

# Lancashire County Council Combined Role Profile

## Grade Profile – Teaching Assistant - Level 3 (Grade 6)

<b>POST TITLE:</b>	Teaching Assistant 3
<b>GRADE:</b>	Grade 6 SCP 21-26
<b>CAR USER:</b>	
<b>LOCATION:</b>	
<b>RESPONSIBLE TO:</b>	
<b>STAFF RESPONSIBLE FOR:</b>	
<b>JOB PURPOSE:</b>	<b>The main objectives to be achieved by the Postholder</b>
<p>Expected to work with the teacher in a collaborative way, in meeting the personal, social and curriculum related needs of pupils, including those with special needs and/or bilingual needs, and to establish positive, supportive and constructive relationships with pupils, parents, carers and the wider community, and by contributing ideas and strategies. Will assist with the planning, delivery and evaluation of the curriculum and it's differentiation amongst pupils. Would be expected to</p> <ul style="list-style-type: none"> <li>- plan and implement teaching and learning activities to individuals and groups to</li> <li>- undertake supervisory cover for classes as appropriate.</li> <li>- establish - supportive and constructive relationships with pupils, parents, carers and the wider community</li> </ul>	
<b>MAIN ACTIVITIES</b>	<b>What the Postholder will actually do</b> <b>What prescribed duties the postholder will have</b>
<p><b>In addition to the following duties, the postholder may be required to undertake any of the duties normally associated with a lower graded Teaching Assistant post</b></p> <p><b>Support for Pupils</b></p> <ul style="list-style-type: none"> <li>– To work collaboratively with the teacher in the planning, development, delivery and evaluation of the effectiveness of the curriculum for pupil(s) and to differentiate curriculum content according to the needs of pupil(s).</li> <li>– To plan and implement specific programmes with individual pupils or groups appropriate to the developmental needs of individual children throughout different curriculum areas.</li> <li>– To be fully involved in the planning and development, of independent social and interpersonal skills and to undertake activities to support the personal, social and emotional needs of pupil(s).</li> <li>– To assist in the devising of pupil's individual targets and their monitoring and review.</li> <li>– To support pupils as part of a planned inclusion programme.</li> <li>– To develop positive relationships with pupils and staff to assist pupil progress and attainment.</li> <li>– To monitor and record pupil progress on a regular basis and to prepare reports as required.</li> </ul>	

- To assist in the specific medical/care needs of pupils when specific training has been undertaken.

### **Support for the Teacher**

- To monitor individual pupils' progress and to report on pupils needs, achievements and concerns.
- To assist in pupil supervision and the management of pupil behaviour.
- To undertake classroom administrative tasks including the maintenance of records.
- To provide ideas, resources and learning strategies for lessons
- To liaise with parents, carers and outside agencies, where appropriate.
- To undertake arrangements for out of school learning activities, for example, pupil work experience.
- Undertake marking of pupils work and recording of achievement.
- Administer tests and assist in the invigilation of exams.
- Assist in the supervision of children on trips/visits.

### **Support for the School**

- To assist in providing a purposeful, orderly and supportive environment for learning.
- To support the promotion of positive relationships with parents, carers and outside agencies.
- To work within school policies and procedures.
- To attend staff training/meetings as appropriate.
- To take care for their own and other people's health and safety.
- To liaise with the School's appropriate person with regard to the ordering supplies and equipment
- Monitor and manage stock, if necessary within an agreed budget, cataloguing resources and undertaking audits as required.
- To be aware of the confidential nature of issues related to home/pupil/teacher/school work.
- Assist in the supervision, training and development of other members of staff.
- To undertake cover supervision for whole classes.

### **Support for the Curriculum**

- To be familiar with the content of the school curriculum.
- To assist in the delivery of appropriate programmes of work.
- To support the use of ICT in learning activities

<b>Note:</b>	<b>In addition, other duties at no higher a responsibility level may be interchanged with/added to this list at any time.</b>
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### **Equal opportunities**

We are committed to achieving equal opportunities in the way we deliver services to the community and in our employment arrangements. We expect all employees to understand and promote this policy in their work.

### **Health and safety**

All employees have a responsibility for their own health and safety and that of others when carrying out their duties and must help us to apply our general statement of health and safety policy.

**Safeguarding Commitment**

This school is committed to safeguarding and protecting the welfare of children and young people and expects all staff and volunteers to share this commitment.

## Person Specification Form

### Post Title - Teaching Assistant - Level 3

Personal Attributes required (on the basis of the job description)	Essential (E) or Desirable (D)	To be identified by: (eg application form, interview, reference etc)
<p><b>Qualifications</b></p> <p>NVQ level 3 or above qualification (or equivalent) - in exceptional circumstances, where local circumstances dictate, qualifications may be viewed as desirable</p> <p>Level 2 or equivalent qualification in English/Literacy and Mathematics/Numeracy</p>	<p>E</p> <p>D</p>	
<p><b>Experience</b></p> <p>Experience of working with children</p> <p>Experience of working in a relevant classroom/service environment</p> <p>Experience of Administrative work</p> <p>Experience of supporting pupils with challenging behaviour</p>	<p>E</p> <p>E</p> <p>D</p> <p>D/E</p>	
<p><b>Knowledge/skills/abilities</b></p> <p>Ability to relate well to children</p> <p>Ability to work as part of a team</p> <p>Good communication skills</p> <p>Ability to relate well to parents/carers</p> <p>Ability to supervise and assist pupils</p> <p>Time management skills</p> <p>Organisational skills</p> <p>Knowledge of classroom roles and responsibilities</p> <p>Knowledge of the concept of confidentiality</p> <p>First Aid Certificate</p> <p>Administrative skills</p> <p>Knowledge of Early Years Foundation Stage</p> <p>Knowledge of strategies, for example numeracy and literacy</p> <p>Ability to make effective use of ICT</p> <p>Ability to assess children's development</p> <p>Ability to plan and deliver work programmes</p> <p>Flexible attitude to work</p>	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>D</p> <p>E</p> <p>E</p> <p>D</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>	
<p><b>Other</b></p> <p>Commitment to undertake in –service development</p> <p>Commitment to safeguarding and protecting the welfare of children and young people</p>	<p>E</p> <p>E</p>	

<b>Special Requirements</b>		
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## LANCASHIRE COUNTY COUNCIL

### PRE-EMPLOYMENT RISK IDENTIFICATION FORM (R.I.F.)

(NB Completion of this form does not fulfil the requirement to undertake a general risk assessment under the management Health and Safety at Work Regulations 1999)

A Pre-employment Risk Identification Form must be completed by the Headteacher/Head of Service/Line Manager. If any assistance is required in completing this form, please contact the Health and Safety Team.

#### **CONFIDENTIAL**

Establishment/School	
Post title	
Description of main activities the employee will be required to undertake	
Form completed by: (print name)	

**A. The job to which this form refers will or may involve one or more of the following activities. (Please indicate YES or NO)**

**Managers should note that if any of the following 10 activities are involved, there is an automatic requirement for a pre-employment assessment by Occupational Health and, possibly, for subsequent Health Surveillance.**

		YES	NO
1	Work at heights ( <i>e.g. over 2m from tall step/extension ladders; scaffold towers, roofwork etc</i> ).	<input type="checkbox"/>	<input type="checkbox"/>
2	Work in excessively noisy environments above statutory control limits ( <i>Highly unlikely to include examples associated with any office environments. Examples might include use of woodworking machinery, road drilling, masonry cutting etc</i> ).	<input type="checkbox"/>	<input type="checkbox"/>
3	Work in unusual environmental conditions ( <i>e.g. where access or egress or free flow of air may be restricted or where there may be a build up of gases, vapours or fumes or the use of breathing apparatus is required</i> ).	<input type="checkbox"/>	<input type="checkbox"/>
4	Use of hand operated tools and equipment known to be associated with hand arm vibration syndrome ( <i>e.g. percussive metalworking tool; rotary handheld tool [not floor polishers]; grinders; percussive hammers and drills etc</i> ).	<input type="checkbox"/>	<input type="checkbox"/>
5	Driving a heavy goods vehicle, coach, bus or minibus belonging to Lancashire County Council, transporting others in their own vehicle, or regularly transporting more than three other people as part of normal duties.	<input type="checkbox"/>	<input type="checkbox"/>
6	Some contact with hazardous substances ( <i>e.g. chemicals with an orange warning label indicating: very toxic; toxic; harmful; corrosive; sensitising by inhalation/skin contact; carcinogenic; mutagenic; toxic for reproduction; professional bio/pesticides; organophosphates; gluteraldehyde; latex gloves</i> ).	<input type="checkbox"/>	<input type="checkbox"/>
7	Prolonged or frequent exposure to machine generated wood dust, or other heavy or excessive concentrations of mineral dust.	<input type="checkbox"/>	<input type="checkbox"/>
8	Work with lead or lead-based products ( <i>e.g. some paints</i> ).	<input type="checkbox"/>	<input type="checkbox"/>
9	Food handling/preparation (of raw or uncooked food only).	<input type="checkbox"/>	<input type="checkbox"/>
10	Occupational fieldwork or work in extreme conditions ( <i>e.g. involving excessive heat or cold or frequent walking for long distances over rough terrain in all weather conditions</i> ).	<input type="checkbox"/>	<input type="checkbox"/>

forestry/countryside work).		
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**B. The job to which this form refers will or may involve one or more of the following activities. (Please indicate YES or NO)**

**This section is for the information of applicants and does not facilitate a referral to Occupational Health.**

		YES	NO
11	Face to face contact with the public/service users (e.g. at sensitive front line posts re abuse, aggression, assault).	<input type="checkbox"/>	<input type="checkbox"/>
12	Working in isolation/lone working.	<input type="checkbox"/>	<input type="checkbox"/>
13	Work with electrical wiring (e.g. colour blindness).	<input type="checkbox"/>	<input type="checkbox"/>
14	Work where there may be an increased risk of needlestick injuries or blood borne infections HIV; Hepatitis B; Hepatitis C: (e.g. site supervisors; site work, grounds or buildings maintenance, gardeners; some carers).	<input type="checkbox"/>	<input type="checkbox"/>
15	Work that may bring the employee into contact with rats, rat contaminated ground or other animals or livestock (e.g. risk of weils disease, other animal borne diseases, zoonoses).	<input type="checkbox"/>	<input type="checkbox"/>
16	Manual handling (other than routine office/administrative lifting and carrying e.g. assisting / moving service users with mobility problems, portering type activities).	<input type="checkbox"/>	<input type="checkbox"/>
17	Working with vulnerable service users (e.g. children with disabilities; the elderly; children/adults with learning difficulties; alcohol/drug abusers).	<input type="checkbox"/>	<input type="checkbox"/>
18	Work involving repetitive movements or forced posture (e.g. twisting, screwing, movements of the hands wrists, arms and/or shoulders awkward body and limb posture or excessive force, bending, kneeling).	<input type="checkbox"/>	<input type="checkbox"/>
19	Work as a regular display screen user (where more than 1/3 of a person's time is spent using DSE continuously over any 1 month period).	<input type="checkbox"/>	<input type="checkbox"/>

Any other occupational hazards/comments that you consider to be relevant to the post which are not included above:

<b>Head of Service/Line Manager/ Headteacher (please print)</b>			
<b>Signature:</b>			
<b>Telephone Number:</b>		<b>Date:</b>	

V1.1
06/08/2010:
Agreed/prepared by: