

OUTLINE JOB DESCRIPTION

Please select from the level 1 job descriptions under the relevant heading the duties and responsibilities the member of staff is undertaking.

POST TITLE	TEACHING/SUPPORT ASSISTANT GENERAL – (LEVEL 1)	POST REFERENCE						

The following information is furnished to help Council staff and those people considering joining the City of Bradford Metropolitan District Council to understand and appreciate the work content of their post and the role they are to play in the organisation. However, the following points should be noted:

- 1 Whilst every endeavour has been made to outline all the duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings, therefore, may have been used below, in which case all the usual associated routines are naturally included in the job description.
- 2 Officers should not refuse to undertake work, which is not specified on this form, but they should record any additional duties they are required to perform and these will be taken into account when the post is reviewed.
- 3 Bradford is an Equal Opportunities Employer and requires its employees to comply with all current equality policies both in terms of equal opportunity for employment and access to the Council Services.
- 4 The Council is committed to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

PRIME OBJECTIVES OF THE POST:

To support access to learning for a pupil or pupils and provide general support to the teacher in the management of pupils and the classroom.

SUPERVISORY/MANAGERIAL RESPONSIBILITIES:

Assisting as a member of the classroom team in the supervision of students on work experience, trainees and voluntary helpers with whom the postholder is working.

SUPERVISION AND GUIDANCE:

To work under the direction/instruction of senior staff.

RANGE OF DECISION MAKING:

To make decisions within established working practices and procedures.

The postholder will be expected to use good common sense and initiative in all matters relating to:

- the conduct and behaviour of individuals, groups of pupils and whole classes
- the correct use and care of materials by individual and small groups of pupils
- the safety, mobility (if required) and hygiene and well being of the pupils.

RESPONSIBILITY FOR ASSETS, MATERIALS ETC:

To maintain the confidential nature of information relating to the school, it's pupils, parents and carers. The provision, use and storage of equipment and materials used by pupils with whom the postholder is working.

General responsibility for the care of all equipment and materials within the classroom/designated area of the school.

CONTACTS:

Internal at all levels, Parents / Carers, Governors, Community Groups, Health, Social Services, Police, Local Education Authority, Education Bradford, Contractors, External Agencies.

RANGE OF DUTIES:

1. SUPPORT FOR PUPILS

- 1.1 Supervise and support pupil or pupils ensuring their safety and access to learning, attend to the pupils' personal needs, and implement related personal programmes, including social, health, physical, hygiene, first aid and welfare matters.
- 1.2 Establish good relationships with pupils, acting as a role model and being aware of and responding appropriately to individual needs.
- 1.3 Promote the inclusion and acceptance of all pupils.
- 1.4 Encourage pupils to interact with others and engage in activities led by the teacher.
- 1.5 Encourage pupils to act independently as appropriate.

2. SUPPORT FOR THE TEACHER

- 2.1 Prepare classroom as directed for lessons and clear afterwards and assist with the display of pupils work.
- 2.2 Be aware of pupil problems/progress/achievements and report to the teacher as agreed.
- 2.3 Undertake pupil record keeping as requested.
- 2.4 Support the teacher in managing pupil behaviour, reporting difficulties as appropriate
- 2.5 Gather/report information from/to parents/carers as directed.
- 2.6 Provide clerical/admin. support e.g. photocopying, typing, filing, collecting money etc.

3. SUPPORT FOR THE CURRICULUM

- 3.1 Support pupils to understand instructions.
- 3.2 Support pupils in respect of local and national learning strategies e.g. literacy, numeracy, KS3, early years, as directed by the teacher.
- 3.3 Support pupils in using basic ICT as directed.
- 3.4 Prepare and maintain equipment/resources as directed by the teacher and assist pupils in their use.

4. SUPPORT FOR THE SCHOOL

- 4.1 Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- 4.2 Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- 4.3 Contribute to the overall ethos/work/aims of the school.
- 4.4 Appreciate and support the role of other professionals.
- 4.5 Attend relevant meetings as required.
- 4.6 Participate in training and other learning activities and performance development as required.
- 4.7 Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtimes.
- 4.8 Accompany teaching staff and pupils on visits, trips and out of school activities as required.
- 4.9 To support, uphold and contribute to the development of the Council's Equal Rights policies and practices in respect of both employment issues and the delivery of services to the community.

Special Conditions of Service:

FOR USE BY HUMAN RESOURCES ONLY

I confirm this JD has been checked and is appropriate and up to date.

Signed :

Dated:

Compiled by:

Grade Assessment
Date:

Post Grade:

PERSONNEL SPECIFICATION – LEVEL 1

Post Title: TEACHING/SUPPORT ASSISTANTS - GENERAL / CURRICULUM RESOURCE SUPPORT / ADMINISTRATION AND ORGANISATION

Please select the bullet points relevant to the post from those listed on this model specification.

Bradford is an Equal Opportunities Employer and requires its employees to carry out its policies concerning racial and sex equality and the rights of people with disabilities both in terms of equal opportunity for employment and access to the Council Services. Job Share applicants welcome for all full-time posts unless otherwise stated in the advertisement

We are committed to making reasonable adjustments to the job role and working environment so that disabled people have access to job opportunities or current employees can continue at work should they develop a disabling condition.

ATTRIBUTES	ESSENTIAL	DESIRABLE	HOW IDENTIFIED
EXPERIENCE		<ul style="list-style-type: none"> • Experience of working in a team situation. • Working with or caring for children of relevant age or relevant experience eg voluntary organisation, parental caring responsibility. • General technical / resource experience. • Clerical / administrative experience. 	Application form & Selection process
QUALIFICATIONS		<ul style="list-style-type: none"> • GCSE English and Maths or equivalent eg. Adult Literacy/Numeracy at level 1 • Qualifications relating to post eg health, children, practical skills, first aid. 	Application form & Selection process. Certificates.
TRAINING	<ul style="list-style-type: none"> • Willingness to participate in development and training opportunities. 	<ul style="list-style-type: none"> • Completion of DfES Teacher Assistant Induction Programme. 	Application form & Selection

ATTRIBUTES	ESSENTIAL	DESIRABLE	HOW IDENTIFIED
			process
SPECIAL KNOWLEDGE		<ul style="list-style-type: none"> • An understanding of the needs of a multicultural society. • An understanding of the issues relating to pupils who have additional learning needs, more able and special educational needs. • Knowledge of childcare. • Awareness of child development. 	Application form & Selection process
EQUALITY	<ul style="list-style-type: none"> • Candidates should indicate an acceptance of and commitment to the principles underlying the Council's Equal Rights policies and practices. 		Selection process
DISPOSITION - ADJUSTMENT/ ATTITUDE	<ul style="list-style-type: none"> • Ability to relate well to pupils and adults. • Work constructively as part of a team. • Ability to remain calm under pressure. • Demonstrate good co-operative, interpersonal and effective listening skills. • Demonstrate a commitment to working with children of the relevant age. • Good sense of humour • Flexibility and willingness to accept change. • Approachable, courteous and able to present a positive image of the school to callers and visitors. • Maintain confidentiality in matters relating to the school, its pupils, parents and carers. 	<ul style="list-style-type: none"> • Ability to understand classroom roles and responsibilities and your own position within these. 	Selection process
PRACTICAL & INTELLECTUAL SKILLS	<ul style="list-style-type: none"> • Good numeracy/literacy skills. • Ability to use relevant technology after training if required. • Keyboard / computer skills. 		Application form & Selection process / test
CIRCUMSTANCES - PERSONAL	<ul style="list-style-type: none"> • Will not require holiday leave during term time. • Must be legally entitled to work in the UK (Asylum and Immigration Act 1996). 		Selection process.

ATTRIBUTES	ESSENTIAL	DESIRABLE	HOW IDENTIFIED
	<ul style="list-style-type: none"> No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (CRB check required). If driving is a feature of this post – must be licensed and appropriately insured (e.g. business use) 		Sight of appropriate documentation as specified in interview letter
PHYSICAL/SENSORY	<ul style="list-style-type: none"> Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Disability Discrimination Act 1995. Ability to cope with requirements of the post, which may include working with pupils who have emotional and behavioural difficulties or physical difficulties. For posts working with pupils who have physical difficulties, it may be an unavoidable core component of the job for the postholder to be capable of lifting and carrying pupils, within school policies and practices. 		Selection process.

‡ **Use of References**

References will only be read by the recruitment panel following interviews, after the preliminary selection decision has been made.

SPECIAL CONDITIONS

Management requires that the following checks be carried out as part of the recruitment process e.g. CRB, Warner Process.	Level of Disclosure:
If applicable - GOQ & Section of the Act that applies. (Wording for advertisement)	
Exempt from job share. Exemption registration number:	

Occupational Health check required.	
Any other special conditions.	

Compiled by:	Grade Assessment Date:	Post Grade:	FOR USE BY HUMAN RESOURCES ONLY
			I confirm this PS has been checked and is appropriate and up to date. Signed: Date:

OUTLINE JOB DESCRIPTION

Please select from the level 2 job descriptions under the relevant heading the duties and responsibilities the member of staff is undertaking.

POST TITLE	TEACHING/ SUPPORT ASSISTANTS – GENERAL (LEVEL 2)	POST REFERENCE						

The following information is furnished to help Council staff and those people considering joining the City of Bradford Metropolitan District Council to understand and appreciate the work content of their post and the role they are to play in the organisation. However, the following points should be noted:

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- 2 Officers should not refuse to undertake work, which is not specified on this form, but they should record any additional duties they are required to perform and these will be taken into account when the post is reviewed.
- 3 Bradford is an Equal Opportunities Employer and requires its employees to comply with all current equality policies both in terms of equal opportunity for employment and access to the Council Services.
- 4 The Council is committed to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

PRIME OBJECTIVES OF THE POST:

To undertake work/care/support programmes, to enable access to learning for pupil or pupils and to assist the teacher in the management of pupils and the classroom. Work may be carried out in the classroom or outside the main teaching area.

SUPERVISORY/MANAGERIAL RESPONSIBILITIES:

Assisting as a member of the classroom team in the supervision of students on work experience, trainees and voluntary helpers with whom the postholder is working

SUPERVISION AND GUIDANCE:

To work under the instruction/guidance of teaching/senior staff.

RANGE OF DECISION MAKING:

To make decisions using initiative within established working practices and procedures. The postholder will be expected to use good common sense and initiative in all matters relating to:

- the conduct and behaviour of individuals, groups of pupils and whole classes
- the correct use and care of materials by individual and small groups of pupils
- the safety, mobility (if required) and hygiene and well being of the pupils.

RESPONSIBILITY FOR ASSETS, MATERIALS ETC:

To maintain the confidential nature of information relating to the school, it's pupils, parents and carers. The provision, use and storage of equipment and materials used by pupils with whom the postholder is working. General responsibility for the care of all equipment and materials within the classroom/designated area of the school.

CONTACTS:

Internal at all levels, Parents / Carers, Governors, Community Groups, Health, Social Services, Police, Local Education Authority, Education Bradford, Contractors, External Agencies.

RANGE OF DUTIES:

1. SUPPORT FOR PUPILS

- 1.1 Supervise and provide particular support for a pupil or pupils, including those with special needs, ensuring their safety and access to learning activities.
- 1.2 Establish constructive relationships with pupils and interact with them according to individual needs.
- 1.3 Promote the inclusion and acceptance of all pupils.
- 1.4 Encourage pupils to interact with others and engage in activities led by the teacher.
- 1.5 Set challenging and demanding expectations and promote self-esteem and independence.
- 1.6 Provide feedback to pupils in relation to progress and achievement under guidance of the teacher.
- 1.7 Assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes.

2. SUPPORT FOR THE TEACHER

- 2.1 Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of pupils' work.
- 2.2 Provide detailed and regular feedback to teachers on pupils achievement, progress, problems etc.
- 2.3 Monitor pupils' responses to learning activities and accurately record achievement/progress as directed.
- 2.4 Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
- 2.5 Establish constructive relationships with parents/carers.
- 2.6 Provide clerical/admin. support e.g. photocopying, typing, filing, money, administer coursework etc.
- 2.7 Use strategies, in liaison with the teacher, to support pupils to achieve learning goals.
- 2.8 Assist with the planning of learning activities.
- 2.9 Administer routine tests and invigilate exams and undertake routine marking of pupils' work.

3. SUPPORT FOR THE CURRICULUM

- 3.1 Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses.
- 3.2 Undertake programmes linked to local and national learning strategies e.g. literacy, numeracy, KS3, early years recording achievement and progress and feeding back to the teacher.
- 3.3 Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
- 3.4 Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use.

4. SUPPORT FOR THE SCHOOL

- 4.1 Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- 4.2 Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- 4.3 Contribute to the overall ethos/work/aims of the school.
- 4.4 Appreciate and support the role of other professionals.
- 4.5 Attend and participate in relevant meetings as required
- 4.6 Participate in training and other learning activities and performance development as required.
- 4.7 Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtime.
- 4.8 Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher.

- 4.9 To support, uphold and contribute to the development of the Council's Equal Rights policies and practices in respect of both employment issues and the delivery of services to the community.

Special Conditions of Service:

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Signed :

Dated:

Compiled by:

Grade Assessment
Date:

Post Grade:

PERSONNEL SPECIFICATION – LEVEL 2

Post Title: TEACHING/SUPPORT ASSISTANTS – GENERAL / CURRICULUM RESOURCE SUPPORT / ADMINISTRATION AND ORGANISATION

Please select the bullet points relevant to the post from those listed on this model specification.

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We are committed to making reasonable adjustments to the job role and working environment so that disabled people have access to job opportunities or current employees can continue at work should they develop a disabling condition.

ATTRIBUTES	ESSENTIAL	DESIRABLE	HOW IDENTIFIED
EXPERIENCE	<ul style="list-style-type: none"> Working with or caring for pupils of relevant age or relevant experience eg. voluntary organisation, parental caring experience. General technical / resource experience eg. science, art, ICT. Clerical / administrative / financial work. 	<ul style="list-style-type: none"> Experience of working in a team situation. Experience of working in a school supporting pupils with additional educational needs, special educational needs or other relevant experience. 	Application form & Selection process
QUALIFICATIONS	<ul style="list-style-type: none"> NVQ 2 for Teaching Assistants or equivalent qualifications or experience. NVQ 2 in relevant discipline or equivalent qualification or experience. 	<ul style="list-style-type: none"> GCSE English and Maths or equivalent eg. Adult Literacy/Numeracy at level 1 Qualifications relating to post eg health, children, practical skills, first aid. 	Application form & Selection process. Certificates.
TRAINING	<ul style="list-style-type: none"> Willingness to participate in development and 	<ul style="list-style-type: none"> Completion of DfES teaching assistant induction 	Application



ATTRIBUTES	ESSENTIAL	DESIRABLE	HOW IDENTIFIED
	training opportunities. <ul style="list-style-type: none"> • Evidence of previous personal development. 	programme. <ul style="list-style-type: none"> • Training or willingness to undertake training in the relevant learning strategies e.g. literacy and/or in particular curriculum or learning area eg. bi-lingual, sign language, dyslexia, ICT, maths, English, CACHE etc. • Health & Safety training as appropriate. 	form & Selection process
SPECIAL KNOWLEDGE	<ul style="list-style-type: none"> • Knowledge of particular subject / technical area. 	<ul style="list-style-type: none"> • An understanding of the needs of a multicultural society. • An understanding of the issues relating to pupils who have additional learning needs, more able and special educational needs. • Understanding of child development and learning. • Understanding of relevant polices/codes of practice and awareness of relevant legislation. • General understanding of national/foundation stage curriculum and other basic learning programmes/Strategies. • Effective use of ICT packages. 	Application form & Selection process
EQUALITY	<ul style="list-style-type: none"> • Candidates should indicate an acceptance of and commitment to the principles underlying the Council's Equal Rights policies and practices. 		Selection process
DISPOSITION - ADJUSTMENT/ ATTITUDE	<ul style="list-style-type: none"> • Ability to relate well to pupils and adults. • Ability to work constructively as part of a team. • Ability to remain calm under pressure. • Demonstrate good co-operative, interpersonal and listening skills. • Demonstrate a commitment to working with children of the relevant age. • Good sense of humour. • Flexibility and willingness to accept change. • Willingness to share expertise, knowledge and experience. • Approachable, courteous and able to present a positive image of the school to callers and visitors. 	<ul style="list-style-type: none"> • Ability to identify own training and development needs. • Understanding of classroom roles and responsibilities and your own position within these. 	Selection process

ATTRIBUTES	ESSENTIAL	DESIRABLE	HOW IDENTIFIED
	<ul style="list-style-type: none"> • Maintain confidentiality in matters relating to the school, its pupils, parents and carers. • Ability to prioritise conflicting demands and pressures. 		
PRACTICAL & INTELLECTUAL SKILLS	<ul style="list-style-type: none"> • Good literacy / numeracy skills. • Ability to use relevant technology. • Ability to use ICT effectively. • Ability to use relevant equipment / resources. • Good keyboard / computer skills. 		Application form & Selection process / test
CIRCUMSTANCES - PERSONAL	<ul style="list-style-type: none"> • Will not require holiday leave during term time. • Must be legally entitled to work in the UK (Asylum and Immigration Act 1996). • No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (CRB check required). • If driving is a feature of this post – must be licensed and appropriately insured (e.g. business use) 		Selection process. Sight of appropriate documentation as specified in interview letter
PHYSICAL/SENSORY	<ul style="list-style-type: none"> • Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Disability Discrimination Act 1995. • Ability to cope with requirements of the post, which may include working with pupils who have emotional and behavioural difficulties or physical difficulties. • For posts working with pupils who have physical difficulties, it may be an unavoidable core component of the job for the postholder to be capable of lifting and carrying pupils, within school policies and practices. 		Selection process.

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If applicable - GOQ & Section of the Act that applies. (Wording for advertisement)	
Exempt from job share. Exemption registration number:	
Occupational Health check required.	
Any other special conditions.	

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Further information about the child the successful applicant will be working alongside

The successful applicant will be working with a boy in Year 1. He is extremely polite and has a sunny disposition.

The boy's social development through the Foundation Stage was pleasing and he is now working at an average level, in this area of the curriculum, for his age. He still needs supervision however, as he can be thoughtless towards his peers (e.g. snatching, pushing and chasing with scissors).

The child's main area of concern is his Literacy and Numeracy development. He is unable to consistently recognise the first four letters of his name or produce marks that are recognisable attempts at these letters. Also, he doesn't recognise numbers 1-3 and is unable to count sets of up to 5 objects reliably and answer 'How many?' questions.

The child is now able to work with an increasing degree of independence and readily completes tasks, with a concentration span of at least 5 minutes, on his own. The successful applicant will need a firm but caring approach to maximise the child's potential.

Current Foundation Stage Levels (May 10)

PSE

DA 6
SD 6
ED 5

MD

PSRN 4
Calc 2
SSM 3

CLL

Lang 3
LSL 1
R 2
W 1

KUW 2

PD 4
CD 2