

Isle of Anglesey County Council

Job Description

Job Title: **Teaching Assistant Level 4 – Supporting & Delivering Learning**

Post Number:

Directorate: Learning/Education

Service Unit: Ysgol Uwchradd Caergybi

Grade: **Level 4**

Overall Job Purpose:

- To complement the professional work of teacher by taking responsibility for agreed learning activities under an agreed system of supervision. This may involve planning, preparing and delivering learning activities for individuals/groups or short term for whole classes and monitoring pupils and assessing, recording and reporting on pupils' achievement, progress and development.
- Responsible for the management and development of a specialist area within the school and/or management of other teaching assistants, including allocation and monitoring of work, appraisal and training.
- To comply with the local authority's Corporate Safeguarding Policy and the safeguarding duties and responsibilities which that policy places on every employee, aligning with the core values of the Authority which includes supporting children, adults who may be at risk and their families to keep them safe and healthy.

Principal Accountabilities / Key Tasks:

Support for Pupils

- Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning.
- Establish productive working relationships with pupils, acting as a role model and setting high expectations.
- Develop and implement IEPs.
- Promote the inclusion and acceptance of all pupils within the classroom.
- Support pupils consistently whilst recognising and responding to their individual needs.

- Attend to pupil's personal needs and implement related personal programmes, including social, health, physical, hygiene, first aid, toileting, feeding and mobility.
- Following training administer medication in accordance with the procedures for LEA and school policies.
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities.
- Promote independence and employ strategies to recognise and reward achievement of self-reliance.
- Provide feedback to pupils in relation to progress and achievement.

Support for the Teacher

- Organise and manage appropriate learning environment and resources.
- Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate.
- Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives.
- Provide objective and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Record progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment.
- Work within an established discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence.
- Supporting the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement, etc.
- Administer and assess/mark tests and invigilate exams/tests.
- Production of lesson plans, worksheets, plans, etc.

Support for the Curriculum

- Deliver learning activities to pupils within agreed system of supervision, adjusting activities according to pupil responses/needs.
- Deliver local and national learning strategies, e.g. Literacy, numeracy, early years, and make effective use of opportunities provided by other learning activities to support the development of pupils' skills.

- Use ICT effectively to support learning activities and develop pupils' competence and independence in its use.
- Select and prepare resources necessary to lead learning activities, taking account of pupils' interests and language and cultural background.
- Advise on appropriate deployment and use of specialist aid/resources/ equipment.

Support for the School

- Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting 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 ethos/work/aims of the school.
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress for pupils.
- Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils.
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others.
- Deliver out-of-school learning activities within guidelines established by the school.
- Contribute to the identification and execution of appropriate out-of-school learning activities which consolidate and extend work carried out in class.

Line Management Responsibilities Where Appropriate

- Manage other teaching assistants.
- Liaise between managers/teaching staff and teaching assistants.
- Hold regular team meetings with managed staff.
- Represent teaching assistants at teaching staff/management/other appropriate meetings.
- Undertake recruitment/induction/appraisal/training/mentoring for other teacher assistants.

Position in the Organisation:

Reports to: Headteacher of the school

Responsible for Supporting pupils

Staff supervised: Where appropriate manage other teaching assistants.

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**

At times lift and carry pupils with physical disabilities with the aid of specialist equipment.

Mental demands

At times interruptions and conflicting demands may create an unpredictable environment.

Emotional demands

At times support pupils with severe physical conditions or significant behavioural/social needs.

Language Requirements:

Welsh Language Skills (Please see the skills framework attached)						
Listening (Tick one)		Level 1 ✓	Level 2 <input type="checkbox"/>	Level 3 <input type="checkbox"/>	Level 4	Level 5 <input type="checkbox"/>
Reading (Tick one)	Level 0 <input type="checkbox"/>	Level 1 ✓	Level 2 <input type="checkbox"/>	Level 3 <input type="checkbox"/>	Level 4	Level 5 <input type="checkbox"/>
Speaking (Tick one)		Level 1 ✓	Level 2 <input type="checkbox"/>	Level 3 <input type="checkbox"/>	Level 4	Level 5 <input type="checkbox"/>
Writing (Tick one)	Level 0 <input type="checkbox"/>	Level 1 ✓	Level 2 <input type="checkbox"/>	Level 3 <input type="checkbox"/>	Level 4	Level 5 <input type="checkbox"/>
English Language Skills (Please see the skills framework attached)						
Listening (Tick one)	Level 0 <input type="checkbox"/>	Level 1 <input type="checkbox"/>	Level 2 <input type="checkbox"/>	Level 3 <input type="checkbox"/>	Level 4 ✓	Level 5 <input type="checkbox"/>
Reading (Tick one)	Level 0 <input type="checkbox"/>	Level 1 <input type="checkbox"/>	Level 2 <input type="checkbox"/>	Level 3 <input type="checkbox"/>	Level 4 ✓	Level 5 <input type="checkbox"/>
Speaking (Tick one)	Level 0 <input type="checkbox"/>	Level 1 <input type="checkbox"/>	Level 2 <input type="checkbox"/>	Level 3 <input type="checkbox"/>	Level 4 ✓	Level 5 <input type="checkbox"/>
Writing (Tick one)	Level 0 <input checked="" type="checkbox"/>	Level 1 <input type="checkbox"/>	Level 2 <input type="checkbox"/>	Level 3 <input type="checkbox"/>	Level 4 ✓	Level 5 <input type="checkbox"/>

Working Arrangements and Conditions:

Working week: Monday – Friday (during the school term – 39.0 weeks)

Contracted hours: 32.5

The salary is based on a pro rata contract to 37 hours per week and adjusted for working term time only

Spread:

Identified work base: Ysgol Uwchradd Caergybi

Normal work location

- ☐ Normally school based
- ☒ School 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 school environment
- ☐ Some
- ☐ Significant

Aggressive / difficult clients

- ☐ Minimal
- ☒ Some
- ☐ Significant

Other Conditions:

DBS Check Required:

- ☒ Enhanced
- ☐ Standard
- ☐ Not Applicable

Education Workforce Council Registration:

- ☒ Required
- ☐ Not Applicable

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 postholder to be developed and maximised to the mutual benefit of both employer and employee.

Date of preparation of this job description document: 2014

Name of postholder: _____

Signature of postholder: _____

Date: _____

Name of Line Manager: _____

Signature of Line Manager: _____

Date: _____

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 Excellent numeracy/literacy skills in English and Maths

1.1.2 Meet Higher Level Teaching Assistant Standards or equivalent qualification or experience

1.1.3 Specialist Skills/training in curriculum or learning area, e.g. bilingual, sign language, ICT

1.2 Desirable

1.2.1

Excellent numeracy/literacy skills in Welsh

Any specific training required for the post Incl. Certification

1.3 Essential

1.3.1 Training in relevant learning strategies, e.g. literacy

1.4 Desirable

1.4.1 First aid training as appropriate

2. Key Competence Requirements

Job related knowledge Critical for effective performance

2.1 Essential

2.1.1 Experience of working with children of relevant age in a learning environment

2.1.2 Full working knowledge of relevant policies/code of practice and legislation

2.1.3 Working knowledge and experience of implementing national/foundation stage curriculum and other relevant learning programmes/strategies

2.1.4 Good understanding of child development and learning processes

2.1.5 Understanding of statutory frameworks relating to teaching

2.2 Desirable

2.2.1

Specific skills critical for effective performance

2.3 Essential

2.3.1 Effective use of ICT to support learning

2.3.2 Use of other equipment and basic technology, e.g. video, photocopier

2.3.3 Work constructively and flexibly as part of a team, understanding classroom roles and responsibilities and your own position within these

2.3.4 Ability to plan effective actions for pupils at risk of underachieving

2.3.5 Ability to self-evaluate learning needs and actively seek learning opportunities

2.4 Desirable

2.4.1

Managerial skills critical for effective performance

2.5 Essential

2.5.1 Ability to assist in the supervision, training and development of other staff

2.6 Desirable

2.6.1

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 Participation in development and training opportunities

3.1.3 Maintain strictest confidentiality and data protection

3.2 Desirable

3.2.1

4. Personal Circumstances

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

4.1 Essential

4.1.1

4.2 Desirable

4.2.1

Language Skills – Workplace Assessment Levels

(i) Listening

0	No skills
1	Able to understand basic enquiries in Welsh /English
2	Able to understand a basic social conversation in Welsh / English
3	Able to follow routine conversations involving work between fluent Welsh / English 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 Welsh / 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
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 complete written work without the need for revision