

Job Description			Insert school logo
<b>Title</b> <b>TEACHING ASSISTANT - PRIMARY</b> (Previously grade 1 unqualified)  <b>Grade 2 scp 9 -13</b>	<b>School: Sutton-cum-Lound CofE Primary School</b>	<b>Post Ref</b> <b>Add Ref</b> <b>Profile Learning Support 2a PRI</b>	
<b>Job Purpose</b> To work under the direct instruction of teaching/senior staff, to support access to learning for pupils and provide general support to the teacher in the management of pupils and the classroom. Work may be carried out in the classroom or outside the main teaching area, alongside a teacher/senior member of staff.			
<b>Key Responsibilities</b>  <div>1. Attending to the pupils' personal needs and implement related personal programmes, including social, health, physical, hygiene, first aid and welfare matters, including the use of specialist equipment where necessary</div> <div>2. Providing support for students with emotional, social and behavioural problems</div> <div>3. Providing practical assistance in relation to other identified physical needs</div> <div>4. Supervising and supporting pupils ensuring their safety and access to learning and play</div> <div>5. Working to establish a supportive relationship with the children and parents/carers and families concerned</div> <div>6. Promoting the inclusion and acceptance of all pupils</div> <div>7. Encouraging pupils to interact with others and engage in activities led by the teacher</div> <div>8. Encouraging pupils to act independently as appropriate</div> <div>9. Preparing classroom as directed for lessons and clear afterwards and assist with the display of pupils' work</div> <div>10. Being aware of pupil barriers to learning/progress/achievements and report to the teacher as agreed</div> <div>11. Supporting the teacher in managing pupil behaviour, reporting difficulties as appropriate</div> <div>12. Gathering/reporting information from/to parents/carers as directed</div> <div>13. Working with and acting upon guidance provided by teachers and other professionals/outside agencies</div> <div>14. Providing support for such tasks as clerical, administrative, photocopying, display, collection and recording of money</div> <div>15. Supporting pupils in their learning in all areas of the curriculum</div> <div>16. Supporting pupils in respect of local and national learning strategies e.g. literacy, numeracy, as directed by the teacher</div> <div>17. Supporting pupils and teacher during PE and other practical activities</div> <div>18. Preparing and maintaining equipment/resources as directed by the teacher and assist pupils in their use</div> <div>19. Assisting with the supervision of pupils at break times</div> <div>20. Accompanying teaching staff and pupils on visits, trips and out of school activities as required</div>			

**General Responsibilities**

21. Be aware of and comply with school policy and procedures particularly in respect of Child Protection and Health and Safety
22. Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
23. Contribute to the overall ethos/work/aims of the school
24. Ensure the safe organisation of learning activities and the physical teaching space and resources for which they have responsibility
25. Appreciate and support the role of other professionals
26. Attend relevant meetings as required
27. Participate in training and other learning activities and performance development as required
28. Be aware of confidential issues linked to home/pupil/teacher/school work and to keep confidences as appropriate
29. Any other curriculum duties which may reasonably be regarded as within the nature of the duties and responsibilities/grade of the post as defined, subject to the proviso that normally any changes of a permanent nature shall be incorporated into the job description in specific terms, following consultation with the Recognised Trade Unions
30. To promote and safeguard the welfare of children and young persons for whom you are responsible and with whom you come into contact with during the course of your duties and responsibilities. Your conduct must at all times be in accordance with the school's policies and procedures
31. To report any causes for concern relating to the welfare and safety of children to the designated person, and the head teacher, or if unavailable the designated safeguarding governor or a member of the senior leadership team
32. To attend safeguarding training as required by the school and maintain your knowledge and understanding of your responsibility for safeguarding children in this school

Note: It is expected that duties will be undertaken within contracted hours unless by agreement

**Person Specification****Education and Knowledge**

Good literacy and numeracy skills gained from general education to GCSE 'O' level/NVQ level 2 standard or equivalent or prior relevant experience or skills.

**Experience****Personal skills and general competencies**

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To be completed only if any  
amendments are made to the  
standard Job Description

Please refer to the guidelines

### **Additional Responsibilities to be included in the Job Description**

This section is a description of the main responsibilities that are to be added to the Job Description, it is not a task list – the % time spent does not have to exact - it is to help the analyst understand how much time is spent on specific tasks for example the amount of time spent on typing/ inputting data may affect the Physical Demands factor.

<b>Additional Responsibilities</b>	<b>% Time spent</b>

### **Factor Information**

The factor definitions are outlined below and are specific for the job description and reflect the appropriate level from the NJE scheme that are commensurate with the level of responsibility and competences required for the role as described in the Job Description. If you have amended the standard information you should insert any additional information that you believe would impact on a factor.

Some factors have options (a) or (b) you should indicate which option best describes the job by placing a tick in the relevant box.

<b>Factor</b>		<b>Factor Definition and Relevant Job Information</b>
<b>1</b>	<b>Knowledge</b>	Good literacy and numeracy skills gained from general education to GCSE 'O' level/NVQ level 2 standard or equivalent or prior relevant experience or skills.
<b>2</b>	<b>Mental Skills</b>	Some basic assessment of the causes or issues involved may be necessary before deciding on how to proceed e.g. responds to pupils' requirements – monitoring and supporting learning; resolving pupil confrontation situations, involving more senior staff as appropriate; contributing to the development and interpretation of individual personal care programmes.
<b>3</b>	<b>Interpersonal/ Communication Skills</b>	Skills required to support and assist pupils in their learning e.g. motivating pupils in a learning situation, negotiating/persuading pupils in behavioural situations; simple exchanges with parents/carers and other agencies

<b>4</b>	<b>Physical Skills</b>	Use of computer keyboard to input basic alpha/numeric information as part of basic record keeping, also in learning situations with pupils; use of specialist equipment e.g. hoist to move a pupil as required.
<b>5</b>	<b>Initiative &amp; Independence</b>	Works under direction/instruction of teaching/senior support staff, with supervisory support available when areas of difficulty are faced e.g. pupil behaviour issues (direct support is available); health and safety issues.
<b>6</b>	<b>Physical Demands</b>	Long periods of standing, also sitting down, often on small chairs, kneeling and bending with pupils; setting out classrooms and learning environments; moving and handling using special equipment e.g. pushing a wheelchair containing a pupil; carrying resources e.g. rolls of paper, play equipment; bending stretching and use of step ladder for display work.
<b>7</b>	<b>Mental Demands</b>	Applying sensory concentration, working closely for periods, including observing reactions and behaviour, with individual and groups of pupils.
<b>8</b>	<b>Emotional Demands</b>	A) Working on an ongoing basis with children, some of whom have short or longer term emotional, additional or special needs.
		B) Working on an ongoing basis with children, many of whom have special needs and exhibit challenging behaviour, including Autism, Dyslexia, Dyspraxia, Visual Difficulties, Hearing Difficulties and Physical Difficulties; also terminally ill children and those who suffer from seizures or epilepsy.
<b>9</b>	<b>Responsibility for People</b>	Contributing to the education and development of children; being aware of and responding to the basic and welfare needs of pupils.
<b>10</b>	<b>Responsibility for Supervision</b>	Job holder has no direct responsibility for the supervision of other employees.
<b>11</b>	<b>Responsibility for Financial Resources</b>	Job holder has limited direct responsibility for financial resources. The handling and recording of small amounts of cash/cheques or equivalent may be necessary periodically.
<b>12</b>	<b>Responsibility for Physical Resources</b>	Regular handling, processing and recording of computer and manual information in accordance with data protection principles including routine document preparation, storage, retrieval or amendment; responsible for the careful use of special equipment and for reporting any problems with this equipment.
<b>13</b>	<b>Working Conditions</b>	Duties involve regular contact with children; there is also some exposure to abuse and/or aggression from pupils and/or adults; assisting pupils with toileting and dealing with bodily fluids.

<b>Factor</b>		<b>Additional Information</b>
<b>1</b>	<b>Knowledge</b>	
<b>2</b>	<b>Mental Skills</b>	
<b>3</b>	<b>Interpersonal/ Communication Skills</b>	
<b>4</b>	<b>Physical Skills</b>	
<b>5</b>	<b>Initiative &amp; Independence</b>	
<b>6</b>	<b>Physical Demands</b>	
<b>7</b>	<b>Mental Demands</b>	
<b>8</b>	<b>Emotional Demands</b>	
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<b>12</b>	<b>Responsibility for Physical Resources</b>	
<b>13</b>	<b>Working Conditions</b>	

Date