

TEACHING ASSISTANT MODEL GRADING SCHEME AND GUIDANCE

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Human Resources

If you require further help in the interpretation of this guidance you can contact HR Direct on 01392 385555

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1. Introduction and Background

This guidance and information is an update of the document 'Teaching Assistant Model Grading Scheme (Incorporating HLTAs and Cover Supervisors)'. Information and guidance has been updated and grades have been changed in response to the outcome of the County Council's Job Evaluation exercise. With the exception of the new grades, job descriptions and person specifications remain the same.

This remains the model scheme recommended for use in Devon schools and it aligns with the suggested national framework for the employment of teaching assistants, as presented in the document 'School Support Staff – the way forward', produced by the National Joint Council for Local Government Services¹.

The framework is specifically designed to promote equality across Devon and to assist schools in deploying teaching assistants at the appropriate levels of responsibility and at appropriate levels of pay. The commitment of support staff to the role of schools is a key factor in achieving success and this commitment should be matched by a grading scheme which covers all aspects of career development. This will assist schools to recruit, retain and develop a skilled and committed workforce.

The framework is comprehensive and covers all of the relevant activities undertaken by TAs in a school setting. For this reason it is recommended that schools adopt the model job descriptions as they stand.

2. The Scheme in General

The national framework suggests that there should be 4 distinct responsibility levels of TA post and the framework mirrors this. The roles are therefore set against a four-part structure based on increasing skill levels. The role is split into two streams at two upper levels, one covering class-room based activity ("supporting and delivering learning") and the other behaviour guidance and support. Schools may wish to combine duties from the two streams and the indications are that this may be appropriate for TAs working in special schools. If elements from the two streams are combined, these must be from the same skill levels and the overall job size must be appropriate. Provided this system is adhered to the general level of responsibility will remain the same and the grade will continue to be appropriate. Any attempt to mix duties across skill levels will inevitably have an affect of levels of responsibility – grading and pay must therefore be reassessed by the job evaluation team.

The scheme is designed to encourage a structured approach to job and career development and to clarify the increasing levels of responsibility and autonomy that staff can expect to take on at different levels of the model. Job descriptions and person specifications included in **Appendices 1 to 7** are fully detailed.

¹ 'School Support Staff – the way forward', National Joint Council for Local Government Services (2003) http://www.tda.gov.uk/upload/resources/pdf/n/njc_guidance_suppstaff.pdf

2.1 Level 1 – Generalist TA (Grade B) **Appendix 1**

Staff at this level will be working under direction/instruction, usually in the classroom providing general support. The national guidance says “an inexperienced teaching assistant would require direct supervision and should not be left alone with a class”.

At this level, some work might occasionally (but not regularly) take place outside of the main teaching area with small groups.

This would be dependant on the member of staff having developed the appropriate experience and skills.

Major responsibilities may include:

- Attending to the welfare and personal care of pupils, including those with special education needs
- Working with small groups or one to one
- Undertaking general clerical/organisational support for the teacher

2.2 Level 2 – Generalist TA (Grade C) **Appendix 2**

Staff will be working under instruction/guidance.

Work may be carried out in the classroom, but may regularly take place outside the main teaching area. The amount of direct supervision at this level will be less than that required of the generalist teaching assistant at skill level 1 (Grade B).

Major responsibilities may include:

- Attending to the welfare and personal care of pupils including those with special educational needs
- Delivering pre-determined learning/care/support programmes
- Implementing literacy/numeracy programmes
- Assisting with the planning cycle
- Undertaking general clerical/administrative support for the teacher/department

2.3 Level 3 – Specialist TA (Grade D) **Appendices 3, 4 and 5**

At this level staff will work under guidance and the nature of the supervision may vary according to the specifics of the work being undertaken.

TAs working at this level may occasionally supervise whole classes during the short-term absence of the teacher i.e. undertake cover supervision.

Cover supervision duties are included in the full job description at the specialist teaching assistant level (supporting and delivering learning). However these duties may stand alone, where post holders are employed to undertake cover supervision only (see appendix 5).

Major responsibilities may include:

Supporting and Delivering Learning:

- Being actively involved in the whole planning cycle
- Implementing work programmes
- Undertaking evaluation and record keeping
- Undertaking cover supervision
- Providing specialist SEN, subject, or other support

Behaviour/Guidance/Support

To deliver learning by:

- Providing pastoral support
- Being a learning mentor
- Providing behaviour support
- Dealing with exclusions and attendance

2.4 Level 4 – HLTA (Grade E) Appendices 6 and 7

Staff will work under an agreed system of supervision/management. Staff at this skill level with appropriate experience and qualifications may be given greater autonomy within the framework set by the teacher.

Staff at this level may undertake specified work with whole classes as part of the schools strategy to provide PPA time for teachers.

Major responsibilities may include:

Supporting and Delivering Learning

- Leading the planning cycle under supervision
- Delivering lessons to groups/whole classes
- Managing other staff

Behaviour/Guidance/Support

To manage (under an agreed system of supervision) systems/policies/procedures for:

- Pastoral support
- Mentoring and counselling
- Behaviour
- Exclusions and attendance

3 **Other Areas for Consideration**

3.1 Line Management

Line management is distinct from direction and supervision by a qualified teacher for activities relating to teaching and learning. Whilst a member of support staff may be supervised and directed by several qualified teachers for work related to teaching and learning activities, they should only have one line manager. It should not automatically follow that because qualified teachers direct and supervise one area of support work they are required to undertake line management of support staff.

Line managers who co-ordinate the work of the support staff should undertake appraisal. The line manager would take account of feedback from relevant teachers on progress to inform the appraisal process².

3.2 Supervision Arrangements³

The job description should be used to record the supervision arrangements applicable to each individual post holder. Each class must have an assigned teacher, who will take overall responsibility for the progress of pupils within that class. Such teachers may be assisted in their work by support staff, some of whom will carry out 'specified work'⁴ and must do so under the direction and supervision of a qualified teacher. The nature of the direction and supervision may vary according to the work undertaken and the level of experience of the member of support staff.

Supervision arrangements for all support staff undertaking activities to support teaching and learning should include time for teachers and support staff to discuss planning and pupil progress within the contracted hours of the support staff.

The headteacher should determine the competence of each member of support staff and should ensure that appropriate supervision arrangements are in place. A higher level teaching assistant who meets the national standards is unlikely to require the qualified teacher assigned to a class to be present at all times. National guidance⁵ suggests that experienced support staff with appropriate training and qualifications may be given greater autonomy within the framework set by the teacher, whilst for those staff undertaking cover supervision the nature of their supervision arrangements may vary according to the level of 'specified work' undertaken.

Although the work of support staff undertaking cover supervision may, on the face of it, seem to be purely supervisory in nature, and therefore not theoretically 'specified work', even cover supervision may involve elements of specified work, such as supporting pupils in answering questions about the work they have been set. It is therefore recommended that headteachers include these staff in the formal system of supervision.

3.3 Working Time

It is a recommendation that working hours are reviewed on an annual basis to ensure that contractual arrangements are appropriate. This could be managed by using the 'Statement of Annual Hours' form provided in **Appendix 9**. This form can also be used to clarify arrangements upon appointment

² 'Time for Standards: Guidance accompanying the Section 133 Regulations issued under the Education Act 2002 (**part II** – Establishing a System of Supervision), (2003)
www.tda.gov.uk/upload/resources/pdf/n/na_guidance_s133.pdf

³ Time for Standards: Guidance accompanying the Section 133 Regulations issued under the Education Act 2002 (**Part II** – Establishing a System of Supervision), (2003) – web address as above

⁴ Time for Standards: Guidance accompanying the Section 133 Regulations issued under the Education Act 2002 (**Part I** – The Regulations), (2003) – web address as above

⁵ School Support Staff – The Way Forward, NJC for Local Government Services (2003)
http://www.tda.gov.uk/upload/resources/pdf/n/njc_guidance_suppstaff.pdf

Schools are reminded that Teaching Assistants who are undertaking 'specified work' should be afforded an appropriate amount of non-contact time, within contractual hours, in order that they can effectively fulfil the duties required.

3.4 Qualifications

It is an essential requirement that TAs employed in these roles meet the minimum qualification requirements of the person specifications or have equivalent qualifications or experience. Details of qualifications on the national qualifications framework are available from the Training and Development Agency for Schools⁶.

It is recognised that there may be cases where support staff have yet to formally achieve qualifications and in such cases it will fall to the headteacher to determine, with reference to the NVQ or HLTA standards, whether the member of support staff meets the requirements and to make a recommendation in this respect to the appointing panel.

It is essential that the minimum standards are met. Support staff should not be appointed to HLTA roles unless they are accredited with HLTA status, or they meet the standards and are working towards formal accreditation.

Where a member of support staff does not hold the appropriate NVQ it will fall to the headteacher to determine, by making reference to the National Occupational Standards, whether their skills are of equivalent level⁷ and to make a recommendation to the appointing panel. At the time of the release of this guidance the National Occupational Standards for Teaching Assistants are under review. A link to the standards at the time of publication has been provided.

It is also essential that support staff employed as HLTAs or Specialist TAs/Cover Supervisors in this grading structure hold **literacy and numeracy qualifications at least equivalent to Level 2 of the National Qualifications Framework**, a fact sheet is available giving further details⁸.

For support staff not holding the necessary qualifications, tests can be arranged via a number of Devon based providers⁹, these tests are currently free.

3.5 Criminal Record Checks

All support staff employed as Teaching Assistants (of any level) or Cover Supervisors must be subject to an enhanced CRB check and must not work unsupervised until a clear check is received¹⁰.

⁶ <http://www.tda.gov.uk/leaders/traininganddevelopment/nqf.aspx>

⁷ <http://www.tda.gov.uk/support/NOS.aspx?keywords=national+occupational+standards>

⁸ http://www.tda.gov.uk/upload/resources/pdf/h/hta_litnumfactsheet.pdf

⁹ http://www.deseducation.org/content.asp?did=718&backto=u_search3.asp&curpage=&search=hta%20application

¹⁰ <http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DFES-04217-2006&> (download option)

JOB DESCRIPTION

POST DETAILS

TITLE	Generalist Teaching Assistant (Level 1)
SCHOOL LINE MANAGER GRADE	<i>see guidance notes 3.1</i> B

PURPOSE OF JOB

To work under the direct instruction of teaching/senior staff, usually in the classroom with the teacher, to support access to learning for pupils and provide general support to the teacher in the management of pupils and the classroom. Work might occasionally, but not regularly, take place outside the main teaching area.

This role requires the ability to fulfil all spoken aspects of the role with confidence and fluency in English.

SUPERVISION ARRANGEMENTS

see guidance notes 3.2

MAJOR RESPONSIBILITIES

To work under direct supervision/instruction to support access to learning by:

- Attending to the welfare and personal care of pupils including those with special educational needs
- Working with small groups or one to one
- Undertaking general clerical/organisational support for the teacher

DUTIES

Support the teacher by:

- Preparing the classroom as directed for lessons and clearing afterwards
- Assisting with the display of pupils work
- Being aware of pupil problems/progress/achievements and reporting these to the teacher as agreed
- Undertaking pupil record keeping as requested
- Being aware of/working within planned learning activities
- Occasional contribution to planning e.g. for individual pupils, general literacy/numeracy
- Working with the teacher in managing pupil behaviour and reporting difficulties as appropriate
- Gathering/reporting information from/to parents/carers as directed
- Invigilating/administering routine tests/exams
- Providing clerical/administrative support e.g. photocopying, typing, filing, collecting money etc.

Supporting pupils by:

- Supervising and providing support for pupils, including those with special needs, ensuring their safety and access to learning
- Attending to the pupils personal needs, and implementing related personal programmes, including social, health, physical, hygiene, first aid and welfare matters

- Establishing good relationships with pupils, acting as a role model and being aware of and responding appropriately to individual needs
- Promoting the inclusion and acceptance of all pupils
- Encouraging pupils to interact with others and to engage in activities led by the teacher
- Encouraging pupils to act independently as appropriate

Support the curriculum by:

- Supporting pupils to understand instructions
- Supporting pupils in respect of local and national learning strategies e.g. literacy, numeracy, KS3, early years etc. as directed by the teacher
- Supporting pupils using ICT as directed
- Preparing and maintaining equipment/resources as directed by the teacher and assisting pupils in their use

Support the school by:

- Being aware of and complying with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, and reporting all concerns to an appropriate person
- Being aware of and supporting difference and ensuring all pupils have equal access to opportunities to learn and develop
- Contributing to the overall ethos/work/aims of the school
- Appreciating and supporting the role of other professionals
- Attending relevant meetings as required
- Participating in training and other learning activities and performance development as required
- Assisting with the supervision of pupils out of lesson times, including before and after school and at lunchtimes as required
- Accompanying teaching staff and pupils on visits, trips and out of school activities as required

Date:

Signatures: Manager..... Post holder.....

PERSON SPECIFICATION

TITLE Generalist Teaching Assistant
(Level 1)

SCHOOL

GRADE **B**

Category	Requirements	Essential/ Desirable	Method of Assessment ¹¹
Education/Training	Good numeracy/literacy skills	Essential	A
	Requirement to participate in training/development as/when identified by line manager as essential for performance of the post	Essential	A, I
	Willingness to participate in other development and training opportunities	Essential	A, I
	Completion of DCC TA Induction Programme, or (if not completed) a requirement to do so, ideally within first 6 months of appointment	Essential	A, I
Experience	Working with or caring for children of relevant age, or completion of the DCC TA Access Course	Essential	A, I
Skills/Abilities	Ability to use technology to a basic level – e.g. computer, video, photocopier etc.	Essential	A, I
	Ability to relate well to children and adults.	Essential	A, I
	Ability to fulfil all spoken aspects of the role with confidence and fluency in English.	Essential	A, I
	Ability to work constructively as part of a team, to understand classroom roles and responsibilities and to understand own position within these	Essential	A, I

¹¹ Key for Method of Assessment:
A – Application I – Interview

JOB DESCRIPTION

POST DETAILS

TITLE	Generalist Teaching Assistant (Level 2)
SCHOOL	
LINE MANAGER	<i>see guidance notes 3.1</i>
GRADE	C

PURPOSE OF JOB

To work under the instruction/guidance of teaching/senior staff to undertake work/care/support programmes, to enable access to learning for pupils and to assist the teacher in the management of pupils and the classroom. Work may be carried out in the classroom or may regularly take place outside the main teaching area.

This role requires the ability to fulfil all spoken aspects of the role with confidence and fluency in English.

SUPERVISION ARRANGEMENTS

see guidance notes 3.2

MAJOR RESPONSIBILITIES

To work under instruction/guidance to enable access to learning by:

- Attending to the welfare and personal care of pupils including those with special educational needs
- Delivering pre-determined learning/care/support programmes
- Implementing literacy/numeracy programmes
- Assisting with the planning cycle
- Undertaking general clerical/administrative support for the teacher/department

DUTIES

Support the teacher by:

- Creating and maintaining a purposeful, orderly and supportive environment, in accordance with lesson plans
- Assisting with the display of pupils work
- Using strategies, in liaison with the teacher, to support pupils to achieve learning goals
- Assisting with the planning of learning activities on a regular basis
- Monitoring pupils responses to learning activities and accurately recording achievement/progress as directed
- Providing detailed and regular feedback to teachers on pupils' achievement, progress, problems etc.
- Promoting good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encouraging pupils to take responsibility for their own behaviour
- Establishing constructive relationships with parents/carers and where appropriate participating in feedback sessions with parents alongside the teacher
- Administering routine tests, invigilating exams and undertaking routine marking of pupils work
- Providing clerical/administrative support e.g. photocopying, typing, filing, money, administration of course work etc.

Supporting pupils by:

- Supervising and providing particular support for pupils, including those with special needs, ensuring their safety and access to learning activities
- Assisting with the development and implementation of Individual Education/Behaviour Plans and Personal Care Programmes
- Establishing constructive relationships with pupils and interacting with them according to individual needs
- Promoting the inclusion and acceptance of all pupils
- Encouraging pupils to interact with others and to engage in activities led by the teacher
- Setting challenging and demanding expectations and promoting self-esteem and independence
- Providing feedback to pupils in relation to progress and achievement under the guidance of the teacher

Support the curriculum by:

- Undertaking structured and agreed learning activities/teaching programmes and adjusting activities according to pupil responses
- Undertaking programmes linked to local and national learning strategies e.g. literacy, numeracy, KS3, early years, recording achievement and progress and feeding back to the teacher
- Supporting the use of ICT in learning activities and developing pupils competence and independence in its use
- Preparing, maintaining and using equipment/resources required to meet the lesson plans/relevant learning activity and assisting pupils in their use

Support the school by:

- Being aware of and complying with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, and reporting all concerns to an appropriate person
- Being aware of and supporting difference and ensuring all pupils have equal access to opportunities to learn and develop
- Contributing to the overall ethos/work/aims of the school
- Appreciating and supporting the role of other professionals
- Attending relevant meetings as required
- Participating in training and other learning activities and performance development as required
- Assisting with the supervision of pupils out of lesson times, including before and after school and at lunchtimes as required
- Accompanying teaching staff and pupils on visits, trips and out of school activities as required and taking responsibility for a group under the supervision of the teacher

Date:

Signatures: Manager..... Post holder.....

PERSON SPECIFICATION

TITLE Generalist Teaching Assistant
(Level 2)

SCHOOL

GRADE **C**

Category	Requirements	Essential/ Desirable	Method of Assessment¹²
Education/Training	<p>Good numeracy/literacy skills</p> <p>Requirement to participate in training/development as/when identified by line manager as essential for performance of the post</p> <p>Willingness to participate in other development and training opportunities</p> <p>Completion of DCC TA Induction Programme, or (if not completed) a requirement to do so, ideally within first 6 months of appointment</p> <p>NVQ 2 for Teaching Assistants or equivalent qualifications/experience</p> <p>Training in the relevant learning strategies e.g. literacy</p>	<p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Desirable</p>	<p>A</p> <p>A, I</p> <p>A, I</p> <p>A, I</p> <p>A</p> <p>A, I</p>
Experience	Working with or caring for children of relevant age, or completion of the DCC TA Access Course	Essential	A, I
Knowledge	<p>Basic understanding of child development and learning</p> <p>Understanding of relevant policies/codes of practice and awareness of relevant legislation</p> <p>General understanding of national/foundation stage curriculum and other basic learning programmes</p>	<p>Essential</p> <p>Desirable</p> <p>Desirable</p>	<p>A, I</p> <p>A, I</p> <p>A, I</p>
Skills/Abilities	<p>Ability to effectively use ICT to support learning, or to undertake training to do so.</p> <p>Ability to use other technology to support learning – e.g. video, photocopier etc.</p> <p>Ability to self-evaluate learning needs and actively seek learning opportunities</p> <p>Ability to relate well to children and adults</p>	<p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p>	<p>A, I</p> <p>A, I</p> <p></p> <p>I</p>

¹² Key for Method of Assessment:
A – Application I – Interview

	Ability to fulfil all spoken aspects of the role with confidence and fluency in English.	Essential	I
	Ability to work constructively as part of a team, to understand classroom roles and responsibilities and own position within those	Essential	A, I

JOB DESCRIPTION

POST DETAILS

TITLE	Specialist Teaching Assistant (Supporting and Delivering Learning) (Level 3)
SCHOOL LINE MANAGER GRADE	<i>see guidance notes 3.1</i> D

PURPOSE OF JOB

To work under the guidance of the teaching/senior staff and within an agreed system of supervision, to implement agreed work programmes with individuals/groups, in or out of the classroom. This could include those requiring detailed and specialist knowledge in particular areas and will involve assisting the teacher in the whole planning cycle and the management/preparation of resources. To occasionally supervise whole classes during the short-term absence of teachers (i.e. cover supervision) and to respond to questions and generally assist pupils in undertaking set activities when fulfilling this supervisory role.

This role requires the ability to fulfil all spoken aspects of the role with confidence and fluency in English.

SUPERVISION ARRANGEMENTS

see guidance notes 3.2

MAJOR RESPONSIBILITIES

To work under guidance to deliver learning by:

- Being actively involved in the whole planning cycle
- Implementing work programmes
- Undertaking evaluation and record keeping
- Undertaking cover supervision
- Providing specialist SEN, subject, or other support

DUTIES

Support the teacher by:

- Working with the teacher to establish an appropriate learning environment
- Working with the teacher in lesson planning, evaluating and adjusting lessons/work plans as appropriate
- Monitoring and evaluating pupils responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives
- Providing objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
- Having responsibility for keeping and updating records as agreed with the teacher, contributing to the reviews of systems /records as requested
- Undertaking marking of pupils work and accurately recording achievement/progress
- Promoting positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encouraging pupils to take responsibility for their own behaviour

- Liaising sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility and participating in feedback sessions/meetings with parents either alongside the teacher or as directed
- Administering and assessing routine tests and invigilating exams/tests
- Providing general clerical/administrative support e.g. administering course work, producing worksheets for agreed activities etc.

Supporting pupils by:

- Using specialist curricular/learning skills/training/experience
- Assisting with the development and implementation of IEPs
- Establishing productive working relationships with pupils, acting as a role model and setting high expectations for behaviour and learning
- Promoting the inclusion and acceptance of all pupils within the classroom
- Working consistently whilst recognising and responding to individual pupil needs
- Encouraging pupils to interact and work co-operatively with others and engaging all pupils in activities
- Promoting independence and employing strategies to recognise and reward achievement of self-reliance
- Providing feedback to pupils in relation to progress and achievement

Support the curriculum by:

- Implementing agreed learning activities/teaching programmes, adjusting activities according to pupils responses/needs
- Implementing local and national learning strategies e.g. literacy, numeracy, KS3, early years and making effective use of opportunities provided by other learning activities to support the development of relevant skills
- Supporting the use of ICT in learning activities and developing pupils competence and independence in its use
- Helping pupils to access learning activities through specialist support
- Determining the need for, preparation of, and maintenance of general and specialist equipment and resources

Support the school by:

- Being aware of and complying with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, and reporting all concerns to an appropriate person
- Being aware of and supporting difference and ensuring all pupils have equal access to opportunities to learn and develop
- Contributing to the overall ethos/work/aims of the school
- Establishing constructive relationships and communicating with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
- Attending and participating in regular meetings
- Participating in training and other learning activities as required
- Recognising own strengths and areas of expertise and using these to advise and support others
- Providing appropriate guidance and general supervision to less experienced staff who may be undertaking duties/tasks as part of their personal development
- Assisting with the supervision of pupils out of lesson times, including before and after school and at lunchtimes as required
- Accompanying teaching staff and pupils on visits, trips and out of school activities as required and taking responsibility for a group under the supervision of the teacher

Date:

Signatures: Manager..... Post holder.....

PERSON SPECIFICATION

TITLE Specialist Teaching Assistant
(Supporting and Delivering Learning)
(Level 3)

SCHOOL

GRADE D

Category	Requirements	Essential/ Desirable	Method of Assessment ¹³
Education/Training	<p>Numeracy/literacy skills (at least equivalent to Level 2 of the National Qualifications Framework)</p> <p>Requirement to participate in training/development as/when identified by line manager as essential for performance of the post</p> <p>Willingness to participate in other development and training opportunities</p> <p>Completion of DCC TA Induction Programme, or (if not completed) a requirement to do so, ideally within first 6 months of appointment</p> <p>NVQ 3 for Teaching Assistants or equivalent qualifications or experience</p> <p>Training in the relevant strategies e.g. literacy and/or in particular curriculum or learning areas e.g. bi-lingual, sign language, dyslexia, ICT, maths, English, CACHE etc.</p>	<p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p>	<p>A</p> <p>A, I</p> <p>A, I</p> <p>A, I</p> <p>A</p> <p>A</p>
Experience	<p>Proven experience of working with children of relevant age in a learning environment</p> <p>Experience of working with the national/foundation stage curriculum and other relevant learning programmes/strategies e.g. National Literacy and Numeracy strategies, KS 3 strategy</p> <p>Experience of using ICT to support learning</p>	<p>Essential</p> <p>Desirable</p> <p>Desirable</p>	<p>A, I</p> <p>A, I</p> <p>A, I</p>
Knowledge	<p>Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation</p> <p>Working knowledge of national/foundation stage curriculum and other relevant learning programmes/strategies e.g. National Literacy and</p>	<p>Essential</p>	<p>A, I</p>

¹³ Key for Method of Assessment:
A – Application I – Interview

	Numeracy strategies, KS 3 strategy	Essential	A, I
	Understanding of principles of child development and learning processes, and in particular, barriers to learning	Essential	A, I
Skills/Abilities	Ability to plan, under appropriate supervision and guidance, or in collaboration, effective learning programmes	Essential	A, I
	Ability to effectively use ICT to support learning, or to undertake training to do so	Essential	A, I
	Ability to use other technology to support learning - e.g. video, photocopier etc.	Essential	A, I
	Ability to self-evaluate learning needs and actively seek learning opportunities	Essential	A, I
	Ability to relate well to children and adults, including other professionals/carers	Essential	A, I
	Ability to fulfil all spoken aspects of the role with confidence and fluency in English.	Essential	A, I
	Ability to demonstrate and promote good practice in line with the ethos of the school/organisation	Essential	A, I
	To work constructively as part of a team, to understand classroom roles and responsibilities and own position within these	Essential	A, I

JOB DESCRIPTION

POST DETAILS

TITLE	Specialist Teaching Assistant (Behaviour/Guidance/Support) (Level 3)
SCHOOL	
LINE MANAGER	<i>see guidance notes 3.1</i>
GRADE	D

PURPOSE OF JOB

To work under guidance to provide support in addressing the needs of pupils who need particular help to overcome barriers to learning.

This role requires the ability to fulfil all spoken aspects of the role with confidence and fluency in English.

SUPERVISION ARRANGEMENTS

see guidance notes 3.2

MAJOR RESPONSIBILITIES

To work under guidance to deliver learning by:

- Providing pastoral support
- Being a learning mentor
- Providing behaviour support
- Dealing with exclusions and attendance

DUTIES

Support the teacher by:

- Liaising with feeder schools and other relevant bodies to gather pupil information
- Supporting pupils' access to learning using appropriate strategies, resources etc.
- Working with other staff in planning, evaluating and adjusting learning activities as appropriate
- Monitoring and evaluating pupils' responses and progress against action plans through observation and planned recording
- Providing objective and accurate feedback and reports as required, to other staff on pupils achievement, progress and other matters, ensuring the availability of appropriate evidence
- Being responsible for keeping and updating records as agreed with other staff, contributing to reviews of systems/records as requested
- Assisting in the development and implementation of appropriate behaviour management strategies
- Establishing constructive relationships with parents/carers, exchanging information, facilitating their support for their child's attendance, access and learning and supporting home to school and community links
- Assisting in the development, implementation and monitoring of systems relating to attendance and integration
- Providing clerical/administrative support e.g. dealing with correspondence, compilation/analysis/reporting on attendance, exclusions etc., making phone calls etc.

Supporting pupils by:

- Providing pastoral support to pupils
- Receiving and supervising pupils excluded from, or otherwise not working to, a normal timetable
- Attending to pupils' personal needs and providing advice to assist in their social, health and hygiene development
- Participating in comprehensive assessment of pupils to determine those in need of particular help
- Assisting the teacher with the development and implementation of Individual Education/Behaviour/Support/Mentoring plans
- Supporting provision for pupils with special needs
- Establishing productive working relationships with pupils and acting as a role model
- Developing 1:1 mentoring arrangements with pupils and providing support for distressed pupils
- Promoting the speedy/effective transfer/integration of pupils across phases or on return from absence
- Providing information and advice to enable pupils to make choices about their own learning/behaviour/attendance
- Challenging and motivating pupils, promoting and reinforcing self-esteem
- Providing feedback to pupils in relation to progress, achievement, behaviour, attendance etc.

Support the curriculum by:

- Implementing agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs
- Having an awareness and appreciation of a range of activities, courses, organisations and individuals which can provide support for students to broaden and enrich their learning
- Determining the need for, preparing and using specialist equipment, plans and resources to support pupils

Support the school by:

- Being aware of and complying with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, and reporting all concerns to an appropriate person
- Being aware of and supporting difference and ensuring all pupils have equal access to opportunities to learn and develop
- Contributing to the overall ethos/work/aims of the school
- Establishing constructive relationships and communicating with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
- Attending and participating in regular meetings
- Participating in training and other learning activities as required
- Recognising own strengths and areas of expertise and using these to advise and support others
- Assisting in the supervision, training and development of staff
- Implementing planned supervision of pupils out of school hours
- Supervising pupils on visits, trips and out of school activities as required

Date:

Signatures: Manager..... Post holder.....

PERSON SPECIFICATION

TITLE Specialist Teaching Assistant
(Behaviour/Guidance/Support)
(Level 3)

SCHOOL

GRADE D

Category	Requirements	Essential/ Desirable	Method of Assessment ¹⁴
Education/Training	Numeracy/literacy skills (at least equivalent to Level 2 of the National Qualifications Framework)	Essential	A
	Requirement to participate in training/development as/when identified by line manager as essential for performance of the post	Essential	A, I
	Willingness to participate in other development and training opportunities	Essential	A, I
	Completion of DCC TA Induction Programme, or (if not completed) a requirement to do so, ideally within first 6 months of appointment	Essential	A, I
	NVQ 3 for Teaching Assistants or equivalent qualifications or experience	Essential	A
Experience	Proven experience of working with disaffected children of relevant age	Essential	A, I
	Experience of working with the national curriculum and child centred intervention programmes	Desirable	A, I
Knowledge	Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation	Essential	A, I
	Working knowledge of national curriculum and child centred intervention programmes	Desirable	A, I
	Understanding of principles of child development and learning processes and in particular, barriers to learning	Essential	A, I
	Full understanding of the range of support services/providers	Desirable	A, I

¹⁴ Key for Method of Assessment:
A – Application I – Interview

Skills/Abilities	Ability to plan, under appropriate supervision and guidance, or in collaboration, effective actions for pupils at risk of underachieving for reasons of disaffection and/or exclusion	Essential	A, I
	Ability to self-evaluate learning needs and actively seek learning opportunities	Essential	I
	Ability to relate well to children and adults, including other professionals/carers	Essential	A, I
	Ability to fulfil all spoken aspects of the role with confidence and fluency in English.	Essential	A, I
	Ability to work constructively as part of a team, to understand classroom roles and responsibilities and own position within these	Essential	A, I
	Within the parameters of this role, to be able and prepared to prioritise, initiate and deliver intervention strategies	Essential	A, I
	Effective use of ICT	Desirable	

JOB DESCRIPTION

POST DETAILS

The National Joint Council for Local Government Services has produced model job profiles for support staff. This addendum is aligned to those profiles and assumes that staff undertaking cover supervision and who are carrying out the kinds of tasks listed would meet level 3 within a range of four skill levels.

TITLE	Cover Supervisor (Level 3)
SCHOOL LINE MANAGER GRADE	<i>see guidance notes 3.1</i> D

PURPOSE OF JOB

To work under the guidance of the teaching/senior staff and within an agreed system of supervision. To supervise whole classes during the short-term absence of teachers and to respond to questions and generally assist pupils in undertaking set activities when fulfilling this supervisory role.

This role requires the ability to fulfil all spoken aspects of the role with confidence and fluency in English.

SUPERVISION ARRANGEMENTS

See guidance notes 3.2

DUTIES

Support the assigned teacher of the class by:

- Supervising whole classes during pre-planned learning activities, which have been set in accordance with the school policy i.e. will be relevant to the age group and point reached in the curriculum to assist with continuity
- Collecting finished work as necessary and returning it to the appropriate teacher
- Promoting positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encouraging pupils to take responsibility for their own behaviour
- Reporting, as appropriate, using the school's agreed referral procedures on the behaviour or pupils during the class, and any issues arising

Supporting pupils by:

- Responding to pupils and providing general guidance or advice about process and procedures
- Establishing productive working relationships with pupils, acting as a role model and setting high expectations for behaviour
- Promoting the inclusion and acceptance of all pupils within the classroom
- Working consistently whilst recognising and responding to individual pupil needs
- Encouraging pupils to interact and work co-operatively with others
- Promoting independence and employing strategies to recognise and reward achievement of self-reliance

Support the curriculum by:

- Helping pupils to access pre-planned learning activities
- Ensuring that any pre-determined equipment and resources are available to pupils

Support the school by:

- Being aware of and complying with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, and reporting all concerns to an appropriate person
- Being aware of and supporting difference and ensuring all pupils have equal access to opportunities to learn and develop
- Contributing to the overall ethos/work/aims of the school

Date:

Signatures: Manager.....Post holder.....

PERSON SPECIFICATION
FOR COVER SUPERVISION RESPONSIBILITIES

Essential qualifications:

- Numeracy/literacy skills (at least equivalent to Level 2 of the National Qualifications Framework)
- NVQ 3 for Teaching Assistants or equivalent qualifications, skills or experience (Headteacher to determine and recommend to Governors by making reference to competencies required to achieve NVQ 3 for teaching assistants)
- Completion of Devon County Council Teaching Assistant Induction Programme, or (if not completed) a requirement to do so, ideally within the first 6 months of appointment.

Essential Experience:

- Proven experience of working with children of relevant age in a learning environment

Essential Knowledge:

- Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation
- Understanding of principles of child development and learning processes, and in particular, barriers to learning

Essential skills and abilities:

- Ability to relate well to children and adults
- Ability to fulfil all spoken aspects of the role with confidence and fluency in English.
- Ability to demonstrate and promote good practice in line with the ethos of the school/organisation
- Ability to work constructively as part of a team, to understand classroom roles and responsibilities and own position within these.

JOB DESCRIPTION

POST DETAILS

TITLE	Higher Level Teaching Assistant (Supporting and Delivering Learning) (Level 4)
SCHOOL	
LINE MANAGER	<i>see guidance notes 3.1</i>
GRADE	E

PURPOSE OF JOB

To compliment the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision. This may involve planning, preparing and delivering learning activities for individuals/groups or short term for whole classes and monitoring pupils and assessing, recording and reporting of pupils achievement, progress and development.

To be responsible for the management and development of a specialist area within the school and/or management of other teaching assistants including allocation and monitoring of work, appraisal and training.

This role requires the ability to fulfil all spoken aspects of the role with confidence and fluency in English.

SUPERVISION ARRANGEMENTS

See guidance notes 3.2

MAJOR RESPONSIBILITIES

To work under an agreed system of supervision/management to deliver learning and to be a specialist knowledge resource by:

- Leading the planning cycle under supervision
- Delivering lessons to groups/whole classes
- Managing other staff

DUTIES

Support the assigned teacher by:

- Organising and managing an appropriate learning environment and resources
- Within an agreed system of supervision, planning challenging teaching and learning objectives and evaluating and adjusting lessons/work plans as appropriate
- Monitoring and evaluating pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives
- Providing objective and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
- Recording progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment
- Working within an established discipline policy to anticipate and manage behaviour constructively, promoting self control and independence
- Supporting the role of parents in pupils' learning and contributing to/leading meetings with parents to provide constructive feedback on pupil progress/achievement etc.
- Administering and assessing/marking tests and invigilating exams/tests
- Producing lesson plans, worksheets, plans etc.

Supporting pupils by:

- Assessing the needs of pupils and using detailed knowledge and specialist skills to support pupils' learning
- Establishing productive working relationships with pupils, acting as a role model and setting high expectations for behaviour and learning
- Developing and implementing IEP's
- Promoting the inclusion and acceptance of all pupils within the classroom
- Supporting pupils consistently whilst recognising and responding to their individual needs
- Encouraging pupils to interact and work co-operatively with others and engaging all pupils in activities
- Promoting independence and employing strategies to recognise and reward achievement of self-reliance
- Providing feedback to pupils in relation to progress and achievement

Support the curriculum by:

- Delivering learning activities to pupils within agreed systems of supervision, adjusting activities according to pupil responses/needs
- Delivering local and national learning strategies e.g. literacy, numeracy, KS3, early years and making effective use of opportunities provided by other learning activities to support the development of pupils' skills
- Using ICT effectively to support learning activities develop pupils' competence and independence in its use
- Selecting and preparing resources necessary to lead learning activities, taking account of pupils' interests and language and cultural backgrounds
- Advising on appropriate deployment and use of specialist aid/resources/equipment

Support the school by:

- Complying with assisting the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, and reporting all concerns to an appropriate person
- Being aware of and supporting difference and ensuring all pupils have equal access to opportunities to learn and develop
- Contributing to the overall ethos/work/aims of the school
- Establishing constructive relationships and communicating with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
- Taking the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils
- Recognising own strengths and areas of expertise and using these to lead, advise and support others
- Delivering out of school learning activities within guidelines established by the school
- Contributing to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class

To Undertake Line Management Responsibilities Where Appropriate by:

- Managing other teaching assistants
- Liaising between managers/teaching staff and teaching assistants
- Holding regular team meetings with managed staff
- Representing teaching assistants at teaching staff/management/other appropriate meetings
- Undertaking recruitment/induction/appraisal/training/mentoring for other teaching assistants

Date:

Signatures: Manager.....Post holder.....

PERSON SPECIFICATION

TITLE Higher Level Teaching Assistant
(Supporting and Delivering Learning)
(Level 4)

SCHOOL

GRADE E

Category	Requirements	Essential/ Desirable	Method of Assessment ¹⁵
Education/Training	Meet Higher Level Teaching Assistant standards or equivalent qualifications or experience	Essential	A
	Numeracy/literacy skills (at least equivalent to Level 2 of the National Qualifications Framework)	Essential	A
	Requirement to participate in training/development as/when identified by line manager as essential for performance of the post	Essential	A, I
	Willingness to participate in other development and training opportunities	Essential	A, I
	Completion of DCC TA Induction Programme, or (if not completed) a requirement to do so, ideally within first 6 months of appointment	Essential	A, I
	Training in relevant learning strategies e.g. literacy	Essential	A
	Specialist skills/training in curriculum or learning area e.g. bi-lingual, sign language, ICT, etc	Essential	A, I
Experience	Proven experience of working with children of relevant age in a learning environment	Essential	A, I
	Experience of implementing national/foundation stage curriculum and other relevant learning programmes/strategies e.g. National Literacy and Numeracy strategies, KS 3 strategy	Essential	A, I
	Experience, under appropriate supervision, of planning, preparing and delivering effective learning programmes	Essential	A, I
	Experience of using ICT and other technology to support learning	Desirable	A, I
	Experience of supervising the work of individuals or teams	Desirable	A, I

¹⁵ Key for Method of Assessment
A – Application I – Interview

Knowledge	Full working knowledge of relevant policies/codes of practice/legislation	Essential	A, I
	Good working knowledge and understanding of child development and learning processes, and in particular, barriers to learning	Essential	A, I
	Understanding of statutory frameworks relating to teaching	Essential	A, I
Skills/Abilities	Ability to effectively use ICT and other technology to support learning	Essential	A, I
	Ability to organise, lead and motivate a team	Essential	A, I
	Ability to constantly improve own practice/knowledge through self-evaluation and learning from others	Essential	A, I
	Ability to relate well to children and adults, including other professionals/carers	Essential	A, I
	Ability to fulfil all spoken aspects of the role with confidence and fluency in English.	Essential	A, I
	Ability to demonstrate and promote good practice in line with the ethos of the school/organisation	Essential	A, I
	To work constructively as part of a team, to understand classroom roles and responsibilities and own position within these	Essential	A, I

JOB DESCRIPTION

POST DETAILS

TITLE	Higher Level Teaching Assistant (Behaviour/Guidance/Support) (Level 4)
SCHOOL	
LINE MANAGER	<i>see guidance notes 3.1</i>
GRADE	E

PURPOSE OF JOB

Under an agreed system of supervision; to take a lead role within the school to address the needs of pupils who need particular help to overcome barriers to learning.

This role requires the ability to fulfil all spoken aspects of the role with confidence and fluency in English.

SUPERVISION ARRANGEMENTS

See guidance notes.3.2

MAJOR RESPONSIBILITIES

To work under guidance an agreed system of supervision and to manage systems/policies/procedures for:

- Pastoral support
- Mentoring and counselling
- Behaviour
- Exclusions and attendance

DUTIES

Support the teacher by:

- Managing liaison with feeder schools and other relevant bodies to gather pupil information
- Supporting pupils' access to learning using appropriate strategies, resources etc.
- Working with other staff in planning, evaluating and adjusting learning activities as appropriate
- Monitoring and evaluating pupils' responses and progress against action plans through observation and planned recording
- Providing objective and accurate feedback and reports as required, to other staff on pupils achievement, progress and other matters, ensuring the availability of appropriate evidence
- Managing record keeping systems and processes
- Taking a lead role in the development and implementation of appropriate behaviour management strategies
- Establishing constructive relationships with parents/carers, exchanging information, facilitating their support for their child's attendance, access and learning and supporting home to school and community links
- Taking a lead role in the development, implementation and monitoring of systems relating to attendance and integration e.g. registrations, truancy, pastoral systems etc.
- Providing administrative support e.g. dealing with correspondence, compilation/analysis/reporting on attendance, exclusions etc., making phone calls etc.

Supporting pupils by:

- Taking a lead role in managing and delivering pastoral support to pupils
- Managing the supervision of pupils excluded from, or otherwise not working to, a normal timetable
- Attending to pupils' personal needs and providing advice to assist in their social, health and hygiene development
- Undertaking comprehensive assessments of pupils to determine those in need of particular help
- Assisting the teacher with the development and implementation of Individual Education/Behaviour/Support/Mentoring plans
- Taking a lead role in the provision for pupils with special needs
- Establishing productive working relationships with pupils and acting as a role model
- Arranging and developing 1:1 mentoring arrangements with pupils and providing support for distressed pupils
- Taking a lead role in managing the speedy/effective transfer/integration of pupils across phases or on return from absence
- Providing information and advice to enable pupils to make choices about their own learning/behaviour/attendance
- Challenging and motivating pupils, promoting and reinforcing self-esteem
- Providing feedback to pupils in relation to progress, achievement, behaviour, attendance etc.

Support the curriculum by:

- Implementing agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs
- Actively seeking information regarding and utilising the range of activities, courses, organisations and individuals which can provide support for students to broaden and enrich their learning
- Determining the need for, preparing and using specialist equipment, plans and resources to support pupils

Support the school by:

- Complying with and assisting with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, and reporting all concerns to an appropriate person
- Being aware of and supporting difference and ensuring all pupils have equal access to opportunities to learn and develop
- Contributing to the overall ethos/work/aims of the school
- Establishing constructive relationships and communicating with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
- Attending and participating in regular meetings
- Participating in training and other learning activities as required
- Recognising own strengths and areas of expertise and using these to advise and support others
- Being responsible for the provision of out of school learning activities within guidelines established by the school
- Contributing to the identification and execution of appropriate out of school learning activities with consolidate and extend work carried out in class

To Undertake Line Management Responsibilities Where Appropriate by:

- Managing other teaching assistants
- Liaising between managers/teaching staff and teaching assistants
- Holding regular team meetings with managed staff
- Representing teaching assistants at teaching staff/management/other appropriate meetings
- Undertaking recruitment/induction/appraisal/training/mentoring for other teaching assistants

Date:

Signatures: Manager..... Post holder

PERSON SPECIFICATION

TITLE Higher Level Teaching Assistant
(Behaviour/Guidance/Support)
(Level 4)

SCHOOL

GRADE E

Category	Requirements	Essential/ Desirable	Method of Assessment ¹⁶
Education/Training	Meet Higher Level Teaching Assistants standards or equivalent qualifications or experience	Essential	A
	Numeracy/literacy skills at least equivalent to Level 2 of the National Qualifications Framework	Essential	A
	Requirement to participate in training/development as/when identified by line manager as essential for performance of the post	Essential	A, I
	Willingness to participate in other development and training opportunities	Essential	A, I
	Completion of DCC TA Induction Programme, or (if not completed) a requirement to do so, ideally within first 6 months of appointment	Essential	A, I
Experience	Proven experience of working with disaffected children of relevant age	Essential	A, I
	Experience of preparing, prioritising, initiating and delivering intervention strategies	Essential	A, I
	Experience of planning effective actions for pupils at risk of underachieving for reasons of disaffection and/or exclusion	Essential	A, I
	Experience of leading or supervising the work of teams or individuals	Desirable	A, I
Knowledge	Full working knowledge of relevant policies/codes of practice/legislation	Essential	A, I
	Working knowledge of national curriculum and child centred intervention programmes	Essential	A, I

¹⁶ Key for Method of Assessment
A – Application I – Interview

	Understanding of principles of child development and learning processes and in particular, barriers to learning	Essential	A, I
	Full understanding of range of support services/providers	Essential	A, I
Skills/Abilities	Ability to self-evaluate learning needs and actively seek learning opportunities	Essential	I
	Ability to relate well to children and adults, including other professionals/carers	Essential	A, I
	Ability to fulfil all spoken aspects of the role with confidence and fluency in English.	Essential	A, I
	To work constructively as part of a team, to understand classroom roles and responsibilities and own position within these	Essential	A, I
	Effective use of ICT	Desirable	

Scheme Overview

Appendix 8

Post	Generalist TA Level 1 Job No. 716 – Grade B	Generalist TA Level 2 Job No. 717 - Grade C	Specialist TA/Cov S'viser Level 3 Job No. 718 – Grade D	HLTA Level 4 Job No 719 – Grade E
Expected Skill Level/Equivalent	Level 1 Induction/basic skills Good numeracy and literacy skills	Level 2 NVQ2 Good numeracy and literacy skills	Level 3 Specialist knowledge/skills NVQ3 Numeracy and literacy skills at least equivalent to level 2 of the NQF	Level 4 Higher level specialism/ Management responsibilities NVQ4 Numeracy and literacy skills at least equivalent to level 2 of the NQF
Supporting & Delivering Learning	Working under direction/instruction Supporting access to learning <ul style="list-style-type: none"> Welfare/personal care (including SEN) Small groups/one to one General clerical/organisational support for teacher 	Working under instruction/guidance Enabling access to learning <ul style="list-style-type: none"> Welfare/personal care (including SEN) Delivery of pre-determined learning/care/support programmes Implementing literacy/numeracy programmes Assisting with the planning cycle Clerical/admin support for teacher/department 	Working under guidance Delivering Learning <ul style="list-style-type: none"> Involved in the whole planning cycle Implementing work programmes Evaluation and record keeping Cover supervision Specialist SEN, subject or other support 	Working under an agreed system of supervision Delivering learning Specialist knowledge resource <ul style="list-style-type: none"> Leading the planning cycle under supervision Delivering lessons to groups/whole classes Management of other staff
Behaviour/Guidance/Support			Working under guidance Delivering Learning <ul style="list-style-type: none"> Pastoral support Learning mentor Behaviour support Exclusions/attendance 	Working under an agreed system of supervision Manage systems/ Procedures/policy <ul style="list-style-type: none"> Pastoral support Mentoring/counselling Behaviour/Exclusions/attendance

Working Time For Learning Support Assistants

An example of a completed 'Statement of Hours' is set out overleaf. It is recommended that for each post the following items are considered and the outcomes entered into the statement.

- How many hours are required each day?
- Over how many weeks will these core hours normally be worked?
- Which non-contact hours, per annum, are deemed essential to this post? e.g. before/after session times, break, non-pupil days, training hours, time for preparation/planning/assessment.
- Who will have delegated authority to agree the hours, review and sign the statement?
- When will these hours normally be reviewed?
- Who will be responsible for monitoring?

Note for Managers

When contracted time involves less than a full day or a full week, hours should still be calculated on the same basis.

Example Statement of Annual Hours

Name:

Post: Teaching Assistant

Annual Hours: 1170
(Based on 30 hours per week and 38/39/40 *delete as appropriate* weeks per year)

Breakdown of Actual Daily Working Hours:

Session Times	Hours per day (decimal)
9:00am to 10:15am	1.25
Morning break *	(free to go to staff room or leave school)
10:30am to 12 noon	1.50
Lunch break	(free to go to staff room or leave school)
1:15pm to 3:15pm	2.00
Planned non-contact time e.g. PPA or liaison with teacher (add specific times here)	1.00
Total	5.75

*either working time or free time as determined by management – if working time, include in daily hours record (if worked daily) or, if not, specify arrangements below.

Insert your own detail below. What follows are examples only

Non Pupil Days:

Teaching Assistants are expected at school on non-pupil days (5 per annum)

Hours of Work:

5.75 hours per day x 5 days per week x 39 weeks = **1150 per annum**

Morning Break:

The 15 minute morning break cover rota is shared. This adds a total 9.5 hours per annum for each duty day per week. In your case there is one duty day a week giving 9.5 extra hours per annum and a **new total of 1159.5 hours per annum.**

Non Allocated Hours:

Any remaining contracted hours for the year (in this example, $1170 - 1159.5 = 10.5$) to be allocated to other duties consistent with the employees job description, e.g.

- at the beginning or end of a school day which have been specifically allocated for liaison with a teacher or other professional
- preparation of resources at the beginning or end of a school term.
- involvement in training, accompanying school trips and/or visits, or pupils to hospital where this exceptionally extends beyond the normal session times, or for assisting at school productions, concerts, discos etc. **It should be noted here that such attendance other than for training, with appropriate notice, is accepted as voluntary.**

This schedule has been agreed between...

Name(Employee), and

Name(Line Manager)

Date

...and will be reviewed as and when the class teacher changes/the timetable changes/annually (whichever occurs sooner)