

# Role Profile

## Part A - Grade & Structure Information

<b>Job Family Code</b>	<b>3CLES</b>	<b>Role Title</b>	<b>Teaching Assistant Level 1</b>
<b>Grade</b>	S3	<b>Reports to (role title)</b>	<b>Assistant Headteacher</b>
<b>JE Band</b>	114-134	<b>School</b>	<b>Limpsfield Grange</b>
		<b>Date Role Profile was created</b>	<b>02.05.18</b>

## Part B - Job Family Description

The below profile describes the general nature of work performed at this level as set out in the job family. It is not intended to be a detailed list of all duties and responsibilities which may be required. The role will be further defined by annual objectives, which will be developed with the role holder. The Council reserves the right to review and amend the job families on a regular basis.

<b>Role Purpose</b> including key outputs	To support the class teacher with their responsibility for the development and education of students with special needs. To assist an individual teacher, or teachers, in delivering and evaluating programmes and adapting teaching materials to suit the particular requirements of individual students or groups. To assist in meeting the students' need for encouragement, reassurance and comfort and attend to their personal requirements and physical care whilst encouraging independence at all times.
<b>Work Context</b>	This is a classroom based role, generally there is one Teacher and one Teaching Assistant in a class of up to 12 students. Limpsfield Grange is a special residential school for 80 girls aged 11-16 with communication and interaction difficulties including autism.
<b>Line management responsibility</b> if applicable	None
<b>Budget responsibility</b> if applicable	None

<p><b>Representative Accountabilities</b> Typical accountabilities in roles at this level in this job family</p>	<p>Support delivery • Deliver 1-1 and/or group support / intervention and monitor pupil performance , including those who have physical, emotional or educational needs, under the direction of senior staff.</p> <ul style="list-style-type: none"> <li>• Use of relevant tools/equipment.</li> <li>• Carry out routine tasks to organise and maintain the learning environment.</li> <li>• Ensure all well being, behaviour and personal development of pupils.</li> <li>• May carry out personal care routines as appropriate.</li> <li>• Maybe required to respond to pupils' needs in routine, pre-agreed tasks (including routine medical needs).</li> </ul> <p>Planning and Organising</p> <ul style="list-style-type: none"> <li>• Plan own set tasks within the day.</li> <li>• Ensure materials and equipment are available as and when required.</li> <li>• Maybe required to contribute with activity planning.</li> </ul> <p>Analysis, Reporting and Documentation</p> <ul style="list-style-type: none"> <li>• May need to make records of activities/observations for further submission to supervisor as per instructions.</li> </ul> <p>Work with others • Respond to individual needs and/or answer simple queries politely and ask for assistance where necessary.</p> <ul style="list-style-type: none"> <li>• Report any concerns, problems or incidents, e.g. safeguarding, behaviour, breakdowns, deficiencies, in accordance with relevant reporting procedures.</li> <li>• Liaise with parents, visitors, and contractors in a courteous manner, to promote a positive image of the site.</li> </ul> <p>Duties for all</p> <p>Values: To uphold the values and behaviours of the organisation.</p> <p>Equality &amp; Diversity: To work inclusively, with a diverse range of stakeholders and promote equality of opportunity.</p> <p>Health, Safety &amp; Welfare: To maintain high standards of Health, Safety and Welfare at work and take reasonable care for the health and safety of themselves and others.</p> <p>The Core National Standards for Supporting Teaching &amp; Learning: To understand and carry out role in line with agreed standards, expectations &amp; qualifications.</p> <p>Contribute to and influence children's learning and personal development.</p> <p>To have regard to and comply with safeguarding policy and procedures.</p>
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<b>Education, Knowledge, Skills &amp; Abilities, Experience and Personal Characteristics</b>	<ul style="list-style-type: none"> <li>• Basic numeracy and literacy e.g. through GCSE qualification in English and Maths or equivalent, or able to evidence ability at an equivalent level.</li> <li>• Able to work towards Vocational Qualifications Level 1 or equivalent experience in relevant field.</li> <li>• Basic understanding of Health and Safety regulations, procedures and the principles of equality and diversity.</li> <li>• Basic IT skills</li> <li>• Ability to operate basic equipment.</li> <li>• Good listening skills and enthusiasm to learn.</li> <li>• Accuracy and ability to follow instructions.</li> <li>• Ability to fulfil all spoken, written and comprehension aspects of the role with confidence through the medium of English in all public facing roles.</li> <li>• May be required to undertake manual handling and physically demanding work.</li> <li>• May be required to undertake first aid qualifications</li> </ul>
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<b>Details of the specific qualifications and/or experience if required for the role in line with the above description</b>	Evidence of a good standard of general education. Satisfactory enhanced DBS clearance required.
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<b>Role Summary</b>	Roles at this level provide support in a defined area using play equipment, powered tools and equipment. They perform a limited range of well-established routines within basic procedures under regular supervision. They are generally practical roles but require some previous work experience. The work is typically to daily deadlines; some organising of their own workload may be required but timescales will be hour-to-hour and day-to-day. The nature of planning in these roles is development and supervision to meet children learning needs.
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