment, inside and outside of premises (including accompanying children on day and residential trips), classrooms, dining hall and play areas.

ORGANISATIONAL RESPONSIBILITIES

- Understands and demonstrates the principles of confidentiality.
- To work within the policies and procedures of the Council including recognising the duty to protect vulnerable adults, children and young people.
- Understands and demonstrates commitment to the Council's Equal Opportunities policies.
- Demonstrate commitment to on-going personal development.
- **The duties and responsibilities are difficult to define in detail and may vary from time to time without changing the general character of the duties or level of responsibilities entailed. The post-holder is therefore expected to undertake such other duties as may be requested provided the general character of the duties or level of responsibility does not change.**

PERSON SPECIFICATION

	ESSENTIAL	DESIRABLE
QUALIFICATION	NVQ 2 Qualification in Education or Childcare or equivalent.	Relevant additional qualifications eg, first aid, food hygiene, lifting and handling, Signalong.
KNOWLEDGE	<p>Basic understanding of:</p> <ul style="list-style-type: none"> • relevant policies, codes of practice and relevant legislation: national curriculum, Foundation Phase, 14-19 Learning Pathways, as relevant to the post; • the needs of pupils with a range of SEN including ASD and challenging behaviours; • principles of positive behaviour management; • main principles of child development; • disability issues; • child protection and safeguarding issues; • strategies for improving outcomes for learners; • IEPs 	<p>Some understanding of:</p> <ul style="list-style-type: none"> • a variety of Augmentative Communication Systems (e.g. PECS, Signalong, Augmentative ICT aids);
SKILLS	<p>Good numeracy and literacy skills.</p> <p>Effective communication and interpersonal skills.</p> <p>Good organisational and Information Technology skills.</p> <p>Ability to plan and deliver own workload.</p> <p>Flexible and willing to undertake a wide range of duties linked to the level 1 TA role.</p> <p>Personal integrity and the ability to make best use of own skills, resources and abilities.</p> <p>Ability to work within a team and on own initiative, when required.</p> <p>Ability to support activities for learners and to support the implementation of specialised programmes of support.</p> <p>Ability to support learners with challenging behaviour.</p>	<p>The ability to communicate in Welsh.</p> <p>Use of other equipment technology – video, photocopier for learners and to assist in specialised programmes of support.</p>

	ESSENTIAL	DESIRABLE
EXPERIENCE	<p>Experience of working with children with severe and complex learning difficulties within a specialist environment.</p> <p>Experience of multi-agency working.</p> <p>Experience of working with families and carers.</p>	<p>Experience of developing and using augmentative communication systems and behaviour plans.</p>
OTHER	<p>Commitment to own personal and professional development.</p> <p>Commitment to the philosophy of inclusion.</p> <p>Enthusiastic about working with children.</p> <p>Confident and flexible approach to work.</p> <p>Able to maintain confidentiality at all times and work within an anti-discriminatory manner, with a commitment to Equal Opportunities.</p> <p>Satisfactory Enhanced DBS will be required to undertake role.</p> <p><i>The ability to travel throughout County Borough and to have transport available for day to day use in the course of the business.</i></p>	

COMPETENCY FRAMEWORK

Help Text: The competencies in this section will be completed by HR and will be extracted from the corporate Competency Framework – contact [HR Strategy & Development](#) for more information.

CORE COMPETENCIES

AREA OF COMPETENCE	COMPETENCIES
Job Knowledge	
Communicating & Persuading	
Customer Service	
Innovation & Change	
Problem Solving	
Decision Making & Judgement	
Planning & Organising	
Personal Drive & Effectiveness	
Teamwork	

MANAGEMENT COMPETENCIES

AREA OF COMPETENCE	COMPETENCIES
People	NA
Political Understanding	NA
Leadership	NA
Resources & Performance	NA

POST AUTHORISATION

HEAD OF SERVICE:		DATE:	
MANAGER:		DATE:	
HR:		DATE:	

POST REVIEW

OFFICER:		DATE:	
OFFICER:		DATE:	
OFFICER:		DATE:	

