Job Description and Person Specification
Teaching Assistant Level 4

Key Features

- Jobs require an in-depth understanding of methods, procedures and the curriculum. The emphasis of these jobs is on the practical application of specialist knowledge and skills, rather than conceptual understanding.
- Some will have a specialist role that will typically cover a deeper knowledge of a narrower range of circumstances and may provide a lead in that specialism to others within the school.
- Supervisory responsibilities are likely to be a feature of these roles apart from where activities are of a very specialist nature – where guidance and development of others is likely to be a feature.
- Works under an agreed system of supervision / management delivering learning and providing specialist knowledge.
- Uses factual knowledge and reports on factual information to persuade others to take a course of action. Role holders may have a higher level of communication skills to influence, motivate and drive behavioural change as a result of persuasion and appeal.
- Provides management information and likely to provide some input to the school development plan. May be involved in project work.
- Likely to interact with colleagues, managers, other service users and external partners and agencies.
- Under an agreed system of supervision some may deliver lessons to whole classes and groups.

Key Inputs/Outputs and Performance Measures

1. Working in the environment

<table>
<thead>
<tr>
<th>Key inputs/outputs</th>
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<tbody>
<tr>
<td>Providing personal and welfare care</td>
<td>Take a lead role in managing and delivering pastoral care and developing and implementing behaviour management strategies promoting independence and self control and assist in the supervision of pupils to ensure that the school’s standards of health, safety and behaviour control are maintained (for example mentoring). Employ strategies to recognise and reward achievement of self-reliance to meet the needs of pupils.</td>
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Performance Measures

- Observed adherence to school health, safety and behaviour policies and procedures.
- Frequency and nature of incidents recorded in school health, safety and behaviour records.
- Feedback from teaching staff, education professionals and parents relating to pupil...
| Supporting pupils in the learning environment | Under supervision plan, prepare and deliver learning objectives and activities, adjusting when appropriate to meet the requirements of pupils and the curriculum (for example lesson plans, worksheets, plans).
A specialist role may conduct comprehensive pupil needs assessments, produce and disseminate individual education, behaviour, support and/or mentoring plans, lesson plans and learning activities to less specialist colleagues to deliver specific parts of the curriculum or provide guidance on a specialist area (gifted and talented pupils with special needs).
Use specialist skills to support pupils consistently in the learning environment to promote independence and self reliance, inclusion, acceptance and equality of access to learning opportunities for all pupils. |
| --- | --- |
| **Performance Measures** | • Lesson plans completed and disseminated to required standards of the curriculum.
• Feedback from teaching staff and educational professionals against requirements of curriculum standards.
• OFSTED feedback relevant to responsibilities of role. |
| Providing clerical and other support to service users | Provide general clerical and other support to meet service delivery requirements (for example compiling/analysing/reporting on attendance, exclusions).
Lead in the development, implementation and monitoring of system relating to attendance and integration to meet service delivery requirements (for example registration, attendance, pastoral systems).
Take responsibility for the provision of out of school learning activities within guidelines established by the school to meet service delivery requirements.
Contribute to the identification and implementation of appropriate out of school learning activities which consolidate and extend pre-defined learning activities to meet requirements of pupils and the curriculum.
Administer, assess and mark tests and invigilate tests to meet requirements of pupils and the curriculum. |
| **Performance Measures** | • Effectiveness and timeliness of support and supervision given.
• Feedback from teaching staff, educational |
### Preparing and maintaining the classroom environment and resources

**Performance Measures**
- Appropriate learning resources are identified and incorporated into lesson plans and learning activities for effective delivery of the curriculum.
- Effective communication of resource plans to colleagues.

Select, plan, prepare, organise and evaluate the effectiveness of learning resources and environment to lead learning activities to meet the needs of the curriculum.

Advise on appropriate deployment and use of specialist aid, resources and equipment to meet the needs of pupils and the curriculum.

### 2. Working with people

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<td>Developing the team</td>
<td>Lead, advise and contribute to team development activities and supervise, coach and mentor less experienced and specialised colleagues to support the achievement of individual and team performance and develop objectives.</td>
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</tbody>
</table>

**Performance Measures**
- Feedback received from colleagues and supervisor (appraisal and observation).
- Performance and development objectives satisfactorily achieved.
- Attendance at identified training and development activities and learning is demonstrated in the workplace.
- Attendance at and positive contributions made at team meetings.

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<tr>
<th>Building professional relationships</th>
<th>Build and maintain positive constructive working relationships with pupils, parents, colleagues, professionals and multi-agencies to discuss pupil progress, internally and externally and maximise pupil development and maintain the overall ethos of the school.</th>
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</thead>
</table>

**Performance Measures**
- Feedback from parents/pupils/teachers on quality of relationship.
- Records of pupil development and progress illustrating effectiveness of relationship and accuracy of reporting.
### 3. Working with resources

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<td>Monitoring levels and ordering of resources</td>
<td>Ensure the resource monitoring and ordering process provides the timely availability of resources to meet the requirements of the curriculum.</td>
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<td></td>
<td>Maintain an awareness of the importance of the appropriate use of resources to minimise waste and maximise the effectiveness of financial resources.</td>
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**Performance Measures**

- Records relating to ordering and maintenance of resources.
- Feedback from colleagues on timely availability of resources.
- Records relating to effective delivery of the curriculum (lesson plans/activities detailing use of suitable range of resources).
- Resource allocation is not exceeded.

### 4. Working with information

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<td>Reviewing pupils’ performance</td>
<td>Monitor, observe, record and feedback on pupil achievement providing objective reports with appropriate evidence and assist in the gathering of information and completion of pupil profiles and records of attainment to maximise pupil development.</td>
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**Performance Measures**

May implement specific progress and review systems related to a specialist area to ensure monitoring and review of pupil progress to maximise pupil development and meet national requirements.

- Timely accurate pupil/student profiles and progress records for line managers professionals.
- Timely and accurate setting of personal targets for pupils / students.
- OFSTED feedback on the quality and provision of pupil records, profiles and targets.
- Effectiveness of progress and review systems in meeting national requirements.

### Knowledge, Skills and Experience - this is still to be tailored to each of the new roles proposed in order to aid the selection criteria

**Essential**

- NVQ level 4 or equivalent experience (for example Higher Level Teaching Assistant standards) or
- Substantial prove work experience in related field plus completion of in-house personal development courses within a similar role and
- Appropriate level of literacy and numeracy skills equivalent to NVQ level 2 (for example GCSE grade A to C).
- Competency in basic IT and keyboard skills.
- Effective communication skills.
- Appropriate level of data protection, security and confidentiality awareness.
- Commitment to safeguarding

**Desirable**
- Working knowledge of implementing the primary and EYFS curriculum and other relevant learning programmes.
- Specialist skills/training in curriculum or learning (for example, sign language, bi-lingual, dyslexia).
- Ability to organise, lead and motivate a team.
- Understanding of inclusive practice and equal opportunities for all
- First Aid qualification

### Additional Work Elements

| Physical Effort and/or Strain | Job holders regularly move around during their normal working pattern, walking, standing and sitting with pupils.
Job holders may set out PE equipment and will have help in moving heavy equipment. |
|------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| Working Environment          | Job holders may carry out playground duties in variable weather conditions however there is usually indoor play during bad weather.
Very occasionally job holders are required to clean up toilet accidents and help clean up children who have been ill. |