



Cumberland Council

Post Specification

| | |
|--------------------------------|---|
| Date | January 2023 |
| PG Number | 30 JWCs – PG 2606 – Grade 5 40 JWCs – PG 5616 – Grade 5 50 JWCs – PG 5617 – Grade 6 60 JWCs – PG 5618 – Grade 6 70 JWCs – PG 4962 – Grade 7 80 JWCs – PG 5619 – Grade 7 90 JWCs – PG 5620 – Grade 7 |
| Post Title | Teaching Assistant (Traded Services) |
| Job Family | People Care and Development |
| Job Family Role Profile | PCD5 |
| Final Grade | Grade 5 – 7 (dependant on JWC's) |

To be read in conjunction with the job family role profile

| |
|--|
| Service Area description |
| Education and Skills directorate. |
| Purpose of this post |
| To deliver a range of learning/skills and/or personal/practical support. To meet needs and/or wellbeing for individuals and/or groups. |
| Key job specific accountabilities |
| Support for Pupils <ol style="list-style-type: none">1. Supervise and provide particular support for pupils, including those with special needs, ensuring2. their safety and access to learning activities3. Assist with the development and implementation of Individual Education/Behaviour Plans and4. Personal Care programmes5. Establish constructive relationships with pupils and interact with them according to individual needs6. Promote the inclusion and acceptance for all pupils7. Encourage pupils to interact with others and engage in activities led by the teacher8. Set challenging and demanding expectations and promote self-esteem and independence9. Provide feedback to pupils in relation to progress and achievement under guidance of the teacher Support for Teachers <ol style="list-style-type: none">1. Create and maintain a purposeful, orderly, and supportive environment, in accordance with lesson plans and assist with the display of pupils' work2. Use strategies, in liaison with the teacher, to support pupils to achieve learning goals3. Assist with the planning of learning activities4. Monitor pupils' responses to learning activities and accurately record achievement/progress as directed5. Provide detailed and regular feedback to teachers on pupils' achievement, progress, problems etc |

6. 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
7. Establish constructive relationships with parents/carers
8. Administer routine tests and invigilate exams and undertake routine marking of pupils' work
9. Provide clerical/administration support e.g., photocopying, typing, filing, money, administer coursework etc.
10. Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses
11. Undertake programmes linked to local and national learning strategies e.g., from Early Years to KS4, recording achievement and progress and feeding back to the teacher
12. Support the use of ICT in learning activities and develop pupils' competence and independence in its use
13. Prepare, maintain, and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use

Support for the School

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
2. Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
3. Contribute to the overall ethos/work/aims of the school
4. Appreciate and support the role of other professionals
5. Attend and participate in relevant meetings as required
6. Participate in training and other learning activities and performance development as required
7. Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtime
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

Please note annual targets will be discussed during the appraisal process

Key facts and figures of the post

| | |
|--|---|
| Budget Responsibilities | <ul style="list-style-type: none"> There are no budget responsibilities with this post |
| Staff Management Responsibilities | <ul style="list-style-type: none"> There are no staff management responsibilities associated with this post |
| Other | <ul style="list-style-type: none"> Some resource responsibilities: limited, cleaning materials and equipment, information, equipment |

Essential Criteria - Qualifications, knowledge, experience and expertise

- As a minimum, a relevant NVQ level 2 or equivalent
- English and Maths to GCSE grade 4 or above, or the equivalent e.g., Functional Skills level 2
- Desirable to have an additional specialist qualification/certification in education
- Awareness of practices and procedures within education relating to the welfare, safety, and education of children
- General understanding of Early Years Foundation Stage/National Curriculum and other basic learning programmes and strategies
- Basic understanding of child development and learning
- Desirable to have knowledge of other services to young people
- Recent, proven experience of working with or caring for children of a relevant age in an educational/ classroom setting
- Ability to self-evaluate learning needs and actively seek learning opportunities
- Desirable to have effective use of ICT to support learning, and be able to use basic technology (computer, video, photocopier)
- Ability to relate well to children and adults
- Able to work constructively as part of a team
- Understanding classroom roles and responsibilities and own position within these

Disclosure and Barring Service – DBS Checks

| | |
|--|--|
| <ul style="list-style-type: none">• This post requires a DBS check.• The level of check required is:<ul style="list-style-type: none">◦ DBS Enhanced – Children | |
| Job working circumstances | |
| Emotional Demands | <ul style="list-style-type: none">• The Job Working Circumstances for this post group are assessed on an individual basis using the JWC guidance document for Schools and School services. |
| Physical Demands | |
| Working Conditions | |
| Other Factors | |
| JWC Examples may include: | |
| <ul style="list-style-type: none">• Work with pupils with severe and complex learning difficulties and associated disabilities including those with challenging behaviour• Provide support and communication strategies as required e.g., PECs, signing, prescribed physiotherapy programmes, Team Teach, use of specialist aids and equipment• In accordance with an agreed healthcare plan and following appropriate training as directed by the Head undertake medically invasive techniques such as feeding through gastronomy tubes, use of nebulisers, oxygen administration, administration of medication | |
| Other | |
| <ul style="list-style-type: none">• Occasional attendance at meetings outside of normal school hours• Must be available at short notice to be deployed into school• Minimum 2 - 5 days availability• Desirable to be able to travel within a 15-mile radius | |