



**St Thérèse
of Lisieux**

Catholic Multi Academy Trust

Job Description

Teaching Assistant

Responsible to:

Various – school dependent

Overall Purpose of this Post:

To enhance pupil's education, life skills and emotional well-being.

Major Objectives:

- To support pupils' learning as directed, in context of fostering independence and self-esteem
- To maintain accurate records and assist in administrative tasks.
- To give sound advice to parents/carers for their child's education.
- To support the aims and ethos of the School.
- To set a good example in terms of dress, punctuality and attendance.
- To be proactive in matters relating to health and safety and child protection/safeguarding.
- To provide appropriate supervision to individual or groups of pupils.
- To share and adopt best practice and good ideas with other staff.
- To implement and promote the Trust and the school's policies and procedures relating to all areas of employment and service delivery.

Summary of job tasks: The tasks listed are, generally, only those taking at least 10% of the postholder's time.

- Assists in the educational and social development of pupils under the direction and guidance of teachers or advisory staff.
- Assists in the implementation of pupil's Individual Education Programmes & monitors progress.
- Provides support for individual pupils inside and outside the classroom to enable them to fully participate in activities.
- Works with other professionals, such as speech therapists and occupational therapists, etc.
- Assists with administrative tasks, e.g. maintaining pupil records, creating displays of work, etc.
- Supports pupils with emotional or behavioural problems and helps develop their social skills.
- Works with parent/carers to support pupils' learning and behavioural needs.
- Attends team and staff meetings.

Level Criteria Matrix

NB each school may issue school specific detailed tasks related to each post – the responsibility level of these tasks will be within the banding

Element	Level 1 & 2 Band 2 Points 11 - 15	Level 3 Band 3 Points 16 - 20	Level 4 Band 5 Points 26 - 30
People Management	<p>Assists with the supervision of individual, small groups or a class of pupils, e.g. as they arrive/leave the class and at break time and when required at lunchtime.</p> <p>Assists with supervision of pupils on visits/trips, in accordance with relevant risk assessment & guidance.</p> <p>Can remove small groups (up to half of the class), under the direction of the teacher for guided reading, Phonics, Maths and literacy support.</p>	<p>As lower levels plus:</p> <p>Supervises whole class of pupils for short periods in the absence of teacher.</p> <p>Supports/Instructs up to 4 other TAs and/or pupil support staff.</p>	<p>As lower levels plus:</p> <p>Manages up to 30 other TAs and/or pupil support staff in several faculties.</p> <p>Takes classes through learning programmes agreed without a teacher present.</p>
Creativity required	<p>Assists with the day-to-day management of the learning environment, e.g. care & preparation of teaching aids, equipment, and materials, reporting damaged/faulty items, contributing to Class, School displays, art area designs, etc.</p> <p>Supports the School in enabling all pupils to access the curriculum.</p> <p>Assists in the management of pupil behaviour.</p> <p>Participates in induction training for teaching assistants and staff review process and makes use of professional development opportunities.</p> <p>Provides comfort and arranges immediate care for minor accidents (excluding duties of designated first aid officer) including tasks connected with the social education of the pupil.</p> <p>Where pupils have SEN that includes the need for personal care, provide this within the H & S guidelines.</p> <p>Provides feedback to the teacher about learning activities.</p> <p>Finds alternatives to the National Curriculum suggestions.</p> <p>Assists in assessment and review of pupils' individual or groups of pupils' progress and statement review meetings.</p> <p>Supports implementation and acts on strategies to manage pupil behaviour.</p> <p>Contributes to curriculum planning, evaluation and implementation.</p> <p>Assists in the introduction to the lesson and interacts with the teacher and pupils, e.g. assisting pupils to develop personal, social, emotional and communication skills and role-play activities.</p> <p>Uses ICT to support children's learning under direction.</p> <p>Monitors pupils' achievement, objectives, general care, safety and welfare and carries out pupil assessments under direction.</p>	<p>As lower levels plus:</p> <p>Contributes to whole School policy development.</p> <p>Models good practice, contributes to the planning and delivery of INSET to others (e.g. TAs, MDS staff, volunteers) who support pupils (including pupils with SEN).</p> <p>Puts together resource packs, learning aids, etc.</p> <p>Finds alternatives to the National Curriculum suggestions or when applying Literacy and Numeracy lesson plans that are beyond the pupil(s).</p> <p>Plan own timetable in consultation with Class teachers.</p> <p>Organise weekly non-contact time for making resources and planning.</p> <p>Co-ordinates pupils' attending extra curricular activities, e.g. work experience, etc.</p> <p>Organises assessment of pupils or groups of pupils.</p>	<p>As lower levels plus:</p> <p>Undertakes at least one additional responsibility, e.g.</p> <ul style="list-style-type: none"> •☑ Plans lessons within framework provided by teacher. •☑ Contributes to the selection & preparation of teaching resources. •☑ Takes a key role in presenting information to parents or groups of parents, using information to reflect and question current practice. •☑ Uses assessment information for future planning and target setting for individual or groups of pupils and/or manages exam invigilation. <p>Uses ICT to support and advance their own and pupils learning.</p> <p>Puts together schemes of work, assisting with lesson plans, offsite visits, etc.</p>
Contacts	<p>Main contacts are with pupils and classroom teachers plus parents/carers and sometimes interact with specialists, advisors, etc on pupil issues.</p> <p>Supports pupil's curriculum learning using appropriate language (including other forms of communication, e.g. Makaton and using communication aids).</p> <p>Provides pupils with the support specified by the teacher.</p> <p>Provides comfort & arrange immediate care for minor accidents, upsets and ailments (excluding duties of designated first-aid).</p> <p>Encourages and reinforces positive interaction for pupils with set behaviour targets.</p> <p>Helps parent/carers, e.g. form filling, support agencies, etc.</p> <p>Finds ways to "get through" learning, emotional, physical or behavioural difficulties</p> <p>Supports pupils during independent/group work (e.g. explaining tasks, reinforcing key objectives, concepts or vocabulary; using practical apparatus).</p> <p>Supports less able pupils, extends/challenges the more able; keeping pupils on task, interested, motivated and engaged.</p> <p>Extends play-based learning in indoor and outdoor classrooms.</p> <p>Assists in the development of communication skills & role-play.</p> <p>Assists in pupils' personal, social, emotional and self esteem development.</p> <p>Deals with family issues, e.g. violence/domestic situations.</p> <p>Appointed person for First Aid in relation to Care plan students/anxious students who may harm themselves.</p>	<p>As lower levels plus:</p> <p>Works with educational specialists, advisors, psychologists, therapists, etc.</p> <p>Liaises and co-ordinates parents/carers and professionals as required including in SEN annual/new admissions testing/criteria for SEN register inclusion or IEP reviews, preparing papers, IEP's, making, monitoring and updating passports for identified students etc.</p> <p>Provides cover for absent teachers and participates in exam invigilation.</p> <p>External agencies, medical professionals, etc for individual learning or pupil advice.</p>	<p>As lower levels plus:</p> <p>Works with specialist teachers, other professional staff, health officers, volunteers, etc.</p> <p>Advances pupils' learning in whole class settings where the assigned teacher is not present.</p> <p>Attend names students Core Meetings.</p>

Decision Making	<p>Works under the overall supervision of the responsible teacher.</p> <p>Reports uncharacteristic behaviour, problems and risks to health to teaching staff.</p> <p>Refers child protection issues/situations to teacher.</p> <p>Decides what to write up, e.g. observations, advice given, recommendations or actions taken, in assessments, reports, statements, incident reports.</p> <p>Exercises initiative and independent action sometimes in one or more specialist areas (e.g. SEN, literacy, numeracy, early years, EAL etc).</p> <p>Identifies uncharacteristic behaviour, serious problems and possible danger or risks to health to teaching staff.</p> <p>Monitors achievement and feeds back to the teacher.</p>	<p>As lower levels plus:</p> <p>Works without the need for close supervision.</p> <p>Takes lead responsibility for coordination of a School/College activity.</p> <p>Recommends to teachers when parent/carers or pupil's need specialist help.</p> <p>Deals with child protection issues/situation there and then (referring/reporting them back afterwards).</p>	<p>As lower levels plus:</p> <p>Acts without close supervision or teacher present to advance pupils' learning.</p> <p>Advances pupils' learning in whole class settings without a teacher present.</p> <p>Adapts lesson plans to suit individual pupils.</p> <p>Recommends training for other staff, e.g. on Epilepsy, Autism DDA, etc.</p>
Objectives	<p>To maintain an up-to-date understanding of the role and responsibilities of their and others' role within the school.</p> <p>To enhance pupils' education, life skills and emotional well-being.</p> <p>To maintain accurate records and confidentiality when and where required</p> <p>To apply the school's, local, and national frameworks or policies relevant to the specialist subject/support provided.</p> <p>To give sound advice to parents/carers for their child's education.</p>	<p>As lower levels plus:</p> <p>To apply their knowledge and understanding of a relevant area of the curriculum, age range or SEN, in supporting pupils.</p> <p>To use specialist knowledge, experience, training to provide appropriate support.</p>	<p>As lower levels plus:</p> <p>To support other TAs, Teachers and Specialist Consultants and make them aware of the needs of each individual pupil.</p> <p>To share and adopt best practice and good ideas with other staff.</p> <p>To enable independent selection of ICT tools to advance children's learning.</p>
Resources Managed or used	<p>Responsible for the inventory, safekeeping and re-ordering of classroom resources.</p> <p>Uses normal office equipment, laminators, photocopiers, etc.</p> <p>Uses, sets up, clears away drills, saws, compounds, materials, peripherals, etc. (ICT, Science and D&T TAs), visual/hearing aids, hoists, wheelchairs, etc.</p> <p>PC & paper records, registers, admission forms, lesson plans, folders, displays, etc.:</p> <p>Manages small amounts of Petty Cash.</p> <p>Actively involved in the day-to-day management and care of learning resources</p>	<p>As lower levels plus:</p> <p>Drives mini-buses on trips, sometimes with adaptive measures.</p>	<p>As lower levels.</p>
Interruptions and conflict situations & frequency	<p>Interruptions are relatively infrequent during class times.</p> <p>A yearly or termly timetable or meetings/visit schedule is normally set out and adjusted either daily, weekly or each half/term.:</p> <p>Classes wanting the same resources are resolved by discussion</p>	<p>As lower level plus:</p> <p>Pupils often come up with unexpected problems, queries etc but this is an inherent part of the role.</p>	<p>As lower level plus:</p> <p>Staff absences (teachers, mentors and other TAs) are a daily event that requiring the postholders to re-schedule workloads</p>
Physical effort & IT use required	<p>Standing, walking, etc, sitting (often in very small low chairs).</p> <p>Uses ICT as a learning tool, e.g. PC's, printers and Interactive Whiteboards, software learning applications, etc.</p>	<p>As lower level plus:</p> <p>Holding, supporting, lifting children, equipment & materials, sometimes using hoists, wheelchairs etc.</p>	<p>As lower levels.</p>
Working conditions	<p>Class, sometimes Gyms, ICT suites, Outdoors, Playgrounds, Noisy children.</p> <p>Occasionally meeting rooms, outdoors, e.g. garden centres- other educational establishments, visits, PE/Sports etc.</p> <p>Available for work/training 195 days a year (pro-rata if working less than a 5 day week, leave is taken during the vacation and half term periods).</p>	<p>As lower level plus:</p> <p>Works in a variety of School settings with a variety of disabilities and at different key stages.</p> <p>Sometime home visits.</p>	<p>As lower levels.</p>
Risks encountered	<p>Restrains (courses given) children.</p> <p>Deals with sickness, vomit, spitting, scratching, epilepsy, toilet training/spills, etc.</p> <p>Exposed to instances of physical abuse, bites, cuts, etc.</p>	<p>As lower level.</p>	<p>As lower levels.</p>
Knowledge and Skill levels	<p>Sufficient literacy & numeracy skills in order to carry out the duties and understand attended courses, e.g. the mandatory 4-day induction for Teaching Assistants.</p> <p>There are no formal entry qualifications required for this band.</p> <p>Experience of working with children of the age with which the post is concerned.</p> <p>Experience of ICT as a learning tool.</p> <p>Able to relate well to adults and children their learning difficulties and their needs.</p> <p>Good communication and interpersonal/listening skills.</p> <p>Able to work effectively in a team.</p> <p>Able to take direction but be prepared to take initiative when required.</p> <p>Able to acquire new skills, be flexible and adaptable and to undertake other appropriate training.</p> <p>Able to establish clear boundaries.</p> <p>Preferably NVQ level 2 or equivalent qualification e.g. Teaching Assistant awards, English GCSE (A*-C), Level 2 Basic Skills Literacy, CACHE Level 2 Certificate in Child Care and Education, etc.</p>	<p>As lower level and/or:</p> <p>Specialist TA Award or NNEB or relevant NVQ level 3 or equivalent</p> <p>English GCSE (A*-C) or equivalency test (Level 2 Basic Skills Literacy)</p> <p>Preferably Maths GCSE (A*-C) or equivalency test, e.g. Level 2 Basic Skills Numeracy, TA Awards, NNEB, Instructor qualification in a specialist area, etc.</p> <p>Knowledge of school policies relevant to the subject/support provided and how they relate to local and national frameworks/policies.</p> <p>An understanding of other areas of School life.</p> <p>Experience of working to support children's learning.</p> <p>Good organisational and advocacy skills.</p> <p>Able to adapt teaching styles and be creative to the needs of a group of pupils.</p> <p>Able & willing study/train for qualifications in numeracy or other subjects.</p> <p>Able to monitor spending on resources, consumables, etc.</p>	<p>As lower level and/or:</p> <p>Higher Level Teaching Assistant Status, NOTE: HLTA is a status and not a qualification.</p> <p>Achievement of the status is an essential criterion for level4 status. (Achieved after endorsement by the Head and assessment against HLTA standards by a regional provider).</p> <p>English GCSE (A*-C) or equivalency test (Level 2 Basic Skills Literacy).</p> <p>Maths GCSE (A*-C) or equivalency test (Level 2 Basic Skills Numeracy).</p> <p>Preferably at least NVQ Level 4 or equivalent qualification e.g. a Foundation degree.</p> <p>Considerable experience of working to support children's learning</p> <p>Able to supervise, train and review the performance of other TAs.</p> <p>Able to take responsibility for planning the work of other TAs.</p>

	<p>Knowledge & understanding of at least one area of learning, e.g. English, Maths, Science, SEN, Early Years, and KS 3 Strategy for literacy or numeracy.</p> <p>Able to relate policies & frameworks relate to the subjects/support required.</p> <p>Attended some half/full day courses of aspects of the curriculum.</p> <p>Able to plan own work and to exercise initiative and independent action.</p> <p>Able to present information effectively, verbally and in writing.</p> <p>Able to transfer theory/training into practice and demonstrate skills of problem solving drawing on relevant experience.</p> <p>Able to work with professionals, parent/carers and to offer ideas.</p>		
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