

Role Profile

| Role Title | |
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| Teaching Assistant 2d | |
| Grade | JE Code |
| Grade 3 | SCHG26d |

| Purpose of the role |
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| <p>To work with teachers to support teaching and learning by working with individuals or small groups of pupils under the direction of teaching staff and may be responsible for some learning activities within the overall teaching plan¹.</p> <p>This role may be suitable for a Teaching Assistant working with pupils with special educational needs in a Primary School.</p> |
| Responsibilities ² |
| <p>Key duties:</p> <ol style="list-style-type: none"> 1. Implement planned learning activities/teaching programmes as agreed with the teacher, adjusting activities according to pupils' responses as appropriate 2. Participate in planning and evaluation of learning activities with the teacher, providing feedback to the teacher on pupil progress and behaviour 3. Support the teacher in monitoring, assessing and recording pupil progress/activities 4. Provide feedback to pupils in relation to attainment and progress under the guidance of the teacher 5. Support learning by arranging/providing resources for lessons/activities under the direction of the teacher 6. Support pupils in social and emotional well-being, reporting problems to the teacher as appropriate 7. Share information about pupils with other staff, parents / carers, internal and external agencies, as appropriate 8. Understand and support independent learning and inclusion of all pupils as required. <p>Teaching Assistants in this role may also undertake some or all of the following:</p> <ol style="list-style-type: none"> 1. Work with individual pupils with special educational needs 2. Work with pupils for whom English is not their first language 3. Assist in the development of individual development plans for pupils (such as Individual educational plans) 4. Support the work of volunteers and other teaching assistants in the classroom 5. Support the use of ICT in the curriculum 6. Invigilate exams and tests 7. Assist in escorting and supervising pupils on educational visits and out of school activities 8. Select, prepare and clear away classroom materials and learning areas ensuring they are available for use, including developing and presenting displays 9. Support pupils in developing and implementing their own personal and social development |

10. Assist pupils with eating, dressing and hygiene, as required, whilst encouraging independence
11. Monitor and manage stock and supplies for the classroom.

Indicative knowledge, skills and experience

- Working at NVQ level 2 in supporting teaching and learning or equivalent; may be working towards NVQ level 3 and/or national occupational standards.
- Knowledge and compliance with policies and procedures relevant to child protection and health and safety.

Additional notes

¹ Roles at this level do not deliver "specified work" as defined in the guidance to Section 133 of the Education Act 2002.

² Duties relating to supporting pupils with health care needs are not included in this profile. The NJC recognises that many of these duties are carried out on a voluntary basis in different ways. Therefore, if this duty becomes a requirement of the job, as part of an agreement between employers and unions, it should be set out in the job description as an additional duty allowing it to be accounted for in the evaluation of the role (and therefore in remuneration as appropriate).

Job Information

| K | MS | IC | PS | II | PD | MD | ED | RP | RS | RF | RPR | WC | Total Points |
|----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|-----------|---------------------|
| 3 | 2 | 3 | 2 | 2 | 2 | 2 | 3 | 2 | 1 | 1 | 2 | 2 | 345 |

| Factor | | Relevant Job Information |
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| 1 | Knowledge | Requires knowledge and procedures for supporting and leading learning activities. Requires knowledge and skills equivalent to NVQ level 2 in Supporting Teaching and Learning or have equivalent experience. |
| 2 | Mental Skills | Resolves problems in relation to providing learning activities. May contribute to planning of activities for the session, day or week. |
| 3 | Interpersonal and Communication Skills | Communicates with pupils to promote learning, including assessing the impact of the communication on recipients and adjusting approach as necessary. Exchanges information with staff, parents/carers. |
| 4 | Physical Skills | Setting up and use of educational equipment and/or keyboard skills. |
| 5 | Initiative and Independence | Works under the direction of the teacher. Makes decisions about own work supporting pupils; more complex decisions referred to senior staff. |
| 6 | Physical Demands | Requirement for standing for long periods and/or working in awkward positions e.g. sitting on low chairs. |
| 7 | Mental Demands | Working with individuals or groups of pupils requiring mental and sensory concentration; work is regularly interrupted as part of the normal working pattern. |
| 8 | Emotional | Demands arising from on-going involvement with |

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| | Demands | pupils with special educational needs. |
| 9 | Responsibility for People Wellbeing | Implements planned learning activities as agreed with the teacher; works with individual or small groups of pupils. Under guidance from the teacher provides feedback to pupils on attainment and progress. |
| 10 | Responsibility for Supervision | May demonstrate own duties to new or less experienced staff. |
| 11 | Responsibility for Financial Resources | May handle small amounts of cash e.g. for school visits. |
| 12 | Responsibility for Physical and Information Resources | Responsible for the careful and safe use of equipment such as play and standard ICT equipment; records confidential pupil data for pupils with whom jobholder works. |
| 13 | Working Conditions | Some exposure to unpleasant conditions, including noise; outdoor working; verbal abuse. |