

Wolverhampton City Council
Role Profile Description
TASB40

Date	November 2010
Family	Learning and People Development Teaching Assistants (School Based Jobs)
Role Profile Level Number	TA40
Purpose	
Under an agreed and supervised system to plan and deliver learning which develops individuals/classes and groups. To assist in the supervision of a small team of staff in a school or educational establishment setting.	
Role Accountability	End Result
Planning	
Develop standard and preapproved plans for activities, organise availability of equipment and materials and contribute to individual learning plans.	<ul style="list-style-type: none"> • Activities happen as planned. • Resources are organised and used effectively • Learning plans prepared and implemented to achieve the learning outcomes • Risks assessed and managed
Monitoring and Assessment	
Monitor and evaluate the effectiveness of programmes, activities and individual and group/class progress.	<ul style="list-style-type: none"> • Programmes/activities are delivered in a well structured manner • Improvements identified and implemented • Individual progress is monitored, assessed and reported in accordance with procedures
Delivery	
Deliver standard training and/or advice and support to other practitioners and managers.	<ul style="list-style-type: none"> • learning delivered effectively • Awareness of the topics is raised • Advice / support provided

Implement a defined programme/activity in a specific learning area or across a whole school, within a specified timescale.	<ul style="list-style-type: none"> • Needs of pupils are met • Activities adjusted to suit pupils needs • Programmes are compatible and complementary with each other • Manage pupil behaviour to meet school or establishment policies
Resources	
<p>Determine, make available, and organise effective use of resources needed to support programme delivery.</p> <p>Maintain, demonstrate and operate specialist equipment and materials.</p>	<ul style="list-style-type: none"> • Resources are organised, made available, and used effectively to achieve value for money • Equipment designed/prepared to meet programme needs • Stock managed within budget
Support	
Provide support, advice and guidance to individuals and groups/classes	<ul style="list-style-type: none"> • H&S and welfare requirements met • Pastoral support provided • Individuals mentored/personal needs met • Collaborative working at all levels achieved
Administration	
Provide administrative and organisational support and guidance to staff in relation to the provision of learning, activities and events.	<ul style="list-style-type: none"> • General clerical/admin support given • Administration carried out to standard procedures and school policy • Coursework administered • Trips/events organised
Finance	
Assist with collection/disbursement of money and undertake financial administration as required.	<ul style="list-style-type: none"> • Accurate recording of transactions • Monies collected/disbursed as instructed

Relationships	
Maintain constructive relationships and communication channels with teachers, other professionals, pupils and parents/carers.	<ul style="list-style-type: none"> • Information shared with relevant practitioners and professionals • Pupil achievement facilitated • Programmes compatible/complimentary • Concerns/problems are dealt with quickly and efficiently • Serious issues are escalated promptly
Records	
Manage record keeping systems and processes.	<ul style="list-style-type: none"> • Accurate and relevant data recorded • Information analysed, evaluated, and conclusions arrived at • Reports prepared in suitable format
People Management	
Manage and guide a small team in carrying out relevant work activities.	<ul style="list-style-type: none"> • Team understand work requirements • Work achieved to standard and quality • General advice given within the relevant framework
Nature of Contacts and Relationship (who and the nature of the communications)	
<ul style="list-style-type: none"> • Headteacher / teaching colleagues – receive work instruction and refer problems • Exchange of information regarding conduct and progress of pupils with the relevant staff. • Working directly with teachers, professionals, pupils, parents , carers and vulnerable adults in areas of activity which are closely defined by policy procedure and working practice • Internal and external colleagues planning, sharing and co-ordinate resources and activities • Some roles may be specifically assigned to pupils with additional learning needs • Supervision of pupils on out of school trips and activities 	

Working Environment Context (disruption, physical, disagreeable, health and safety aspects)
<ul style="list-style-type: none"> • Centres/environments or in the community, may involve some working outside • May be involved in supporting outdoor pursuits and trips, with the possibility of support school trips abroad • May be involved in providing practical assistance with care and physical management • Undertaking disagreeable personal care tasks • May involve 1:2:1 working with pupils, in an appropriate learning environment some of whom may present significant challenges
Procedural Context (physical, disagreeable, health and safety aspects)
<ul style="list-style-type: none"> • Working under an agreed system of supervision • Providing services within very well established instructions, policies and standards, including the Safe Guarding legislation • May be involved in developing standard individual action plans, and undertaking needs analysis generally working with individual or a group of relevant professionals. • Plan and deliver individual and group/class sessions within overall programme. Identify and source resources for activities. May tailor plans and activities to meet individuals' needs • May assist in outside school activities • May assist in risk assessments to ensure pupil and staff safety
Key Facts and Figure Ranges (including likely size of any team managed)
<ul style="list-style-type: none"> • Cash handling • Checking facilities and equipment • Co-ordinate support staff or teaching assistants • Responsible for setting up the work area including use of any equipment and maintaining records • Supervise and assist the delivery of learning for classes during teacher's absence

Skills, Knowledge and Qualifications
<ul style="list-style-type: none"> • NVQ3 or equivalent qualification in relevant discipline • Or working towards Higher Level Teaching Assistant • Excellent numeracy/literacy skills or equivalent experience/skills • Communication skills • Supervisory skills • Good ICT skills with some knowledge of specialist IT packages • Working knowledge of relevant policies, procedures, codes of practice and legislation • Experience of working in a relevant discipline in a learning environment • To undertake an induction programme and undertake continuous relevant professional training/development • Knowledge of child development expectations
Equipment Operated and Essential Skills
<ul style="list-style-type: none"> • Use of activity specific equipment • Good ICT skills in standard educational software • Operation of relevant equipment including ICT and office equipment