

## **Job Description**

**Job Title:** Teaching Assistant Level 1

**School:** Beeston Primary School

**Pay Range:** A1-B1

To work under the direct instruction of teaching/senior staff, usually in the classroom with the teacher, to support access to learning for pupils and provide general support to the teacher in the management of pupils and the classroom. To support access to learning for pupils with SEND and behavioural needs.

### **Main Duties:**

1. To attend to the pupils' personal needs, and implement related personal programmes, including social, health, physical, hygiene, first aid and welfare matters
2. To supervise and support pupils ensuring their safety and access to learning
3. To establish good relationships with pupils, acting as a role model and being aware of and responding appropriately to individual needs.
4. To promote the inclusion and acceptance of all pupils
5. To encourage pupils to interact with others and engage in activities led by the teacher
6. To encourage pupils to act independently as appropriate
7. To prepare classroom as directed for lessons and clear afterwards and assist with the display of pupil's work.
8. To be aware of pupil problems/progress/achievements and report to the teacher as agreed.
9. To undertake pupil record keeping as requested
10. To support the teacher in managing pupil behaviour, reporting difficulties as appropriate
11. To gather/report information from/to parents/carers as directed
12. To provide clerical/administrative support - photocopying, typing, filing, collecting money etc.
13. To support pupils to understand instructions
14. To support pupils in respect of local and national learning strategies - literacy, numeracy, KS3, early years, as directed by the teacher

15. To support pupils in using basic ICT as directed
16. To prepare and maintain equipment/resources as directed by the teacher and assist pupils in their use.
17. To be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
18. To be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
19. To contribute to the overall ethos/work/aims of the school
20. To appreciate and support the role of other professionals
21. To attend relevant meetings as required
22. To participate in training and other learning activities and performance development as required.
23. To assist with the supervision of pupils out of lesson times, including before and after school and at lunchtimes.
24. To accompany teaching staff and pupils on visits, trips and out of school activities as required
25. To be aware of and comply with policies and procedures relating to child protection, health and safety, security, confidentiality and data protection, reporting all concerns to an appropriate person
26. To ensure promotion and support of Equal Opportunities and Health and Safety
27. To undertake any other duties that are commensurate with the post

**Any Special Conditions of Service:**

There is a requirement to submit to an enhanced Disclosure Barring Service background check. Term time working. There may be a need to occasionally work outside of school hours and off school premises, as required by the school. No smoking or vaping policy.

*This school is committed to safeguarding and promoting the wellbeing of all children, and expects our staff and volunteers to share this commitment.*

# Person Specification

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| Essential Criteria   | How Identified   | Desirable Criteria   | How identified   |
|--|--|--|--|
| <b>SKILLS</b><br>Good numeracy/literacy skills<br><br>Use basic technology – computer, video, photocopier<br><br>Ability to relate well to children and adults<br><br>Ability to work constructively as part of a team | Application form and selection process<br><br>Application form and selection process<br><br>Application form and selection process<br><br>Application form and selection process | GCSE Maths and/or English grades D-G<br>CSE level 2  | Provide evidence by producing certificate                      |
| <b>KNOWLEDGE &amp; UNDERSTANDING</b><br><br>Working with or caring for children of relevant age<br><br>Understanding classroom roles and responsibilities and your own position within these.                          | Application form and selection process<br><br>Application form and selection process   | Appropriate knowledge of first aid<br><br>To be aware of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection. | Application form<br><br>Application form and selection process |
| <b>QUALIFICATIONS/TRAINING</b><br>Participate in development and training opportunities  | Application form and selection process   | Completion of DfES Teacher Assistant Induction Programme   | Application form and Certificate                               |
| <b>OTHER CONDITIONS</b>  | Enhanced DBS Clearance   |  |  |

## Competency Framework - Teaching Assistants Level 1 - A1/B1

| <i><b>Pay range - A1</b></i>   | <i><b>Pay range - A2</b></i>   | <i><b>Pay range - A3</b></i>   | <i><b>Pay Range B1</b></i>   |
|--|--|--|--|
| Collates information provided by teacher from parents and carers and to keep records.  | Able to collate information from parents and carers and to keep records. Postholder able to recognise any issues and refer to teacher.   | Able to collate information from parents and carers and to keep records. Postholder able to analyse data to predict any potential issues and raises these with the most appropriate person.  | General understanding of methods used to monitor achievement and regularly performs basic tasks to monitor pupil performance to a good standard.                             |
| Able to set up basic and routinely used equipment and resources under the instigation / instruction of the teacher.  | Regularly sets up basic and routinely used equipment and resources on own initiative.  | Regularly sets up a variety of basic equipment and resources to support lessons on own initiative.   | Demonstrates general understanding of pupil's individual plans / care programmes.  |
| Assists with the display of pupils work under direction / instruction from the teacher.  | Assists with the display of pupils work and regularly completes elements of the display by themselves with guidance / support from the teacher.  | Assists with the display of pupils work and regularly completes elements of the display with minimal support from the teacher.   | Provides some feedback to pupils in relation to progress / achievement using narrow range of communication methods and under instruction of the teacher.                     |
| Ability to use basic equipment such as fax, photocopier and video to a good standard.  | Ability to use basic equipment such as fax, photocopier and video to an excellent standard.  | Ability to use basic equipment such as fax, photocopier and video to a standard that would enable the postholder to demonstrate to colleagues / new starters.  | Assists with the development and implementation of strategies to support pupils to achieve learning goals under the instruction of the teacher.                              |
| Postholder understands the abilities of pupils they specifically supporting and provides the required level of support under the direction / instruction of the teacher.                       | Understands the abilities of pupils across the class and regularly provides the required level of support. Uses own initiative but requires regular guidance / support from the teacher.   | Understands the abilities of pupils across the class and regularly provides the required level of support based on own initiative. Occasionally seeks guidance / support from teacher.   | Regularly contributes to the preparation of basic equipment / resources to meet lesson plans with direction from the teacher.  |
| Regularly identifies inappropriate behaviour in pupil(s) and takes action to deal with limited variety of situations. Always seeks instruction from teacher for situations out of daily norms. | Regularly identifies inappropriate behaviour in pupil(s) and regularly takes action to deal with a variety of situations. Regularly seeks direction from teacher for situations out of daily norms but may offer suggestions to address the situation. | Always identifies inappropriate behaviour in pupil(s) and regularly takes action to deal with a wide range of situations. Regularly seeks direction from teacher for situations out of daily norms but always offers suggestions to address the situation. | Always identifies inappropriate behaviour in pupil(s) and regularly encourages pupils to take responsibility for their own behaviour using methods suggested by the teacher. |
| In summary operates by taking action based on previous experience of common situations and requires regular direction /  | In summary, operates by taking action based on previous experience of a range of basic classroom situations within the   | In summary, operates by taking action based on previous experience of a wide range of basic classroom situations within  | In summary, regularly takes appropriate action to address some intermediate classroom situations, such as supporting the   |

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| instruction from the teacher for basic classroom tasks within the parameters of the job description. | parameters of the job description. Regularly seeks guidance / support from teacher. | the parameters of the job description. Occasionally seeks guidance / support from teacher. | creation and maintenance of an orderly classroom environment, but requires some direction / instruction from the teacher. |
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