

## Job Description



This school has a responsibility for, and is committed to, safeguarding and promoting the welfare of children, young people and vulnerable adults, and requires all staff and volunteers to share this commitment.

<b>Post Title</b>	Teaching Assistant	<b>Post No</b>	
<b>School</b>	Hazel Oak School		
<b>Salary Band/Range</b>	Band B point 3 – 5 £22,737 - £23,500 (£17,121 - £17,695 actual salary) Fixed Term Contract (subject to ongoing pupil funding)		
<b>Responsible to</b>	Headteacher		
<b>Location</b>	Hazel Oak School, Solihull		
<b>DBS Check</b>	Enhanced DBS		

### 1. Job Purpose

To support the class teacher in providing and promoting an environment suitable for the development of children, and to be actively involved in activities and supervision during break-times.

### 2. Key Responsibilities

#### 2.1 Main Duties

- To assist the teacher with learning activities generally in the classroom.
- To carry out appropriate activities as planned within the classroom or with groups of pupil including administration of baseline tests.
- To display and present children's work.
- To support children to be independent by helping them with tasks
- Responsibility for visual aids.
- To prepare and organise teaching resources including the checking and maintaining of classroom equipment and materials including control of stock within the classroom.
- To prepare resources for lessons and activities.
- To provide support and supervision beyond the classroom at breaktimes and be involved in activities which support the social development of pupils.
- To assist the teacher in liaising with parents and professionals such as speech therapists.
- To assist children with personal hygiene and healthcare/medical routines.
- To deal with minor accidents and administer first aid.

	<ul style="list-style-type: none"> <li>To provide support and supervision beyond the classroom at breaktimes and be involved in activities which support the social development of pupils.</li> </ul>
<b>2.2</b>	<b>People</b>
	The job involves no direct responsibility for the supervision, co-ordination or training of other staff in the school.
<b>2.3</b>	<b>Safeguarding</b>
	The school is committed to keeping children, young people and vulnerable adults safe. The post holder is responsible for promoting and safeguarding the welfare of the children, young people and vulnerable adults for whom she/he is responsible or comes into contact with.
<b>2.4</b>	<b>Financial</b>
	The job involves little direct responsibility for financial resources, e.g. dinner or trip monies.
<b>2.5</b>	<b>Buildings &amp; Equipment</b>
	To ensure safe and proper use of equipment.
<b>2.6</b>	<b>Health &amp; Safety</b>
	The post holder will be responsible for his/her own health and safety. All duties and responsibilities must be carried out in line with the specific requirements detailed in the school Health and Safety policies.
<b>2.7</b>	<b>Policies &amp; Procedures</b>
	The post holder will be accountable for ensuring that he/she is aware of relevant school policies and that all duties and responsibilities are carried out in line with the appropriate policies and procedures.
<b>3. Other Conditions</b>	
<b>3.1</b>	<b>Mobility</b>
	Whilst this post is initially to a specific post, the post holder may be exceptionally required to transfer to any post appropriate to their grade at such a place as in the service of the school they may be required.
<b>3.2</b>	<b>Equal Opportunities</b>
	School is committed to Equal Opportunities and expects all staff and volunteers to recognise and value differences and to treat everyone with dignity and respect.
<b>3.3</b>	<b>Variations to Job Descriptions</b>
	Due to changing customer demands, duties and responsibilities are likely to vary from time to time and the School therefore retains the right to amend job descriptions to reflect changing requirements.
<b>3.4</b>	<b>Training and Development</b>
	The school is committed to the personal and organisational development of the individual. The post holder will be encouraged to identify job-related development needs.
<b>3.6</b>	<b>Core Qualities &amp; Leadership Framework</b>

		The school expects all staff to demonstrate the behaviours in the Core Qualities Framework and where appropriate, those in the Leadership Framework, to an acceptable level.
		<b>Compiled/Reviewed by:</b> Andy Simms, Headteacher <b>Date:</b> September 2023

## Person Specification

This school has a responsibility for, and is committed to, safeguarding and promoting the welfare of children, young people and vulnerable adults, and requires all staff and volunteers to share this commitment.

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School	Hazel Oak School		
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Responsible to:	Headteacher		
	<b>Essential Criteria</b>	<b>Desirable Criteria</b>	<b>Measured By</b>
<b>Education &amp; Qualifications</b>	NVQ level 2 qualification in education/childcare/child development/supporting teaching and learning, or other relevant qualification  Good numeracy and literacy (e.g. GCSE Grade C in English and maths or equivalent)	Training in the relevant learning strategies, e.g. literacy  First aid training  Evidence of related training or interests	Application
<b>Skills &amp; Abilities</b>	Effective use of ICT to support learning	Ability to use other equipment/technology,	Application & Task
	Ability to relate well with children and adults	Ability to self-evaluate learning needs and actively seek learning opportunities	Application Task Interview
	Ability to work as part of a team, understanding classroom roles and responsibilities and own position within these roles		Application Interview
	A 'can do' attitude and growth mind-set, ability to see development opportunities in change.		Task Interview
	Ability to adapt approach to suit pupil needs.		Task Interview

<b>Experience &amp; Knowledge</b>	Working with or caring for children in a classroom or educational setting	Experience of working with children having a range of special needs	Application Interview
	Experience of assisting children to use resources for learning.	Understanding of relevant policies/codes of practice and awareness of relevant legislation	Application Interview
	General understanding of national/foundation stage curriculum and other basic learning		
	Understanding of child development and the learning process		Application Interview
	Understanding of the importance of opportunities for social skills development during break-times/outside of the classroom.	Experience of being involved in activities focussed on social skills development outside of the classroom.	Application Interview
	Knowledge of autism and other SEN and the impact on the individual child	Experience of working with children with learning difficulties across Key Stages	Application Interview
		Experience of supporting with personal/healthcare needs,	Application Interview
<b>Core Qualities</b>	Personal Effectiveness: makes things happen; operates with resilience, flexibility and integrity		Interview
	Communication: shares and listens to information, opinions and ideas using a range of effective approaches.		Interview
	Self Awareness: learns continuously and effectively adapts behaviour in response to feedback		Interview
	Service Delivery: understands customer needs and responds appropriately and demonstrates continuous improvement .		Interview
<b>Other Requirements</b>	Commitment to promoting equality and diversity across the service		Interview
	Willingness to attend training as required for the role and a commitment to own personal development		
	Enhance DBS clearance and satisfactory pre-employment checks		

**Compiled/Reviewed by: Andy Simms**  
**Date: September 2023**