

Role Profile

POST TITLE	Teaching Assistant Level 1
Purpose:	To work in partnership with the teacher to foster effective participation of pupils in the social and academic processes of the college
Reporting to :	SENCO or Class Teacher
Liaising with:	SENCO, Class Teacher or Pastoral Team
Working Time:	32.5 hours per week– Monday to Friday 8.15am to 3.15pm Term time only (39 weeks)
Salary/Grade:	HCC Grade B
Disclosure level:	Enhanced

Role Requirements

Accountabilities	Accountability Statements
Support for pupils	<p>Working with individual or groups of children.</p> <ul style="list-style-type: none"> • monitoring and recording progress • identifying barriers to learning • devising and delivering interventions • acting as keyworker • liaising with parents/carers • administering approved medication to pupils with particular needs in secure conditions and in accordance with prescribed courses of treatment and parental authorisation
Support for teachers	<p>Assist planning for SEND pupils in collaboration with teachers.</p> <ul style="list-style-type: none"> • help implement lesson plans • plan and deliver activities to support learning of SEND pupils • help differentiate resources • provide feedback to pupils • produce differentiated resources • Disseminate knowledge and understanding and good practice to support the learning of SEND pupils of SEND pupils
Support for curriculum	<ul style="list-style-type: none"> • Assist the teacher with testing and assessment • Review progress of pupils against learning programmes
Support for the school	<ul style="list-style-type: none"> • Implement curriculum policies • Support extra-curricular activities

	<ul style="list-style-type: none"> • Break time supervision • Any other such duties as may reasonably be allocated by the Headteacher or SENCO
Corporate and statutory initiatives - equalities/health and safety/e-government/sustainability	Maintain an awareness of the college, national and statutory policies and requirements and apply these in the workplace

Key Decision making areas in the role

- A Level 1 TA will implement lesson plans and make judgements about pupil progress/pupil needs, interventions and suitability of resources
- The shape of a Level 1 TA's work will be broadly determined by the SENCO
- A Level 1 TA will normally be a keyworker and assume an area of SEN specialism

The role dimensions

- Role dimensions vary according to the experience of the TA
- Written reports required from TAs are detailed and complicated especially if they are addressing complicated pupil needs

The main contacts

- Internal (in college) – pupils, other colleagues, teachers, head teacher, special needs governor, other members of governing body

Working conditions

- College and classroom based learning environment (sometimes significantly constrained in terms of space/equipment/seating) – responsibility, with teacher, for removing barriers to learning
- External working on trips, educational visits etc
- Expected to maintain behaviour management standards of some children, some of whom can be especially challenging and difficult, and deal with racial/abusive language and bullying
- Health & Safety responsibility for self, children and area which is particularly demanding in a child-centred environment
- It has a high confidentiality component and needs to hold the trust and confidence of both the pupils and teachers. It acquires information on child protection/family sensitive issues which must be treated carefully and appropriately

Progression in Role

Initial induction/training required to become effective in the role.

- “Shadowing” experienced TA in college
- Knowledge of college and college systems/policies
- Understanding of curriculum, particularly literacy and numeracy requirements
- Approach towards pupil discipline and behaviour
- Relationship between and respective responsibilities of teacher and TA
- Professional relationships between staff and pupils
- Support from “mentor” TA
- Developing health and safety knowledge
- Independent working, supported by teacher, with groups of or individual children
- Familiarisation with code of practice/HCC criteria of SEN

Operationally effective: How would effectiveness in role be demonstrated?

- Firm, sensitive and effective approach towards pupil discipline
- Good organisational ability
- Able to work with the teacher in planning and delivery of teaching activities (including those defined in Individual Education Plans)
- Able to monitor and record pupil progress
- Competent in working with groups of pupils and individuals
- Ability to apply knowledge and skills from training in practical classroom context

Adding value: What characteristics will the advanced role holder demonstrate?

- Flexible in relation to tasks undertaken and groups/children allocated
- Ability to motivate and encourage children appropriately
- Ability to work independently and with initiative
- Ability to establish and maintain good relationships and rapport with other colleagues in the college and external contacts (e.g. parents, education psychologist, speech therapist)