



## JOB DESCRIPTION

**TITLE:** Teaching Assistant – Level 1  
**SCHOOL:** Woodlands School  
**RESPONSIBLE TO:** Head Teacher/Department Leader/Class Teacher  
**GRADE:** L2

**PURPOSE OF POST:** The Teaching Assistant may be deployed to support students and staff through the provision of general assistance in the classroom and the school, or to support a child with specific needs (e.g. behavioural difficulties/ or English as an additional language).

**ORGANISATION CHART:**

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graph TD
    HT[Head teacher] --> DL[Department Leader]
    DL --> CT[Class teacher]
    CT --> TA[Teaching Assistant Level 1]
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### PRINCIPAL RESPONSIBILITIES:

1. Under the direction of the class teacher, following agreed lesson plans, support the teaching and learning of individual or groups of pupils, using support strategies appropriate to the needs of pupils. Provide feedback to the teacher about student progress.
2. Assist in the supervision of children during the working day, on/off site including, for example, school visits, swimming/hydrotherapy, during life skills activities, collecting students from their transport in the morning and supporting them during the safe return to transport at the end of each day.
3. Follow and implement the school's behaviour and any related policies and procedures. Ensure that Behaviour Risk Assessments are read, understood and implemented. Keep records and provide feedback to teaching and other staff on students' behaviour, as required.
4. Assist students with personal care (when required). Administer medication (with appropriate training) and support students in all aspects of the curriculum. Assisting with moving and handling (following training and if required).
5. Help to maintain the order, safety and cleanliness of the classroom environment, including helping to prepare, maintain and deploy appropriate learning aids and resources, materials and equipment.
6. Under the direction of the class teacher develop and maintain supportive relationships with parents, carers and others stakeholders. Contribute to the care, health and welfare of students in accordance with the relevant school policies. Work collaboratively with the school's family worker, other agencies and professionals, as necessary, to meet the personal and educational needs of individual students.

7. Safeguarding children and young people through following school procedures and continuous CPD and keeping up-to-date with changes to legislation both locally and nationally.
8. Maintain and respect confidentiality. Maintain professional standards and adhere to the school's code of conduct.

#### **DIMENSIONS:**

**Supervisory Management:** None

**Financial Resources:** None

**Physical Resources:** Classroom Materials, equipment and resources

**Other:**

**Physical Effort:** The job is likely to involve hoisting of children and moving of equipment. Staff are required to participate in lessons with the students e.g. swimming, PE, shopping in the community and gardening. A reasonable level of fitness is required. Training will be provided where necessary.

**Working Environment:** There could be the requirement to deal with vomit and bodily fluids when children are unwell. Staff are required to support students with personal care. All staff work in teams and will be supported by colleagues when undertaking administration of medication or personal care for students.

#### **Context:**

All support staff are part of a whole school team. They are required to support the values and ethos of the school and school priorities as defined in the School Improvement Plan. This will mean focussing on the needs of colleagues, parents and students and being flexible in a busy pressurised environment. It is the individual's responsibility for promoting and safeguarding the welfare of children and young people s/he is responsible for or comes into contact with.

***The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.***

Disclosures are handled in accordance with the DBS Code of Practice which can be accessed via [www.disclosure.gov.uk](http://www.disclosure.gov.uk)

**It is an offence to apply for a role working in regulated activity if you are barred from working with children.**

Because of the nature of this job, it will be necessary for the appropriate level of criminal record disclosure to be undertaken. Therefore, it is essential in making your application you disclose whether you have any pending charges, convictions, bind-overs or cautions and, if so, for which offences. This post will be exempt from the provisions of Section 4 (2) of the Rehabilitation of Offenders 1974 (Exemptions) (Amendments) Order 1986. Therefore, applicants are not entitled to withhold information about convictions which for other purposes are 'spent' under the provision of the Act, and, in the event of the employment being taken up, any failure to disclose such convictions will result in dismissal or disciplinary action by the Authority. The fact

**that a pending charge, conviction, bind-over or caution has been recorded against you will not necessarily debar you from consideration for this appointment.**

***A CV alone will not provide adequate information and will not be accepted for any posts based in schools. Candidates are required to explain how they meet the essential criteria in full by completion of the application form.***

We will consider any reasonable adjustments under the terms of the Equality Act (2010) to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

The Job-holder will ensure that the schools policies are reflected in all aspects of his/her work, in particular those relating to:

- (i) Equal Opportunities
- (ii) Health and Safety
- (iii) Data Protection Act (2018)

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people;
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people;
- Emotional resilience in working with challenging behaviours; and, attitudes to use of authority and maintaining discipline.

## Person Specification

This acts as selection criteria and gives an outline of the types of person and the characteristics required to do the job.

Essential (E): without which candidate would be rejected

Desirable (D): useful for choosing between two good candidates.

Please make sure, when completing your application form, you give clear examples of how you meet the **essential** and **desirable criteria**.

Attributes	Essential	How measured	Desirable	How measured
<b>Experience</b>	1. Experience of working with children and young people	1,2	2. Experience of working with children and people with a range of learning disabilities.  3. Experience of working in a special needs classroom setting	1,2  1,2
<b>Skills/Abilities</b>	4. Demonstrable ability to communicate effectively with children and adults.  5. Basic numeracy skills in order to support the learning needs of students (up to Entry Level 2)  6. Basic literacy to support the learning needs of students (up to Entry Level 2)  7. Basic ICT skills e.g. word processing, using emails, etc.  8. Able to work as an effective member of a team.  9. Able to contribute to the support of children in all areas of personal development.  10. Able to converse with ease with members of the public and provide effective help or advice in accurate and fluent spoken English  11. Flexible and able to work across the school	1,2,  1,2,  1,2  1,2  1,2  1,2  1,2		

		1,2		
<b>Competencies</b>	<p>12. Able to demonstrate:</p> <p>appropriate motivation to work with young people</p> <p>ability to form appropriate relationships with young people</p> <p>emotional resilience in working with challenging behaviours</p> <p>appropriate attitudes to use of authority and maintaining discipline.</p>	1,2		
<b>Equality Issues</b>	<p>13. An understanding of responsibilities to:</p> <p>eliminate discrimination and other prohibited conduct.</p> <p>Foster good relationships between people who share a protected characteristic and persons who do not share it.</p>	1,2		
<b>Specialist Knowledge</b>	<p>14. An understanding of safeguarding children and young people with SEN.</p>	1,2		
<b>Education and Training</b>	<p>15. Willing and able to undertake training and development activities as required</p>	1,2		
<b>Other Requirements</b>	<p>16. Energy, humour and enthusiasm and willingness to learn new skills</p>	1,2		

(1 = Application Form 2 = Interview 3 = Test 4 = Proof of Qualification 5 = Practical Exercise)