

Isle of Anglesey County Council

Job Description

Job Title: Teaching Assistant Level 2

Post Number:

Directorate: Lifelong Learning

Service Unit: Canolfan Addysg y Bont

Grade: 3

Overall Job Purpose:

- To work under the instruction and guidance of teaching and or members of the school leadership team.
- To support individuals and groups of pupils to enable access to learning.
- To assist the teacher in the management of pupils within the classroom and beyond.

Principal Accountabilities / Key Tasks:

Support for pupils

- Supervise and provide particular support for pupils, exclusively those with severe and/or profound and multiple special needs, ensuring their safety and access to learning activities.
- Assist with the learning and development of all the above pupils, including the implementation of Individual Education/Behaviour Plans and Personal Care programmes - including toileting, feeding and mobility, changing, physical, hygiene, first aid.
- Following training, administer medication in accordance with the procedures for LEA and school policies.
- Promote the inclusion and acceptance of all pupils.
- Encourage pupils to interact with the others and engage in activities led by the teacher.
- Set challenging and demanding expectations and promote self-esteem and independence.
- Provide feedback to pupils and parents/external agencies in relation to progress and achievement under guidance of the teacher.

- Apply strategies to encourage independence and self-confidence.
- Provide effective feedback to pupils and parents/external agencies in relation to programmes and recognise and reward achievement.

Support for the Teacher

- Provide detailed and regular feedback to teachers on pupils' achievement, progress, problems, etc.
- Liaise with the teacher to create a purposeful, orderly and supportive learning environment.
- Liaise with the teacher to share short-term planning and specific learning objectives for: identified groups, individuals, whole class.
- Monitor pupils' responses to learning activities and undertake pupil record keeping as requested.
- Establish routines to ensure regular and effective feedback is given to the teacher in respect of pupils' progress towards targets for learning.
- Apply school policy in relation to the promotion of positive pupil behaviour and attitudes to learning.
- Administer routine tests/assessments and invigilate exams, supervise small groups of pupils.
- Fulfil clerical and administrative tasks as required, e.g. photocopying, collecting money, filing, administer course work, distributing letters to parents.

Support for the Curriculum

- Undertake structured and agreed learning activities/teaching programmes.
- Undertake programmes linked to local and national learning strategies, e.g. literacy, numeracy, early years, assessment for learning.
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use.
- Undertake programmes linked to local learning strategies, e.g. literacy, numeracy and ICT.
- Support the use of ICT in pupils' learning and their independence in its use.

- Prepare, maintain and use equipment and resources required to meet the agreed teaching programmes and learning activities.
- Liaise sensitively and effectively with parents, carers as agreed with the teacher.
- Participate in meetings with parents and contribute to annual reviews in accordance with school practice.

Support for the School

- Be aware and comply with policies and procedures relating to inclusion, child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Contribute to the overall ethos/work/aims of the school, including Cwricwlwm Cymreig.
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and professional review as required.
- Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtimes.
- Accompany teaching staff and pupils on visits, trips and out-of-school activities as required and take responsibility for a group under the supervision of the teacher.

Position in the Organisation:

Reports to: SMT

Responsible for: n/a

Staff supervised: n/a

Financial Resources

Level: A,B or C?

Indicative Value £

Physical Resources

Land and buildings - No./area	Value £
Plant / Vehicles / Equipment – No	Value £
Information Systems – No./volume:	Value £

Delegation

None

Demands within the job:

Physical demands

- Teaching Assistants/Support Staff must lift, carry, push/pull and work in awkward positions on a daily basis. The job involves ongoing considerable physical demands with daily requirements for high/extensive physical effort, (for example, lifting and/or carrying, pushing or pulling pupils of heavyweight – or move – or working in very awkward positions).
- * Note: heavyweight defined as up to 20Kg.
- A requirement that vigilance over pupil needs must be constant and unrelenting due to specific additional needs, and teaching assistants/support staff must take personal responsibility for pupil possessions.
- Careful use of expensive specialist equipment.
- Frequent use of physical intervention skills, requiring the use of pre-determined physical skills, including dexterity and considerable precision and co-ordination.
- An understanding that despite clear policies, guidelines and specialist training, from time to time, employees accept that they may receive physical injuries as a result of the unpredictable nature of pupils and young people with severe additional needs.

Mental demands

- A requirement for prolonged periods of concentrated mental attention over a range of different activities.
- Effectively manage interruptions and conflicting demands arising from severe additional needs of pupils and young people, resulting in unpredictable and variable working conditions.
- Positively manage within a working environment, the exposure to disagreeable and unpleasant pupil/young adult related behaviour.

Emotional demands

- A requirement to deal with pupils and young people, who as a result of their circumstances and/or behaviour place daily emotional demands on the jobholder, and occasionally place significant emotional demands on the jobholder.
- A requirement for significant emotional resilience as a result of dealing with physical intervention, pupil/young people with limited life expectancy and generally vulnerable and fragile pupils and young people.
- A requirement to deal with erratic impulses exhibited by pupils/young people (e.g. sexual behaviour towards staff due to very limited understanding of boundaries).
- Exposure to a working environment (Special School), which by definition, places a wide range of regular emotional demands on the jobholder.

Language Requirements:

Post is Welsh ESSENTIAL/DESIRABLE (also see Welsh Language Skills – post assessment)

Spoken:

Welsh

- ☐ Basic conversation / exchanging information
- ☒ Detailed discussion / interviewing / investigation
- ☐ Presentations
- ☐ Advocacy / representation

English

- ☐ Basic conversation / exchanging information
- ☒ Detailed discussion / interviewing / investigation
- ☐ Presentations
- ☐ Advocacy / representation

☐ Other

Please Specify: N/A

- ☐ Basic conversation / exchanging information
- ☒ Detailed discussion / interviewing / investigation
- ☐ Presentations
- ☐ Advocacy / representation

Written:

Welsh

- ☒ Recording simple messages / emails
- ☒ Writing letters
- ☐ Preparing reports and public documents

English

- ☒ Recording simple messages / emails
- ☒ Writing letters
- ☐ Preparing reports and public documents

☐ Other

Please Specify: N/A

- ✓ Recording simple messages / emails
- ✓ Writing letters
- ☐ Preparing reports and public documents

Working Arrangements and Conditions:

Working week: 5 days (Monday – Friday)

Contracted hours: 32.5

In CAYB all of the weekly hours will usually be contact time, whilst in other circumstances some of the hours will be non-contact. Any non-contact time is available for the preparation and organisation of work preparing for and clearing other lessons, attending school meetings, meeting parents, reviews, training etc. A thirty minute lunch break must be taken, and no payment will be made for this period. It would be reasonable for this break to be taken at any time between 11.30am and 1.30pm.

Spread:

Identified work base: Canolfan Addysg y Bont

Normal work location

- ☐ Normally office based
- ✓ Office based but with some site / home / meeting visits
- ☐ Role involves substantial travelling with occasional visits to identified work base

Business Travel

- ☐ No business travel
- ✓ Some business travel. Postholder may be called upon to provide own vehicle
- ✓ Some business travel. Council vehicle may be provided to postholder
- ☐ Postholder employed as driver / required to operate specialist machinery

Exposure to disagreeable working conditions

Environmental

- ☐ Minimal / normal office environment
- ✓ Some
- ☐ Significant

Aggressive / difficult clients

- ☐ Minimal
- ☐ Some
- ☒ Significant

Other Conditions:

Work Flexibilities / Restrictions

Politically Restricted Post:

- ☐ Yes
- ☒ No

Home / Mobile Phone provided

- ☐ Yes
- ☒ No

Protective Clothing provided:

- ☒ Yes
- ☐ No

Flexibility

Your attention is drawn to the fact that in some cases particular duties and responsibilities are difficult to define and may vary from time to time without changing the general character of the duties and level of responsibilities entailed. In addition, it is a requirement of all employees that they accept elements of flexibility in duties and responsibilities and when necessary interchange within the organisation which will meet the changing needs and demands of the service. Such a requirement will enable the particular expertise of the post holder to be developed and maximised to the mutual benefit of both employer and employee.

Date of preparation of this job description document: April 2014

Isle of Anglesey County Council - Person Specification

1. Education and Training

The minimum educational requirements/professional or vocational qualifications for the post

1.1 Essential

1.1.1 NVQ Level 2 for teaching Assistants or equivalent qualification or experience, e.g. RNIB, BSL Level 1 qualification

1.1.2 Good numeracy/literacy skills

1.2 Desirable

1.2.1 NVQ Level 3 for teaching Assistants or equivalent qualification or experience, e.g. RNIB, BSL Level 1 qualification.

1.2.2 Training in relevant strategies to support learning

1.2.3 First aid training as appropriate.

Any specific training required for the post Incl. Certification

1.3 Essential

1.3.1 Specific training in physical intervention will be provided

1.3.2 Child Protection training

1.4 Desirable

1.4.1 Training in other intervention strategies as regard additional needs i.e: PECS, ASD, MAKATON

2. Key Competence Requirements

Job related knowledge Critical for effective performance

2.1 Essential

2.1.1 Effective use of ICT to support learning

2.1.2 Use of other Equipment and basic technology, e.g. iPad, photocopier

2.1.3 Basic understanding of child development and learning

2.2 Desirable

2.2.1 Understanding of relevant policies/code of practice and awareness of relevant legislation.

2.2.2 General understanding of national/foundation phase, LNF, curriculum 14-19 pathways, and other basic learning programmes/strategies as appropriate.

Specific skills critical for effective performance

2.3 Essential

2.3.1 Being able to work effectively with children and/or young people.

2.3.2 Proven empathy skills

2.4 Desirable

2.4.1 Previous experience/skills of working with children and/or young people with additional needs.

Managerial skills critical for effective performance

2.5 Essential

2.5.1 n/a

2.6 Desirable

2.6.1 n/a

3. Personal Attributes

Personal values and characteristics which should be demonstrated in performing the duties of the post

3.1 Essential

3.1.1 Ability to relate well to children and adults

3.1.2 Work constructively as part of a team, understanding classroom roles and responsibilities and you own position within these.

3.2 Desirable

3.2.1 A proven desire to work with children and/or young people

4. Personal Circumstances

Job demands which, if not met, could constrain effective performance in post

4.1 Essential

4.1.1 DBS clearance

4.2 Desirable

4.2.1

ISLE OF ANGLESEY COUNTY COUNCIL

Welsh Language Skills – workplace assessment

NAME :

SERVICE :Education.....

LOCATION : ...Canolfan Addysg y Bont.....

GRADE OF POST :

DATE :

POST IS WELSH ESSENTIAL/DESIRABLE (as noted on the job description)

Tick the relevant box (at least one from each section, ie. (i), (ii), (iii), (iv))

(i) Listening

✓

0	No skills	
1	Able to understand basic enquiries in Welsh ["Ble mae...?", "Ga i siarad â...?"]	
2	Able to understand a basic social conversation in Welsh	
3	Able to follow routine conversations involving work between fluent Welsh speakers	
4	Able to follow the majority of conversations involving work including group discussions	
5	Able to understand all conversations involving work	✓

(ii) Reading

✓

0	No skills	
1	Able to read basic words and phrases, e.g. signs or short and simple notes	
2	Able to read basic material involving work (slowly)	
3	Able to read routine material with a dictionary	
4	Able to read the majority of material in own area	
5	Able to understand all material involving work	✓

(iii) Speaking

✓

0	No skills	
1	Able to conduct a general conversation [greetings, names, saying, placenames]	
2	Able to answer simple enquiries involving work	
3	Able to converse with someone else, with some hesitancy, regarding routine work issues	
4	Able to speak the language in the majority of situations using some English words	
5	Fluent – able to conduct a conversation and answer questions, for an extended period of time where necessary	✓

(iv) Writing

✓

0	No skills	
1	Able to write basic messages – "Diolch am y llythyr. Dyma gopi o'r map"	
2	Able to answer simple correspondence with assistance	
3	Able to draft routine text, with editing assistance	
4	Able to prepare the majority of written material related to the area, with some assistance in terms of revision	✓
5	Skilled – able to compete written work without the need for revision	

While undertaking the skills assessment for the post it is necessary to look at the language skills of the team and the nature of the service and then justify if a post is not 'Welsh essential'.