

# GENERIC JOB SPECIFICATION

**Name:**

**Supervising Officer:**

**Grade:**  
Scale 3

**Designation:**

**Post No:**

**Designation:**  
Teaching Assistant  
Foundation Level

## Teaching Assistant Foundation Level

### To work under the supervision of the teacher

At this level Teaching Assistants are encouraged to work towards NVQ level 2 or equivalent qualification.

#### 1 Classroom Preparation

- 1.1 Set out learning resources in line with the preparation requirements provided, normally by the teacher.
- 1.2 Check the availability and location of safety equipment in the learning environment.
- 1.3 Report shortages of learning materials to the teacher.
- 1.4 Encourage pupils to return materials to the appropriate place after use and to dispose of wastes in a safe and tidy manner.
- 1.5 Check the condition of learning resources and materials after use.
- 1.6 Bring any damage or losses to learning resources and materials to the attention of the teacher as soon as practicable.
- 1.7 To put up displays of children's work.

## **2 Classroom Records**

- 2.1 Complete basic records accurately and legibly with the details specified by the teacher (e.g. word check, colour check, checking spelling tests, complete basic reading records, IEP targets).
- 2.2 Comply with the school requirements for storage and security of pupil records at all times.
- 2.3 Make sure that information for the school office is collected, collated and passed on as promptly as possible.
- 2.4 Maintain confidentiality according to organisational and legal requirements.
- 2.5 Ensure detailed records of I.E.P. targets and pupils' progress are kept up to date and available for SENCO/class-teacher.

## **3 Working with pupils**

- 3.1 Provide the pupil with the level and type of individual attention specified by the teacher.
- 3.2 Work to build a good relationship with the pupil.
- 3.3 Encourage the pupil to take responsibility for his/her own behaviour and to act independently.
- 3.4 Interact with the pupil in a manner appropriate to the pupil's communication and interaction skills.
- 3.5 Provide comfort and immediate care for minor accidents, upsets and ailments and report serious problems to the relevant people.
- 3.6 Recognise uncharacteristic behaviour patterns in the pupil and report these promptly to the relevant people.
- 3.7 Encourage and reinforce positive interactions between pupils.
- 3.8 Encourage groups to work together to comply with behaviour targets they have been set.
- 3.9 Consistently demonstrate respect for the rights of others in interactions with pupils and other adults.
- 3.10 Monitor the group's behaviour attentively enough to spot any signs of conflict or dangerous actions at an early stage and report to relevant people.
- 3.11 Respond to conflict situations and incidents of anti-social behaviour in line with school policies and within the scope of responsibilities of role.

## **4 Support for Colleagues**

- 4.1 Provide consistent and effective support for colleagues in line with the requirements and responsibilities of the role.
- 4.2 Communicate openly and honestly with colleagues.
- 4.3 Keep colleagues informed about aspects of work and schedule which may affect the support that can be offered to them.

## 5 **Personal Development**

- 5.1 Maintain an up to date understanding of the requirements of the role and responsibilities.
- 5.2 Undertake appraisal/performance review.
- 5.3 Undertake agreed development actions conscientiously and within the required timescale.
- 5.4 Make effective use of the development support available.

## 6 **Health and Safety**

- 6.1 Follow health and safety regulations and guidelines when attending to pupils' hygiene, health and medical needs.
- 6.2 Promptly report any problems in maintaining standards of health and hygiene to the teacher.
- 6.3 Promptly report signs of health problems to the teacher.

## 9 **General**

- 9.1 The above duties are neither exclusive nor exhaustive and the postholder may be required to carry out such other appropriate duties as may be required by the Headteacher within the grading level of the post and the competence of the postholder.
- 9.2 Equalities and Diversity  
  
Ensure that services are delivered in accordance with the good equalities and diversity practice.  
  
Ensure that equalities and diversity is mainstreamed in your area of work.