BENCHMARK JOB DESCRIPTION

JOB FAMILY: **Teaching Assistants**

LEVEL: **A**

JOB ID: **02LS**

GRADE: **Grade 2**

LEVEL DESCRIPTION

Posts at this level may be required in any school phase.

The teacher plans lessons and directs learning. Teaching Assistants provide support to the teacher and through this to pupils and to the teaching of the curriculum. Teaching Assistants work under the direction of the teacher, whether with the whole class, a small group, or an individual pupil.

All duties will be carried out within recognised procedures or guidelines and the teacher will be available for support and guidance.

There will be some need to interpret information or situations and to solve straightforward problems. More complex problems will be referred to line manager.

No requirement to supervise others, but may demonstrate tasks to new colleagues.

INTRODUCTION

The level description gives an overview of the level of competence required to carry out work at this level.

Each school is organised differently, and the range of duties carried out at this level will be different in each school. Some jobs may carry out a diverse range of duties whilst others may be engaged on a narrower range of tasks.

Whilst line management arrangements will vary from school to school, it is likely that the post holder will report to one of the following: Head Teacher, Deputy, Head of Year or SENCO.

The next section of this benchmark job description will give examples of the types of work that may be carried out at this level. This list is not exhaustive and is intended to give a flavour to help schools to assimilate jobs to the appropriate level.

EXAMPLES OF DUTIES AT THIS LEVEL

Support for pupils

- Undertake a range of routine tasks to support learning e.g. listening to reading, discussing stories etc.
- Assist an individual pupil, or a small group of pupils, some of whom may have Special Educational Needs.
- As appropriate, look after sick/upset pupils and attend to physical needs.

Support for the teacher

- Undertake routine tasks to support the teacher during lessons, e.g. preparing classroom materials, displaying pupils' work, supervising small groups of pupils whilst the teacher is carrying out assessments

- Maintain basic records

- Assist teaching staff to ensure that the aims and objectives of the school are achieved

Support for the curriculum

- Undertake routine tasks to support the curriculum and assist with events organised as part of the curriculum e.g. sports days

- Support implementation of Government initiatives under the direction of the teacher.

The duties and responsibilities of any post may change from time to time, and post holders may be expected to carry out other work not explicitly mentioned above which is considered to be appropriate the existing level of responsibility vested in the post.

PERSON SPECIFICATION

Criteria	Essential to basic performance of job	Required for fully competent performance of job
Knowledge:		
Technical or specialist	• Knowledge and use of a range of equipment	• Experience of working with pupils • Basic knowledge of first aid
Literacy and numeracy	• Ability to read and understand instructions • Ability to complete basic paperwork	
School environment		• Knowledge of school policies and procedures
Mental Skills:		
Research	• Assist teacher with information gathering and resources as appropriate	
Problem solving	• Ability to recognise and report problems	
Thinking creatively / Developing new ideas	• Assist teacher in creating a positive learning environment	
Interpersonal & Communications Skills:		
Caring skills	• Sensitivity to pupils' needs	
Advising / guiding skills	• Advising and guiding pupils on the best way to handle situations, under the teacher's direction	
Verbal and written communications skills (including use of languages)	• Ability to communicate clearly • Ability to encourage participation and give feedback to pupils	

Criteria	Essential to basic performance of job	Required for fully competent performance of job
	• Ability to maintain appropriate level of confidentiality	
Physical skills:		
Keyboard skills / use of mouse		• Ability to use keyboard and mouse required if supporting pupils using IT equipment
Other manual skills	• Use of guillotine, craft knives, glue guns etc when displaying work or assisting pupils in practical lessons • Help pupils to use tools and equipment as required to support learning	
Other attributes:		
Level of autonomy	• Work is covered by set policies and procedures • Teaching Assistants work under the guidance of the teacher or more senior Teaching Assistant • Able to work with small groups of pupils when carrying out specific tasks or on field trips etc • Able to supervise larger numbers of pupils during break/lunchtime • Able to make decisions on when to refer queries/problems to another member of staff	

EVALUATION NOTES

KNOWLEDGE

- Practical knowledge of equipment, including IT equipment where appropriate, to support learning in a variety of lessons and learning environments either on a one-to-one basis or small groups, under the direction and supervision of the teacher
- Ability to recognise changes in pupils' behaviour and report to the teacher

MENTAL SKILLS

- Support the teacher in creating a positive learning environment
- Ability to follow written instructions
- Ability to complete straightforward paperwork e.g. incident report form
- The majority of queries and/or problems will be referred to other members of staff

INTERPERSONNEL AND COMMUNICATION SKILLS

- Ability to communicate clearly with pupils and others
- Ability to explain straightforward tasks and activities to pupils, under the direction of the teacher

PHYSICAL SKILLS

- Use of keyboard and mouse may be required if supporting pupils using IT equipment
- Use of guillotine, craft knives, glue guns etc when displaying work or helping pupils in practical lessons

INITIATIVE AND INDEPENDENCE

- Ability to follow written and verbal instructions
- Ability to work with small groups of pupils carrying out specific tasks or on field trips etc
- Ability to make straightforward decisions on when to refer queries/problems to another member of staff

PHYSICAL DEMANDS

- May be in relatively constrained seating position during lessons (approximately 30/40 minutes)
- Walking or standing whilst accompanying/supervising pupils during breaks or trips
- Tools and equipment are generally light
- On occasion may be required to lift, or assist others to lift, a pupil who is unwell or injured

MENTAL DEMANDS

- Need to concentrate when listening to pupils read or discussing stories (approx. 10/15 minutes)
- Sensory awareness required when supervising during breaks or trips (shared with others e.g. teacher or midday supervisory assistants)

EMOTIONAL DEMANDS

- Job is emotionally demanding on occasion, e.g. pupil is unwell or becomes upset during an activity
- Job holder needs ability to recognise changes in pupil behaviour and report them to teacher

RESPONSIBILITY FOR PEOPLE

- Under the direction and lead of the teacher, shared responsibility when working with pupils to support learning process
- Responsibility for pupil when attending to personal needs

RESPONSIBILITY FOR SUPERVISION (EMPLOYEES)

- None

RESPONSIBILITY FOR FINANCIAL RESOURCES

- None

RESPONSIBILITY FOR PHYSICAL RESOURCES

- Shared responsibility for tools and proper use of IT equipment, with teacher
- Shared responsibility for basic record keeping

WORKING CONDITIONS

- Works within the school complex, predominately indoors but may be required to supervise pupils outside during breaks or field trips
- Wears protective clothing where necessary, e.g. when attending to a pupil who is unwell