

CHESTER WEST AND CHESHIRE BOROUGH COUNCIL
JOB DESCRIPTION QUESTIONNAIRE

JOB TITLE	Teaching Assistant –Co-ordinator (Secondary School)	JOB REF NO	AAAE5054
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BASIC JOB PURPOSE To work collaboratively with the teaching staff and other support staff to enhance the development and education of children in accordance with the aims and policies of the school.

	MAIN RESPONSIBILITIES
1	Under the supervision and direction of the SENDCo and Assistant SENDCo, lead the IRP space so that it is calm and purposeful, and a suitable learning environment for students timetabled to be in there.
2	Co-ordinate a team of school staff to ensure their effective deployment for the benefit of the school.
3	Devise staff work rotas, allocate tasks, check quality and output of work, arrange induction and development training and assess performance in order to develop their role within the school.
4	Using acquired skills, lead the delivery of learning activities and contribute to the development of work programmes to facilitate effective teaching and learning in the Inclusion Resource Provision rooms.
5	Provide input into the planning and evaluation of learning activities for individuals and groups of pupils to enable the teaching staff to make informed decisions when developing their plans.
6	Supervise the activities of individuals or groups of pupils both in and out of the classroom (including educational visits) to ensure their safety and facilitate their physical and emotional development in accordance with the school's behaviour management policy.
7	Monitor individual pupil's progress, achievements and development and report these to the teaching staff/line manager to inform decisions taken regarding Individual Plans for students.
8	Access and update the full range of pupil records to facilitate assessment of pupils' progress.
9	Liaise with parents/carers and other professional staff and outside agencies to ensure effective communication concerning the maintenance of pupils' well being.
10	Attend staff and other meetings and participate in staff training development work and staff reviews as required.
11	Ensure that accurate records are kept and regularly updated of interventions and meetings with parents and outside agencies under the supervision of the SENDCo/Assistant SENDCo.
12	Support the SENDCo and Assistant SENDCo with referral paperwork so it is sent off in a timely fashion and support with any follow up communication.
13	Lead the Teaching Assistants to update student documentation (One Page Profiles/SEND Profiles and Provision Maps) under the supervision of the SENDCo/Assistant SENDCo on a half termly basis.
Notwithstanding the detail in this job description, in accordance with the School's/Council's Flexibility Policy the job holder will undertake such work as may be determined by the Headteacher/Governing Body from time to time, up to or at a level consistent with the Main Responsibilities of the job.	

1 RESPONSIBILITY FOR SUPERVISION / DIRECTION / COORDINATION OF EMPLOYEES

Employees directly supervised by jobholder

<u>No and FTE</u>	<u>Levels / grades</u>	<u>Types of work</u>	<u>Where based</u>
*	Teaching Assistants	Provide support to the teaching staff in the development and education of pupils	At the same site as the jobholder

What does the supervision / management of these employees involve? (eg allocating work, training for the job, assessing performance, discipline, probationary periods, recruitment, appraisals, induction, - see guidance notes)

Responsible for organising and compiling timetables/work rotas for the above and contacting the external agency regarding long-term absence cover. The jobholder allocates tasks and checks the quality of work output to support the delivery of pupil learning activities within the classroom. Shared contribution as part of the school induction for providing practical instruction and guidance in school procedures, the individual requirements of pupils, and support in initial classroom routines and procedures - this can also include supply teaching staff. The jobholder assesses the performance of staff in order to develop their role within the school, and contributes to the decision regarding their final appointment by the Headteacher/SMT. All formal disciplinary matters are referred to the Headteacher/ SMT.

Does the jobholder develop policy or provide advice and information which impacts on the supervision / direction / coordination of employees? No

2 RESPONSIBILITY FOR FINANCIAL RESOURCES

Does the jobholder develop policy or provide advice and information which impacts on financial resources?

Yes

If yes, give details

Shared responsibility for making departmental materials/resources expenditure recommendations.

3 RESPONSIBILITY FOR PHYSICAL RESOURCES

Physical resource	Nature of responsibility of jobholder	How often is the responsibility exercised?
School and pupil records	To access and update the full range of confidential pupil records in order to facilitate assessment of pupils' progress, one page profiles, SEND profiles, EHCP Applications and Annual Reviews etc	Daily Ongoing

5 **KNOWLEDGE**

Type of knowledge	What knowledge is essential?	Why are these needed?	How is it normally acquired?
Specialist Knowledge	Supervisory skills. To understand the underpinning principles of child development, differentiated rates of pupil progress, national curriculum requirements across Key Stages 3/4, assessment techniques, supervision and individual pupil requirements. Medical conditions e.g. autism, sensory impairment, epilepsy, asthma, diabetes, EBD. Support plans, assessment referral paperwork and ECHPs	Supervise and co-ordinate a staff team. Support the delivery of learning activities and work programmes using acquired skills. Assist with the development and implementation of Pupil; Support Plans. Interpret the needs of pupils.	NVQ level 3 in Childcare or equivalent and 3-5 years post qualification experience. In-house training and Inset. GCSE Maths and English
Organisational and service based knowledge	Understand role and contribution of other services e.g. medical and health professionals, Social Workers, Education Welfare Officers, Speech and Language therapists. Knowledge of confidentiality and information exchange protocols between agencies and educational institutions	Liaise with other professionals to ensure effective communication as part of the multi-agency support for pupils.	Experience and in-house training
Equipment	Classroom equipment, learning facilities and educational resources	Safe usage and operation, provide pupil instruction and supervision in safe usage, and carry out frequent visual checks of equipment and learning facilities	Experience induction and makers' instructions
School procedures	An understanding of school practices and procedures which impact on pupil supervision and care. This includes special educational needs policies and the provision of additional pupil support, e.g. readers for exams.	Access and provision of information. Also, to follow school procedures and practices to meet legislative and external requirements	Experience briefing and in-house training
Legislation	An awareness of Child protection, Health and Safety, and care legislation	Compliance with school standards and legislative requirements	Experience briefing and induction

How long would it take for a jobholder to become fully operational?

The jobholder would be expected to have 3-5 years post-qualification experience in order to supervise and co-ordinate school staff and to ensure compliance with school policies and procedures.

6 MENTAL SKILLS

- a) What sort of situations/problems does the jobholder typically have to deal with? Give two examples of typical problems solved on a regular basis.

Example To respond to pupil behavioural problems.

Assess the potential for physical or emotional harm to the pupils, select the appropriate moment for intervention and adopt the correct approach in keeping with knowledge of the individual pupil. This can include physical restraint or removing the perpetrator in conjunction with other staff subject to the seriousness of the incident. Apply the most appropriate sanctions or censure to the circumstances and on all occasions, evaluate and record each incident.

Example: Deliver learning activities designated by teaching staff

Adopt different learning styles in order to achieve appropriate learning outcomes for each pupil. Select the most appropriate learning materials and resources to supplement an agreed learning exercise. Encourage and motivate pupils through recognition of achievement, and cajole, persuade and obtain agreement for the completion of learning activities. Assess pupils' responses throughout the learning exercise in order to determine whether to revise the level of activity and provide input into future work programmes.

- b) Give an example of the most difficult or demanding situation/problem the jobholder has to solve.

Example: Respond to large-scale absence of school support staff.

Check staff rotas and revise duties, working times and breaks and secure staff commitment to any necessary and enforced changes to normal patterns of working. Seek assistance from teaching staff in order to apportion revised supervisory responsibilities and contact an external agency to arrange for long-term absence cover.

- c) Approximately how often would the example in (b) occur?

Monthly

Mental Skill	Why Needed?
Judgment	To respond in the most appropriate manner and determine the most appropriate moment for intervention.
Planning	Devise staff rotas in order to achieve effective deployment of school support staff; prepare lesson worksheets and resources which take into account differentiated pupil abilities and learning outcomes.
Analytical	Undertake pupil assessment using appropriate techniques. Evaluate and monitor children's responses throughout learning exercises in order to determine whether to revise the level of complexity, which also provides input into future work programmes.
Research	Undertake regular research into pupils' progress, development and special needs

7 INTERPERSONAL AND COMMUNICATION SKILLS ESSENTIAL FOR THE JOB

Skill	Used for?	With whom?
Specialist Communication Skills Verbal and intuitive communication.	Plan and deliver programmes of differentiated learning to achieve necessary individual learning outcomes and for the educational and social development of pupils. Interpret and respond to individual pupil learning needs.	Pupils and responding intuitively to the needs of professional teaching staff
Leadership and Supervisory	Effective staff deployment and to coordinate the activities of school support staff in order to ensure the delivery of school services	School support staff
Influencing/persuading	To encourage the adoption of appropriate standards of behaviour, defuse any potential confrontation and achieve given learning activities and outcomes	Pupils
Caring and counselling	As the first point of contact for pupils, provide informal pastoral support for pupils presenting a range of problems and/or referral to the appropriate teaching staff member	Pupils
Advice and guidance	Provide feedback on pupil progress and assist in the development of the precise parameters of learning programmes and adapt accordingly for the pupils.	Medical and health professionals, Social Workers, Education Welfare Officers, Speech and Language therapists etc
Written	Provide detailed staff instructions, accurately record pupil achievement, progress, behaviour and school incidents and contribute to annual pupil assessment reports.	Parents, pupils, and to satisfy Ofsted requirements

8 PHYSICAL SKILLS ESSENTIAL FOR THE JOB

Physical skills cover manual and finger dexterity and co-ordination of hand-eye, limbs and senses.

Give details (if any) of the physical skills essential to do the job properly.

Physical skill	Used for?	Any precision/speed requirements?
Hand-eye co-ordination and manual dexterity	Use of a PC to locate learning materials and resources	Not applicable

9 INITIATIVE AND INDEPENDENCE

Allocation of work

a) How is work allocated to the jobholder? The school timetable provides the basis for daily and weekly routines. The jobholder must respond to the individual needs of pupils, special requests from the school senior management team, agreed lesson activities from the teachers, and the requirements of external agencies, medical professionals and parents in order to meet care and learning programmes and fulfil ongoing school requirements.

b) What is a typical cycle for allocating work to the jobholder eg hourly, daily, weekly? In addition to daily and weekly routines, the jobholder devises staff rotas and the allocation of duties to school support staff.

Scope for initiative

c) How much freedom/discretion does the jobholder have:

to change the way work is done?

(e.g. recommending changes in policy, procedures, resources)

To select the most appropriate resources, plan and adapt learning programmes and develop classroom procedures based on the learning capacities of special needs pupils and subject requirements.

Provide input into the formulation of best-practice programmes for the development of pupils, and the evaluation of learning, behavioural and care practices within school.

to allocate their time to duties?

To plan learning activities and co-ordinate school support staff in accordance with the demands of the weekly timetable.

d) What is the level of guidance/instruction available?

School policies and procedures, health and safety, guidance particular to staffing issues, briefing and guidance from the school senior management team.

e) What sort of direction, management or supervision is given to the jobholder?

Meet regularly with teachers to discuss learning activities. Regular staff meetings and briefings including Inset activities.

f) Give three examples of problems or decisions the jobholder would be expected to deal with themselves without reference to a supervisor/manager. How often do these occur?

Expected problem	Nature of available guidance	Typical Frequency
To revise learning activities in response to pupils' progress and reactions	Training and experience	At least daily
Pupil behavioural issues	School procedures and pupil behavioural plan	Daily
Unexpected problem	Nature of available guidance	Typical Frequency
Respond to parents' concerns and/or liaise with other professionals on aspects of pupil's special needs and learning.	Experience and knowledge of the individual pupil	Weekly
Absence of school support staff	To revise staff rotas in accordance with known school requirements	Weekly

g) Give two examples of problems or decisions the jobholder would be expected to refer to their supervisor/manager. How often do these occur?

Problem or decision	Point of referral	Typical Frequency
Poor staff timekeeping	Line manager	Half termly
Complaints received from a parent	Line manager	Several times per year
Inept or inappropriate teaching practice by school and/or supply teaching staff.	Line manager	1/2 times per year

10 PHYSICAL DEMANDS

Physical Demand	Typical Duration	How often?	Other details (eg how heavy?)
Supervise attendance to the pupil's personal, social and physical needs by other school staff so that pupil's wellbeing is maintained.	Short bursts	Several times per day	
Pulling and pushing - pupils equipment, rearranging tables and classroom equipment	Short bursts	Several times throughout the working week	Awkward movement of bulky items
Leaning, bending and stretching whilst arranging displays, checking work and keeping pupils on task	Short bursts	Throughout the working day	
Assisting pupil participating in physical education/ exercises	1/2 hours	Weekly	
Pupil physical restraint	Couple of minutes	Several times per year	

11 MENTAL DEMANDS OF THE JOB

Nature of task	Mental Demand	Duration	Frequency
Awareness of needs of children with limited communication, medical, physical, and emotional difficulties. Supervise the activities of individual or groups of pupils, both in and out of the classroom (including educational visits) to ensure their safety	Alertness and general awareness	Short periods	Throughout the working day
Organise and revise staff rotas and timetables and secure staff commitment to any enforced changes to patterns of working.	Concentration and attention to detail	Short periods	Weekly
Monitor and assess pupils' progress and keep them on task. Support and deliver learning activities, and adapt as necessary.		One hour	Several times daily
To access and update the full range of pupil records to facilitate assessment of pupils' progress.		Short periods	Daily

To what extent is the job subject to work-related pressures e.g. regular deadlines, frequent interruptions, conflicting demands?

Nature of pressures / interruptions	Source	For how long?	How often?
Interruptions - an inherent part of the job. Deadlines Conflicting demands	Individual requests from pupils, teaching staff, parents, external agencies and professionals Prepare and revise staff rotas, ensure that pupil support timetables and setting arrangements are in place. Maintain and update the full range of confidential pupil records Prepare resources and materials for timetabled lessons. Compile and co-ordinate individual pupil review returns including annual review documentation to fixed timescales. Juggle and balance the prioritisation and deployment of school staff with the support and delivery of learning activities and demands imposed by external agencies.	Few minutes	Throughout the working day

12 EMOTIONAL DEMANDS

Nature of the task being performed by jobholder.	Behaviour / source of the emotional demand	Frequency (per day/wk/ month)
To provide care, reassurance and dignified support to pupils, and to deal with inappropriate behaviour in accordance with school behaviour plans and policies. The jobholder is required to interpret student behaviour and address their personal needs/ stresses.	Dealing with demanding behaviour, to work in a one to one relationship with special needs children and the application of sensitive and intimate child background knowledge.	Daily

Pupils openly confiding sensitive personal and domestic details.	Exposure to the intimate and disturbing detail of child abuse and protection issues, and to provide emotional support for staff colleagues.	Once or twice per year
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13 WORKING CONDITIONS

- a) In what kind of places does the jobholder normally work (eg office, library, gardens, clients' homes)?

If more than one, give approximate proportion of time in each.

Location of work	Proportion of time
Classroom	100%

- b) If the jobholder works outside, are they expected to work regardless of the weather or are alternative arrangements made eg work on other duties?

Not applicable

- c) What unpleasant environmental working conditions or behaviour from other people are met in performing the job? (See guidance notes for examples)

Working Condition or Behaviour from other people	How long does it last at any one time?	How often does it typically occur?
Rude, abrasive and uncooperative pupils, and inappropriate behaviour.	Several minutes	Several times daily
Abusive and threatening behaviour from parents	Couple of minutes	Several times per year

- d) What protection is offered (if any) e.g. against adverse weather (clothing, shelter), against infection, security measures etc.

Not applicable