

**CHESTER WEST AND CHESHIRE BOROUGH COUNCIL  
JOB DESCRIPTION QUESTIONNAIRE**

<b>JOB TITLE</b>	<b>Teaching Assistant – Support (Secondary School)</b>	<b>JOB REF NO</b>	<b>AAAE5051</b>
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**BASIC JOB PURPOSE**

To support the teaching staff and teaching assistants in the development and education of pupils in accordance with the aims and policies of the school.

<b>MAIN RESPONSIBILITIES</b>	
<b>1</b>	Assist teaching staff in the delivery of learning activities and work programmes and undertake predetermined activities with pupils so that their intellectual and social development (including self-reliance and self-esteem) is fostered.
<b>2</b>	Provide input into the planning and evaluation of learning activities for individuals and groups of pupils to enable the teaching staff to make informed decisions when developing their plans.
<b>3</b>	Supervise the activities of individuals or groups of pupils both in and out of the classroom (including educational visits) to ensure their safety and facilitate their physical and emotional development in accordance with the school's behaviour management policy.
<b>4</b>	Monitor individual pupil's progress, achievements and development and report these to the teaching staff/line manager to inform decisions taken regarding the Individual Education Plan, Behaviour Plans and Personal Care Programmes for a pupil.
<b>5</b>	Liaise with parents and carers in conjunction with the teaching staff to ensure effective communication concerning the pupils' well being.
<b>6</b>	Record pupil information, as specified by the teaching staff/line manager to ensure that schools' information systems are maintained.
<b>7</b>	Attend to the personal, social and physical needs of pupils so that their well being is maintained.
<b>8</b>	Prepare and maintain learning equipment and ensure that the classroom is kept clean and tidy.
<b>9</b>	Display and present the pupils' work under the direction of teaching staff, so that it enhances the classroom environment and celebrates achievement.
<b>10</b>	Attend staff and other meetings and participate in staff training development work and staff reviews as required
Notwithstanding the detail in this job description, in accordance with the School's/Council's Flexibility Policy the job holder will undertake such work as may be determined by the Headteacher/Governing Body from time to time, up to or at a level consistent with the Main Responsibilities of the job.	

## 1 RESPONSIBILITY FOR SUPERVISION / DIRECTION / COORDINATION OF EMPLOYEES

### Employees directly supervised by jobholder

Not applicable

### Other Employees supervised by jobholder (not in a direct line relationship)

<u>No and FTE</u>	<u>Levels / grades</u>	<u>Types of work</u>	<u>Where based</u>
	Occasional newly appointed members of staff (teaching and non teaching)		Same school

### **What does the supervision of these employees involve? (Demonstrating, guiding and training)**

Occasional and shared contribution with all staff in the induction of the above: provide practical instruction in school procedures, and general direction 'showing the ropes'.

Jobholder may have informal responsibility to guide the above in the unique requirements of individual, special needs and/or statemented pupils, and provide support in initial classroom routines and procedures.

### **Does the job involve supervision, direction or management of people who are not employees? *eg contractors, students on secondment***

Not applicable

### **Does the jobholder develop policy or provide advice and information which impacts on the supervision / direction / coordination of employees? No**

## 2 RESPONSIBILITY FOR FINANCIAL RESOURCES

<b>Financial responsibility</b>	<b>Value of the financial resource (p.a.)</b>	<b>How often is the duty performed?</b>
Handling cash - to collect pupil's monies and forward to the school administrator as necessary. See Physical Resources.		

### **Does the jobholder develop policy or provide advice and information which impacts on financial resources?**

No

### 3 RESPONSIBILITY FOR PHYSICAL RESOURCES

Physical resource	Nature of responsibility of jobholder	How often is the responsibility exercised?
Pupil records	Record and/or verbally notify teaching staff of pupil's responses during lessons. Access to student information contained in student files. May also be required to have access to confidential personal information.	Daily
Specialist equipment e.g. communication aids, moving and handling equipment, classroom aids and subject specific equipment	Use, undertake visual checks and ensure safety of specialist equipment for individual pupils. Resource issue and return, and facilitate pupil's access to learning and communication software.	Daily  Daily
Classroom environment and learning equipment	Prepare classroom for lesson activities, clean and tidy away safely and securely.	Daily
Pupil's possessions	Safekeeping of pupil's possessions, for example mobile phones, money, keys etc in school and also whilst pupils are away from the school.	As and when required

**Does the jobholder develop policy or provide advice and information which impacts on physical resources?**

**No**

### 4 RESPONSIBILITY FOR IMPACT ON PEOPLE

<u>Task/Duty</u>	<u>Who benefits?</u>	<u>How they benefit?</u>
Assist teaching staff in the delivery of predetermined learning activities and work programmes. Undertake learning activities with pupils e.g. numeracy and literacy exercises, life skills and social development etc	Pupils	To facilitate access to learning activities and contribute to the development of children in accordance with school policies and statutory requirements
Provide input into the planning and evaluation of learning activities for individuals and groups of pupils to enable the teaching staff to make informed decisions when developing their plans.		
Supervise the activities of individual and groups of pupils both in and out of the classroom. Encourage social interaction and positive behaviour. Interpret and anticipate pupil's behaviour and respond in line with behavioural plans – intervening and redirecting as necessary.	Pupils	Ensure the safety and effective communication for pupils' well being at all times.

Monitor individual pupil's progress, achievements and development and report these to the teaching staff/line manager to inform decisions taken regarding the Individual Education Plan, Behaviour Plans and Personal Care Programmes for a pupil. Liaise with parents and carers as required by teaching staff.	Pupils and parents	
Attend to the delivery of scheduled special needs pupil assistance as required and delegated by external professionals and/or teaching staff.	Pupils	Provide the appropriate level of designated and dignified care

**Does the Jobholder develop policy or provide advice and information which impacts on people?** **Yes**

**If Yes, give details:-** The jobholder contributes to the development of school practices and procedures which impact on the well being of children by making suggestions and assisting in the monitoring, and evaluating of learning, behavioural and care practices.

## 5 KNOWLEDGE

Type of knowledge	What knowledge is essential?	Why are these needed?	How is it normally acquired?
Specialist Knowledge	An understanding of classroom routines and the needs of pupils with varying degrees of physical, emotional and/or learning difficulties. Medical conditions e.g. sensory impairment, epilepsy, asthma, diabetes etc. IEPs for each child Behaviour plans Care Plans Communication techniques e.g. Makaton, PECS,	To support access to learning activities and contribute to the development of children. Assist teaching staff to evaluate and monitor pupils' progress and needs, and implement behaviour and designated care plans. Interpret the needs of pupils.	Experience of working with children in a caring environment, briefing and in-house training
Literacy and Numeracy	Literacy and numeracy to provide assistance in core subjects.	To undertake learning activities with pupils. Record and/or verbally notify teaching staff of pupil's responses during lessons.	General school education
Organisational and service based knowledge	Understand role of other services e.g. Physiotherapy, Speech/ Language /Occupational Therapy and other external professionals.	Liaise with other professionals as required by teaching staff in relation to individual students.	Experience and in-house training
Equipment	Pupil aids and/or manual handling equipment, classroom and subject specific	Safe usage and operation, carry out frequent visual checks, facilitate special needs pupil's	Experience, in-house training and

	equipment	access to the curriculum and assist pupils in correct usage.	manufacturer's instructions
School childcare procedures	An understanding of school practices and procedures which impact on children and their care	To follow school procedures and practices to meet legislative requirements	Experience, briefing and in-house training
Legislation	An awareness of Child protection, Health and Safety, and care legislation	To meet school standards and legislative requirements	Experience, briefing and in-house training

**How long would it take for a jobholder to become fully operational?** 6 months to become conversant with school policies and procedures and to develop working relationships with pupils and teaching staff.

## 6 MENTAL SKILLS

- a) **What sort of situations/problems does the jobholder typically have to deal with? Give two examples of typical problems solved on a regular basis.**

**Example: Respond to pupils' physical, welfare and emotional needs.**

Remain alert and attentive to the comfort and needs of pupils at all times. Rearrange classroom learning materials and resources, assist pupils in correct usage and reposition pupils, their aids or equipment as necessary in order to facilitate a lesson activity.

**Example: To respond to pupil behavioural problems.**

Assess the potential for physical or emotional harm to the children, select the appropriate moment for intervention and adopt the correct approach in keeping with knowledge of the individual pupil. This can include removing the perpetrator, subject to the seriousness of the incident, in conjunction with other staff. Apply the most appropriate degree of censure to the circumstances, and on all occasions evaluate and record each incident.

- b) **Give an example of the most difficult or demanding situation/problem the jobholder has to solve.**

**Example: To support the delivery of a predetermined lesson plan.**

Undertake a lesson activity with an individual pupil or a small group of pupils as designated by teaching staff. Set up the classroom and prepare learning materials, taking account of any special needs of pupils. Monitor the pupil(s) response throughout the learning exercise in order to determine whether to revise or simplify the intended level of activity.

- c) **Approximately how often would the example in (b) occur?**

Daily
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<b>Mental Skill</b>	<b>Why Needed?</b>
Judgment	To respond in the most appropriate manner and determine the most appropriate moment for intervention.
Analytical	Monitor individual pupil's progress, achievements and development and report these to the teaching staff/line manager.
Planning	To prepare learning materials and resources in accordance with delegated and predetermined activities.
Thinking on feet	To respond directly to pupil needs and pre-empt behavioural issues.

## **7 INTERPERSONAL AND COMMUNICATION SKILLS ESSENTIAL FOR THE JOB**

<b>Skill</b>	<b>Used for?</b>	<b>With whom?</b>
Training	Assist and support the delivery of learning activities, e.g. numeracy and literacy exercises, life skills and social development etc.	Pupils
Caring Verbal and intuitive communication. Makaton, PECs	To communicate with special needs and/or statemented children. Interpret and respond to personal and learning needs, and provide reassurance and hands-on support.	Pupils with varying degrees of physical, emotional and learning difficulties.
Motivation	To lead by example reflecting an enthusiastic approach to care and learning activities, praise and encourage pupils and provide recognition of their progress.	Pupils
Influencing/ persuading	Encourage the adoption of appropriate standards of behaviour and defuse any potential confrontation.	Pupils
Oral exchange of information	Liaise with others on sensitive pupil welfare issues.	Parents/ carers Teaching staff and other professional staff
Written	To record children's progress.	Teaching staff and other professional staff

## **8 PHYSICAL SKILLS ESSENTIAL FOR THE JOB**

<b>Physical skill</b>	<b>Used for?</b>	<b>Any precision/speed requirements?</b>
Hand-eye co-ordination, body coordination and manual dexterity	Manual handling of students. Use of specialised pupil or educational equipment.	Care and safety requirements

## 9 INITIATIVE AND INDEPENDENCE

### Allocation of work

- a) **How is work allocated to the jobholder?** The school timetable and care rotas provide the basis for daily and weekly routines. The teacher prepares learning programmes and co-ordinates their provision. The jobholder supports and delivers the learning activities to suit the needs of an individual pupil or small groups of pupils.
- b) **What is a typical cycle for allocating work to the jobholder** *eg hourly, daily, weekly?*  
Daily and for individual lessons.

### Scope for initiative

- c) **How much freedom/discretion does the jobholder have:**

**to change the way work is done?**

*(e.g. recommending changes in policy, procedures, resources)*

The jobholder contributes to the development of school practices and procedures which impact on the well being of children by making suggestions and assisting in the monitoring and evaluation of learning, behavioural and care practices.

**to allocate their time to duties?**

Within the structured school and classroom timetable, to prepare timely lesson materials, resources, displays etc, and respond to individual pupils' care and learning needs.

- d) **What is the level of guidance/instruction available?**

All tasks are closely defined by school procedures to ensure compliance with legislation and national standards,

- e) **What sort of direction, management or supervision is given to the jobholder?**

There is a daily briefing with teaching staff. There are regular team meetings and periodic supervision to discuss training, personal and professional development issues.

- f) **Give three examples of problems or decisions the jobholder would be expected to deal with themselves without reference to a supervisor/manager. How often do these occur?**

<b>Expected problem</b>	<b>Nature of available guidance</b>	<b>Typical Frequency</b>
Prepare and maintain learning equipment and ensure that the classroom is kept clean and tidy.	In accordance with school procedures and classroom routines.	Daily
Pupil behavioural issues.	In accordance with school procedures and pupil behavioural plan.	Daily
<b>Unexpected problem</b>	<b>Nature of available guidance</b>	<b>Typical Frequency</b>
Pupils experiencing difficulties with learning and/or special needs equipment.	Manufacturer's instructions and experience in the use of classroom and subject specific equipment and education aids.	Daily

- g) Give two examples of problems or decisions the jobholder would be expected to refer to their supervisor/manager. How often do these occur?

Problem or decision	Point of referral	Typical Frequency
To adapt learning activities in response to pupils' progress and reactions.	Following collaboration with teaching staff and the individual education plan	Daily
Identified pupil difficulties with a Learning or Care Programme.	Teacher	A few times per year
Identified deterioration in pupil behaviour, condition, capacity to learn etc.	Teacher	Ongoing

## 10 PHYSICAL DEMANDS

What sort of physical demands does the job involve?

Physical Demand	Typical Duration	How often?	Other details (eg how heavy?)
Lifting, handling and supporting pupils.	Short bursts	Several times per day	Awkward movement of children including their bodyweight. Shared as appropriate
Assisting pupils participating in physical education/ exercises.	Couple of hours	At least weekly	
Pulling and pushing – pupil's equipment, rearranging tables and classroom equipment.	Short bursts	Several times throughout the working week	Awkward movement of bulky items
Leaning, bending and stretching whilst checking work and arranging classroom displays.	Short bursts	Throughout the working day	

## 11 MENTAL DEMANDS OF THE JOB

Nature of task	Mental Demand	Duration	Frequency
Monitor and assess pupils' progress and keep them on task. Support and deliver predetermined learning activities, and adapt as necessary.	Sensory awareness and concentration	Short Periods	Throughout the working day



Under the direction of teaching staff, assist with a mixture of activities. Awareness of needs of children with limited communication, medical, physical, and emotional difficulties. Supervise the activities of individual and groups of pupils both in and out of the classroom.	Alertness and awareness	Short periods	Throughout the working day
Prepare classroom for lesson activity and tidy away equipment after lesson activity.	Attention to detail	Short periods	Daily
Provide verbal feedback of observations regarding pupil responses and progress to teaching staff.	Alertness	Short periods	Daily
Use, undertake visual checks and ensure safety of specialist equipment for individual pupils. Resource issue and return, and facilitate pupil's access to learning and communication software.	Concentration and attention to detail	Short bursts	Throughout the working day

**To what extent is the job subject to work-related pressures e.g. regular deadlines, frequent interruptions, conflicting demands?**

<b>Nature of pressures / interruptions</b>	<b>Source</b>	<b>For how long?</b>	<b>How often?</b>
Interruptions	Individual requests from pupils and teaching staff	Few minutes	Throughout the working day
Deadlines	Class routines and completion of delegated lesson activities.		
Conflicting demands	To mentally switch between the educational needs of individual pupils. To select and determine the most 'in need' pupil for immediate attention.		

## 12 EMOTIONAL DEMANDS

<b>Nature of the task being performed by jobholder.</b>	<b>Behaviour / source of the emotional demand</b>	<b>Frequency (per day/wk/ month)</b>
Provide care, reassurance and dignified support to pupils, and deal with inappropriate behaviour	Dealing with demanding behaviour, to work in a one to one relationship with special needs children and the	Daily

in accordance with school behaviour plans and policies. The jobholder is required to interpret student behaviour and address their personal needs/ stresses.	application of sensitive and intimate child background knowledge.	
Pupils openly confiding sensitive personal and domestic details.	Exposure to the intimate and disturbing detail of child abuse and protection issues, and to provide emotional support for staff colleagues.	Once or twice per year

### 13 WORKING CONDITIONS

- a) In what kind of places does the jobholder normally work (eg office, library, gardens, clients' homes)?

If more than one, give approximate proportion of time in each.

Location of work	Proportion of time
Classroom-based. Educational visits and outdoor activities.	90% 10%

- b) If the jobholder works outside, are they expected to work regardless of the weather or are alternative arrangements made e.g. work on other duties?

- c) What unpleasant environmental working conditions or behaviour from other people are met in performing the job?

Working Condition or Behaviour from other people	How long does it last at any one time?	How often does it typically occur?
Rude, abrasive and uncooperative pupils and inappropriate behaviour.	Several minutes	Several times daily
To attend to pupils' personal and care needs, i.e. toileting, exposure to body fluids, infection etc.	Several minutes	Throughout the working day

- d) What protection is offered (if any) e.g. against adverse weather (clothing, shelter), against infection, security measures etc.

Full Personal Protective Equipment.