

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

NJC/E/1

JOB TITLE	Teaching Assistant - Specialist skills (Primary Schools – with special needs)	JOB REF NO	AAAD5035
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BASIC JOB PURPOSE To work collaboratively with teaching staff and work with other support staff to enhance the development and education of children in accordance with the aims and policies of the school.

NO	MAIN RESPONSIBILITIES
1	Undertake a specialist role using relevant expertise (for example in subject based areas or in relation to pupils with particular needs) to deliver and implement learning activities and programmes.
2	Plan and implement agreed learning activities for individual and groups of pupils, in collaboration with the teaching staff, to ensure that learning objectives and individual learning targets are achieved.
3	Co-ordinate the work of individuals or groups of teaching assistants so that the needs of particular projects and shared objectives for supporting individual or groups of pupils are met.
4	Observe and monitor individual pupils, to provide accurate assessments of progress, and problem areas for the compilation of reports and to provide appropriate feedback to pupils, parents and other staff.
5	Liaise with parents/carers and other professional staff and outside agencies to ensure effective communication concerning the maintenance of pupils' wellbeing
6	Access and update the full range of pupil records to facilitate assessment of pupils' progress.
7	Supervise attendance to the pupil's personal, social and physical needs by other school staff so that pupils wellbeing is maintained.
8	Prepare and maintain classroom resources (including control of stock within the classroom) so that they are readily available for use.
9	Display and present the pupils' work so that it enhances the classroom environment and celebrates achievement..
10	Supervise the activities of individual 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 managing behaviour strategies.
11	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>
	Teaching Assistants and other school staff	Supporting the individual pupils in the classroom.	

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

The jobholder is responsible for devising and organising programmes of work within the specialist subject area. The jobholder allocates tasks and checks the quality of work output to support the delivery of pupil learning activities within the classroom.

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

<u>No and FTE</u>	<u>Levels / grades</u>	<u>Types of work</u>	<u>Where based</u>
Occasional	NVQ Level 3 students – up to a few weeks duration.	Work shadowing and observation.	Same classroom.
Occasional	Work experience pupils/students	Work shadowing and observation.	Same classroom.

What does the supervision of these employees involve?

NVQ Level 3 students - Jobholder has shared role to allocate tasks and check the quality and output of work, offers work shadowing and observation, and provides verbal feedback to the line manager regarding the student's progress.

Work experience pupils/students: provide work shadowing, observation and detailed classroom supervision.

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

Give details of any direct responsibility for financial resources.

Financial responsibility	Value of the financial resource (p.a.)	How often is the duty performed?
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

Give details of any direct responsibility for physical resources.

Physical resource	Nature of responsibility of jobholder	How often is the responsibility exercised?
School and pupil records	To access and update the full range of pupil records to facilitate assessment of pupils' progress. Access to confidential pupil records.	Daily
Subject(s) specific equipment and supplies: E.g. Food technology, ICT, Design Technology, Art etc	Responsible for the safekeeping and security of equipment, check condition of resource issue and arrange for repair as necessary, provide pupil instruction in usage and ensure that pupils return all equipment at the end of each lesson. Prepare and maintain classroom resources (including control of stock within the classroom) so that they are readily available for use. Identify departmental needs and arrange order placement in accordance with school policies and procedures.	Daily Ongoing
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?

Yes

If yes, give details

Shared responsibility as part of the school team for providing input into the purchase and replacement of subject(s) specific equipment and supplies.

4 RESPONSIBILITY FOR IMPACT ON PEOPLE

<u>Task/Duty</u>	<u>Who benefits?</u>	<u>How they benefit?</u>
<p>Undertake a specialist role using relevant expertise (for example in subject based areas, Early Learning Support or in relation to pupils with particular needs) to deliver and implement learning activities and programmes.</p> <p>Plan and implement agreed learning activities for individual and groups of pupils, in collaboration with the teaching staff, to ensure that learning objectives and individual learning targets are achieved.</p> <p>Monitor the needs and development of pupils and undertake pupil assessment.</p> <p>Report on pupil progress, liaise and meet with parents or carers to provide educational feedback and/or discuss medical issues or behavioural problems encountered.</p>	Parents, carers, pupils and whole school	To achieve the most appropriate learning outcomes and to develop the potential of all children in accordance with school policies and statutory requirements
<p>Supervise the activities of individuals and groups of pupils both in and out of the classroom. Advise on risk assessments for residential or educational visits and determine safety of facilities in relation to pupil's disabilities. To provide effective pupil support and to ensure that behavioural corrective action is taken promptly.</p>	All pupils	To ensure the safety and well being of pupils at all times.
<p>Supervise attendance to the personal, physical, social and welfare needs of the pupils.</p>	Pupils, parents and carers	<p>To provide respectful and dignified care to a high standard.</p> <p>To assist the pupils in the development of self-reliance and independence.</p>

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 providing guidance from own specialist subject area and 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	<p>Specialist subject knowledge and all subject areas across Key Stages 1 and 2.</p> <p>To understand the underpinning principles of child development, differentiated rates of pupil progress, classroom supervision and pupil welfare needs.</p> <p>Medical conditions e.g. autism, sensory impairment, epilepsy, asthma, diabetes, EBD</p> <p>IEPs for each child</p> <p>Behaviour plans</p> <p>Care Plans</p> <p>Communication techniques e.g. Makaton, PECS, British Sign Language</p>	<p>To plan, develop and deliver learning programmes in a specialist subject area.</p> <p>To understand the specialist needs of the pupils and to adopt the appropriate techniques.</p>	<p>NVQ level 3 in Childcare or equivalent</p> <p>Specialist training in subject area.</p> <p>Experience, in-service training and briefing</p>
Organisational and service based knowledge	<p>Understand role of other services e.g. Physio, OT, Autism Team, school nurse and other external medical professionals.</p>	<p>Liaise with other professionals in relation to individual students.</p>	<p>Experience and in-house training</p>
Equipment	<p>Specialist subject equipment.</p> <p>Pupil and manual handling equipment</p>	<p>To provide pupil instruction and supervision in the safe usage and operation of equipment.</p> <p>Safe usage and operation, and to carry out frequent visual checks of equipment and learning facilities</p>	<p>Experience, in-house training and manufacturers' instructions</p>
School childcare procedures	<p>An understanding of school practices and procedures which impact on children and their care</p>	<p>To follow school procedures and practices, e.g. physical intervention/restraint, to meet legislative requirements</p>	<p>Experience, briefing and in-house training</p>
Legislation	<p>Knowledge of Child protection, Health and safety, and care legislation</p>	<p>To meet school standards and legislative requirements</p>	<p>Experience, briefing and in-house training</p>

How long would it take for a jobholder to become fully operational?

Total of 4-6 years incorporating 2-3 years experience in a school environment to acquire basic qualifications and an additional 2-3 years training in specialist subject area.

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 To deliver specialist subject to groups of pupils

To research and gather information from a range of sources so as to incorporate main curriculum subjects into specialist subject activity. Ensure that programmes of learning run concurrently with other school programmes of activity. Assess the progression and development of pupils in accordance with school educational programmes. It is important to be aware of the group dynamic as well as individual pupils. Ensure health and safety is maintained at all times.

Example: To respond to pupil behavioural problems.

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

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

Example: Negotiate with teachers the precise parameters of learning programmes.

Interpret and translate exercises into practical learning activities, deliver and implement those programmes and assess children's responses and record progress for each individual pupil. To adjudge when to withdraw a pupil from the classroom and/or be sensitive to the principles of inclusive education.

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

A few times a month

Give details below of the mental skills required in the job and reasons why they are needed.

Mental Skill	Why Needed?
Judgment	To respond in the most appropriate manner and determine the most appropriate moment for intervention.
Planning	To prepare lessons in order to ensure that specialist subject areas run concurrently with other school programmes of activity.
Analytical	To evaluate pupils' progress and employ specialist subject knowledge in order to achieve social and educational progression.
Research	To undertake regular research into specialist subject area, pupils' condition and development needs
Creative	Design and produce learning materials to suit individual learning needs

7 INTERPERSONAL AND COMMUNICATION SKILLS ESSENTIAL FOR THE JOB

Skill	Used for?	With whom?
Communication Skills Verbal and intuitive communication. Sign language, Makaton, PECs, British Sign Language	Deliver specialist programmes of learning, interpret and respond to individual and differentiated learning needs.	Pupils and responding intuitively to the needs of professional teaching staff
Caring and counselling	As the first point of contact for pupils, provide informal pastoral support for pupils presenting a range of problems and/or referral to the appropriate member of staff	Pupils
Leadership	To provide class direction in order to achieve the maximum educational attainment of the pupils. The jobholder is responsible for devising and organising programmes of work within the specialist subject area, allocating tasks and offering guidance in initial classroom routines and procedures - this can also include supply teaching staff.	Pupils, teaching assistants and supply /student staff
Training	To plan and deliver programmes of differentiated learning to achieve necessary individual learning outcomes and for the educational and social development of pupils	Pupils
Influencing/persuading	To encourage the adoption of appropriate standards of behaviour, to defuse any potential confrontation and to achieve given learning activities and outcomes	Pupils
Advice and guidance	To provide feedback on pupil progress and assist in the development of the precise parameters of learning programmes and adapt accordingly for the pupils	School teaching staff Physiotherapists, Occupational Therapists, Speech and Language Therapists, Hearing Impaired specialists Parents
Written	To accurately record pupil achievement/progress as directed.	Parents, pupils, and to satisfy Ofsted requirements

8 PHYSICAL SKILLS ESSENTIAL FOR THE JOB

Give details (if any) of the physical skills essential to do the job properly.

Physical skill	Used for?	Any precision/speed requirements?
Hand-eye co-ordination 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 provides the basis for daily and weekly routines. The jobholder is required to prepare and deliver differentiated lesson activities in collaboration with school teaching staff in order to meet school learning programmes and timescales. The jobholder must also respond to requests from the Headteacher, other professionals and parents in order to meet ongoing school requirements.

b) What is a typical cycle for allocating work to the jobholder eg hourly, daily, weekly? Weekly/ daily for structured class activities.

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)

To select the most appropriate resources and develop classroom procedures based on the learning capacities of special needs pupils and subject requirements. The jobholder contributes to the development of school practices and procedures which impact on the well being of children by providing guidance from own specialist subject area and by making suggestions and assisting in the monitoring, and evaluating of learning, behavioural and care practices.

to allocate their time to duties?

To prepare, prioritise, plan and implement programmes of learning to meet the requirements of the weekly timetable.

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

School policies and procedures, health and safety, guidance particular to specialist subject area, briefing and guidance from the school senior management team.

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

Meet regularly with teachers to discuss learning activities. Regular staff meetings and briefings are convened to discuss arising 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?

Expected problem	Nature of available guidance	Typical Frequency
To revise learning programmes in response to pupils' progress and reactions	In accordance with specialist training and experience	At least daily
Pupil behavioural issues	In accordance with school procedures and pupil behavioural plan	Daily
Unexpected problem	Nature of available guidance	Typical Frequency
Liaise with parents/ other professionals on aspects of pupil's special needs and learning.	In accordance with specialist training and experience	Several times per week

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 develop and review a programme of work to meet changes in the curriculum	To discuss the implications with line manager	Termly
Complaints received from a parent	Line manager	Several times per year

10 PHYSICAL DEMANDS

Physical Demand	Typical Duration	How often?	Other details (eg how heavy?)
Supervise attendance to the pupils personal, social and physical needs by other school staff so that pupils wellbeing is maintained.	Short bursts	Several times per day	
Assisting pupil participating in physical education/ exercises	Couple of hours	At least weekly	
Seated in a constrained position whilst undertaking learning activities in children's chairs	Short bursts	Throughout the working day	
Pulling and pushing - pupils equipment, rearranging tables and classroom equipment	Short bursts	Several times throughout the working week	Awkward movement of bulky items
Reaching, bending and stretching over low pupil's worktables whilst checking progress and arranging displays	Short bursts	Several times throughout the working day	

11 MENTAL DEMANDS OF THE JOB

Nature of task	Mental Demand	Duration	Frequency
To prepare lesson plans with built-in contingency arrangements. To accurately maintain a range of records	Concentration and attention to detail	20 minutes	Several times daily
To monitor and assess pupils' progress and to keep them on task.		Half an hour	Several times daily
To deliver specialist learning activities and adapt as necessary. Supervise the activities of individual or groups of pupils, both in and out of the classroom (including educational visits) to ensure their safety		Half an hour Half an hour	Several times daily Several times daily

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

Nature of pressures / interruptions	Source	For how long?	How often?
<p>Interruptions</p> <p>Deadlines</p> <p>Conflicting demands</p>	<p>Individual requests from pupils, teaching staff, educational psychologists and welfare officers, and parents etc</p> <p>To devise learning programmes and the preparation of resources/materials for timetabled lessons. To maintain pupil progress records.</p> <p>To mentally switch between the differentiated needs of pupils and to juggle pupil needs against statutory curriculum expectations</p>	<p>Few minutes</p>	<p>Throughout the working day</p>

12 EMOTIONAL DEMANDS

Nature of the task being performed by jobholder.	Behaviour / source of the emotional demand	Frequency (per day/wk/ month)
<p>Provide care, reassurance and dignified support to special needs pupils in a mainstream setting, and deal with inappropriate behaviour in accordance with school behaviour plans and policies. The jobholder is required to interpret student behaviour and address their personal needs/stresses</p>	<p>Dealing with demanding behaviour, to work in a one to one relationship with vulnerable/disadvantaged children and the application of sensitive and intimate child background knowledge</p>	<p>Daily</p>

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
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13 WORKING CONDITIONS

This factor looks at exposure in the job to disagreeable, uncomfortable or hazardous working conditions arising from the environment or from working with people.

- 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	90%
Educational visits and outdoor activities	10%

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

- c) What unpleasant environmental working conditions or behaviour from other people are met in performing the job? (See guidance notes for examples)

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
Supervise attendance to the pupils personal, social and physical needs by other school staff so that pupils wellbeing is maintained.	Few minutes	Throughout the working day

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

OTHER CONSIDERATIONS

If you feel that there are other, special considerations which might affect the evaluation of this job, please give details.