

Workforce Board

Teaching Assistant Job Descriptions Review (January 2024)

Introduction

The Workforce Group was established to unpick the deployment recommendations from the Discussion Paper on the Role of the Teaching Assistants in Wales (July 2021). To reach an understanding of the accurate deployment of Teaching Assistants (TAs) within schools, clarity on their job descriptions was paramount.

The role of the TA in all schools setting have become integral to ensuring learner progress and wellbeing. The demand of an effective skill set for a TA has grown exponentially in recent years. The role has increased accountability and responsibility. Coupled with Welsh Government's national mission to achieve high standards and aspirations for all pupils, schools require the best qualified staff, teaching and assisting learning in Welsh schools. To ensure the Welsh economy has an effective multi-functional, literate and numerate workforce in the future, school provision must be provided by appropriately and highly qualified staff.

A sub-group of fifteen TAs across all school age settings including both Welsh and English medium provision reviewed the previous job descriptions created in 2012. It is clear that the job descriptions created in 2012 are not being consistently used by the 22 Local Authorities. The job descriptions created in 2012 are broad enough to cover the main responsibilities of each allocated level. Representatives from the trade unions worked collaboratively with the sub-group to revise the TA job descriptions and person specifications.

Schools have their own Strategic School Improvement Plans in which they direct TAs to support the implementation of particular strategies. TAs are held accountable for their contributions towards whole school strategies. Specific tasks to meet the profound needs of the learners within their school can be allocated by its leadership team. Therefore, it is acceptable for schools to have school appropriate TA role names, however these roles must be attached to one of the new Level job descriptions. The sub-group reviewing the job descriptions has created revised job descriptions that meet the modern demands of TAs assisting teaching in Welsh schools. The job descriptions are also aligned to implementation of Curriculum for Wales and the ALN Bill.

This paper outlines:

- Background and context of the crucial role that TAs complete within schools to support learner progress
- Overview of boundaries between TA deployment
- Recommendations
- Plan of the next steps for securing all Wales standardised TA job descriptions
- Job descriptions and person specifications for TAs L1 – 4

The Context and Future of Teaching Assistants in Welsh Schools

The number of school learning support workers registered with the Education Workforce Council has increased by 47.7% since 2017 (33,424) and 16.0% within the year of 2023 to 49,380. 31% of all registered TAs are employed in a primary school.

Currently, nearly 33% of all TAs are under 30 years old. However, this age bracket also sees the highest percentage of staff deregistering (30.2%) followed by 30-34 year olds (10.1%). Reasons suggested for this are: attending university/college, pro rata pay, low pay, career change, employment outside of working with children or personal situations.

The role of teaching assistants has been an ever changing one since the idea of teaching ancillary workers was first mooted. More recently, the challenges of the pandemic demonstrated how teaching assistants diversified their role to continue having an impact on the learning of learners.

A 1998 Green Paper outlined proposals for employing a greater number of support staff in order to provide more support for teachers. This paved the way for working as a teaching assistant becoming a defined career pathway.

In 2002 UK government stated that *“teaching assistants have a vital role to play in our classrooms”*. This saw a significant change in the way teaching assistants were deployed in schools. Teaching assistants, or auxiliaries as they were sometimes formerly known, were non-teaching staff who helped qualified teachers by carrying out day to day preparatory and administrative tasks and sometimes providing pastoral care to children.

The Higher Level Teaching Assistant (HLTA) status was introduced in Wales in 2003 to support school workforce reforms (the status no longer exists in England). The agreed definition of HLTA is *‘to complement the professional work of teachers 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 class’*. The award of the status, although not a qualification, supports teaching assistants to undertake a specific role within the classroom.

Workforce remodelling in 2004 showed that the employment of teaching assistants had obvious benefits of providing the teacher with more time to focus on other learners. The workforce modelling outlined twenty-one tasks that teaching staff should not be required to carry out including the preparation of classroom resources, administrative tasks, photocopying, the collection of monies for educational visits and the preparation and setting up of displays.

In September 2019 the Professional Standards for Assisting Teaching in Wales were released (updated Professional Standards are imminent). This document was to help TAs and TAs with HLTA status to identify appropriate professional learning for the TA to reflect on their practice. However, there is no formal appraisal process for TAs or those with HLTA status. From TA feedback, best practice suggests a formal appraisal each, with a mid year review contributed to TAs developing their skill set to carry out their role more effectively. Welsh

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Government are producing an updated Performance Development appraisal document (2024) which will include specific guidance for TAs.

In April 2023, Professional Learning Grants awarded to schools specified TAs should be included in the school's universal and bespoke professional learning programme. In one union survey, carried out in Summer 2023, only 52% of TAs who completed the survey, indicated that they participated in relevant training activities and sessions during an INSET day. 66% felt that they did not receive enough training to deliver the new Curriculum for Wales.

Guidance and publications over the past 20 years has shown significant evidence that teaching assistants have many benefits and positive impacts for learners, including that when teachers and teaching assistants work together the results are a more effective level of teaching and learning.

“Teaching assistants often offer support for the wider school community in which they are employed. Many carry out duties beyond their working hours, attending extracurricular events and regularly being at the forefront of fund-raising activities. They are often seen as providing a connection between local communities and their schools, partly as they often live in close proximity to their workplace. This is a non-essential yet valuable part of their role as it enables teaching staff to be aware of local issues and can provide a link between parents and schools” (Lipsett, 2008).

Generally, TAs and other school support staff often live within the school's catchment area, more so in primary settings. TAs can help connect community action plans; these often focus on the improvement of social well-being and involves the community working together in pursuit of their general interests. This power is manifested in the ability of individuals to come together and work toward common goals. The local school can be an anchor point to promote community cohesion.

Job descriptions and person specifications (Level 1 to 4) have been through the job evaluation process by four Local Authorities: Cardiff, Pembrokeshire, Rhondda Cynon Taff and Torfaen. The new job descriptions and person specifications have been evaluated within the same boundaries. Within schools, in collaboration, TAs and line managers need to agree the level of duties that TAs spend the most proportion of time completing. With increasing evidence, TAs have been appointed to a L1 post, but are expected to work regularly to the accountability of a L2 TA and at times to a L3 without any appropriate remuneration. To raise pupils' standards of skills we required the most appropriately qualified staff working with learners. The demands of the TA role to improve learner progress suggests that the TA Level 1 job description is currently no longer fit for purpose and should therefore be phased out.

In this paper, revised Teaching Assistant job descriptions are related to school based employment. Further work will need to be carried out for the role of Teaching Assistants in Post 16 colleges and training providers.

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The TA job descriptions need to be comparable to other roles within the school. TA job descriptions need to be cross referenced with other school roles for examples: Cleaners, Canteen including Canteen Manager, Librarian, Caretakers etc.

The Welsh educational landscape is reforming with the new ALN Bill, inclusion of pupils with medical conditions in mainstream and implementation of Curriculum for Wales increasing the expectations of TA contribution to assist teaching across all age ranges. Building towards an equitable educational horizon, schools will provide a provision that develops learners' skills, wellbeing and prepares them the jobs of the future.

To summarise the developments over the last 20 years, TAs have become a vital element of assisting teaching to ensure that learners make progress in their learning. Schools need to appoint appropriately qualified TAs to assist the learning of learners. To meet the demands of the Welsh educational system, there is an expectation of minimum requirements.

Recommendations

1. Communication with existing and new teaching assistants on the review of their 'role of assisting teaching to promote learner progress', including clear transitional arrangements of the new role expectations to be presented including the allocation of the revised job descriptions and person specifications.
2. Level 1 Teaching Assistant job description and person specification to be removed by September 2024
3. Newly appointed teaching assistants (September 2024) need to have a minimum entry requirement
4. All TAs undertake Teaching Assistants Learning Pathways (TALP) professional development opportunities
5. Training for school leaders at all levels to ensure effective deployment of teaching assistants to increase their impact of learner progress
6. Review the role of TAs in post 16 education pathways
7. From September 2024 TA and a TA with HLTA status to complete formal annual job appraisals
8. Estyn to produce an effective deployment of teaching assistants to evaluate their impact on learner progress.

Strategic Plan to discriminate the future Job Descriptions (time line)

January 2024 Workforce Board agree to present the paper to Schools' Social Partnership Forum (SSPF)

February 2024 Submitted to Minister for Educations and Welsh Language
Present to SSPF (via SSPF liaise with Human Resources network)

April 2024 Presented to ADEW for LA adoption

May 2024 Shared with Governors and School Leaders
Share and promoted by EWC, in Dysg newsletter, on Hwb and via all unions

Sept 2024 Implementation of new job descriptions

Boundaries of the Teaching Assistant Levels

Learning Assistant Level 1 (until Sept 2025)	A Level 1 Learning Assistant will work with individuals or groups of learners under the direct instruction of the teacher to support teaching and learning activities.
Teaching Assistant Level 2	A level 2 Teaching Assistant will work under the specific supervision, instruction and guidance of the teacher to support learning and activities. You may also be asked deliver learning programmes under the supervision of a teacher.
Teaching Assistant Level 3	A level 3 Teaching Assistant will work under the guidance of the teacher, within an agreed system of supervision in the planning and implementation of agreed work programmes with individuals, small groups or the whole class. You may also be asked to supervise groups of learners occasionally due to unplanned, short term absences of a teacher.
Teaching Assistant Level 4 Higher Level Teaching Assistant (HLTA) status	A level 4 Teaching Assistant can be asked to plan, prepare and deliver learning activities for individuals, groups or whole classes. This includes monitoring learners and assessing their progress, recording and reporting on learner achievement, progress and development. You may also be asked to carry out timetabled PPA cover for teachers, under an agreed system of direction and supervision.

In March 2017 the Welsh Government issued a guidance document entitled Supporting Learners with Healthcare Needs*. This guidance stated that TAs may be asked to assist with or supervise the administration of medicines. “Any staff member within the education setting may be asked to provide support to learners with healthcare needs, including assisting or supervising the administration of medicines. This role is entirely voluntary. Staff members must receive sufficient and suitable training and achieve the necessary level of competence before they take on the responsibility. No staff member can be required to administer or supervise medication unless it forms part of their contract, terms and conditions or a mutually agreed job plan” (Section 2.2d).

*<https://www.gov.wales/sites/default/files/publications/2018-12/supporting-learners-with-healthcare-needs.pdf>

Local Authority, Wales

Teaching Assistant L1 (to be phased out by September 2024)

JOB TITLE:	Teaching Assistant L1	POST REF:
DEPARTMENT:		Level: 1
DIVISION:		GRADE Range:
RESPONSIBLE TO:	HLTA and Class Teacher	

JOB PURPOSE

To work under the direct instruction of the teaching/senior staff member, usually in the classroom or outdoor areas as required, to support access to learning for learners and provide general support to the teacher in the management of learners and the classroom including preparation and routine maintenance of resources/equipment. The post is also subject to:

- Carry out the duties of a Teacher Assistant in accordance with the provisions of the current 'Professional Standards for Assisting Teaching' in Wales document (2019)
- Comply with the expectations of the EWC Code of Professional Conduct and Practice
- Work towards the agreed aims of the school

RESPONSIBILITIES

Support for Learners

- Support learners to develop in social, health, physical, hygiene and welfare matters.
- Under teacher guidance, supervise and support learners ensuring their safety and access to learning
- Establish good relationships with learners, acting as a role model and being aware of and responding appropriately to individual needs
- Promote the inclusion and acceptance of all learners
- Encourage learners to interact with others and engage in activities led by the teacher
- Encourage learners to act independently and provide feedback as appropriate
- Encourage learners to behave in an appropriate way in line with established school policy
- Encourage learners to develop self discipline, self esteem and independence

Support for the Teacher

- Prepare classroom as directed for lessons and clear afterwards and assist with the display of learners' work
- Be aware of learner problems/progress/achievements and report to the teacher as agreed
- Support the teacher in managing learner behaviour, reporting difficulties as appropriate
- Gather/report information from/to parents/carers as directed
- Provide clerical/administrative support to the teacher

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Support for the curriculum

- Support learners to understand instructions and undertake learning activities as directed by the teacher
- Support learners in using ICT in learning activities as directed
- Prepare, maintain and use equipment/resources as directed by the teacher and assist learners in their use

Support for the school

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of and support difference and ensure all learners have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the school
- Appreciate and support the role of other professionals
- Assist with the supervision of learners during the school day
- Attend relevant meetings as required within contracted hours¹
- Participate in training, other learning activities and performance development as required within contracted hours¹

General

- To participate actively in supporting the principles and practice of equality of opportunity as laid down in the School's Policy.
- To take reasonable care for the health and safety of yourself and other persons and to comply with health and safety legislation and the school health and safety Policy.
- To observe confidentiality in all aspects of work and adhere to data protection principles whilst undertaking your duties.
- Be aware of and comply with policies and procedures relating to inclusion, child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person as soon as they arise.

Working * hours per week and * weeks of the year.

The post-holder may be required to carry out any other reasonable duties, provided the general character of the duties or level of responsibility does not change.

¹ Appropriate payment or TOIL provided if carrying out any duties outside of contracted hours.

PERSON SPECIFICATION

Category	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Good numeracy and literacy skills and a willingness to work towards gaining a Level 2 qualification in these areas • EWC registration 	<ul style="list-style-type: none"> • Any qualification that include working with children • Willingness to enrol in Teaching Assistant Learning Pathway (TALP) professional Learning
Knowledge and Understanding	<ul style="list-style-type: none"> • Awareness of Curriculum for Wales • Awareness of basic ALN needs • Ability to understand relevant school policies 	<ul style="list-style-type: none"> • Experience of working with children • Experience of working as part of a team • Understanding of safeguarding and child protection procedures
Accountability	<ul style="list-style-type: none"> • Assist in helping learners to make progress • Support learners' wellbeing to help them feel confident and to engage in learning 	
Skills, Qualities & Abilities	<ul style="list-style-type: none"> • Good numeracy, literacy and ICT skills • Good interpersonal and communication skills, able to relate well to both children and adults • The ability to conduct themselves in a professional manner at all times • Able to use basic technology i.e. computer, iPad, photocopier • A willingness to develop your own professional skills and knowledge by attending appropriate courses / training, INSET days • A flexible, patient and hardworking approach to working as part of a team • A demonstrable commitment to the safeguarding of students and child protection 	<ul style="list-style-type: none"> • Ability to use a range of technology or the willingness to learn and develop the skill • Ability to use incidental Welsh and willingness to improve the skill

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	<ul style="list-style-type: none">• A demonstrable commitment to equal opportunities• Excellent attendance and punctuality	
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Local Authority, Wales

Teaching Assistant L2

JOB TITLE:	Teaching Assistant L2	POST REF:
DEPARTMENT:		Level: 2
DIVISION:		GRADE Range:
RESPONSIBLE TO:	HLTA and Class Teacher	

JOB PURPOSE

To work under the direct instruction of the teacher /senior staff member, in the classroom or outdoor areas as required, to enable access to learning for learners and to assist the teacher in the management of learners and the classroom. The post is also subject to:

- Carry out the duties of a Teacher Assistant in accordance with the provisions of the current 'Professional Standards for Assisting Teaching' in Wales document (2019)
- Comply with the expectations of the EWC Code of Professional Conduct and Practice
- Work towards the agreed aims of the school

RESPONSIBILITIES

Support for Learners

- Support learners to develop in social, health, physical, hygiene and welfare matters.
- Supervise and support learners ensuring their safety and access to learning
- Establish good relationships with learners, acting as a role model and being aware of and responding appropriately to individual needs
- Promote the inclusion and acceptance of all learners
- Encourage learners to interact with others and engage in activities led by the teacher
- Set challenging and demanding expectations and promote self-esteem and independence
- Assist with the implementation of IDP's / behaviour plans etc
- Provide feedback to learners in relation to progress and achievement under the guidance of a teacher

Support for the Teacher

- Prepare classroom as directed for lessons and clear afterwards and assist with the display of learners' work
- Under the direction of a teacher, use strategies to support learners to achieve learning goals
- Monitor learners' responses to learning activities and accurately record achievement/progress as directed.

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- Support the teacher in managing learner behaviour, reporting difficulties as appropriate
- Establish constructive relationships with parents/carers
- Provide clerical/administrative support to the teacher

Support for the curriculum

- Support learners in gaining access to the curriculum
- Support learners to understand instructions and undertake learning activities as directed by the teacher
- Support learners in using ICT in learning activities as directed
- Prepare, maintain and use equipment/resources as directed by the teacher and assist learners in their use

Support for the school

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of and support difference and ensure all learners have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the school
- Appreciate and support the role of other professionals
- Assist with the supervision of learners during the school day
- Attend relevant meetings as required within contracted hours¹
- Participate in training, other learning activities and performance development as required within contracted hours¹

General

- To participate actively in supporting the principles and practice of equality of opportunity as laid down in the School's Policy.
- To take reasonable care for the health and safety of yourself and other persons and to comply with health and safety legislation and the school health and safety Policy.
- To observe confidentiality in all aspects of work and adhere to data protection principles whilst undertaking your duties.
- Be aware of and comply with policies and procedures relating to inclusion, child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person as soon as they arise.

Working * hours per week and * weeks of the year.

The post-holder may be required to carry out any other reasonable duties, provided the general character of the duties or level of responsibility does not change.

¹ Appropriate payment or TOIL provided if carrying out any duties outside of contracted hours.

PERSON SPECIFICATION

Category	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • 5 GCSEs grades A - G or NVQ 2/3 or equivalent qualification • EWC registration 	<ul style="list-style-type: none"> • Any qualification that include working with children • Engagement in the Teaching Assistant Learning Pathway (TALP) professional Learning
Knowledge and Understanding	<ul style="list-style-type: none"> • Experience of working with children • Awareness of Curriculum for Wales • Awareness of different ALN needs 	<ul style="list-style-type: none"> • Experience of working with children • Experience of working as part of a team • Understanding of safeguarding and child protection procedures
Accountability	<ul style="list-style-type: none"> • Assist in helping learners to make progress • Support learners' wellbeing to help them feel confident and to engage in learning 	
Skills, Qualities & Abilities	<ul style="list-style-type: none"> • Good numeracy, literacy and ICT skills • Effective use of ICT to support learning • Good interpersonal and communication skills, able to relate well to both children and adults • Able to establish and maintain good working relationships with learners, parents, staff and external stakeholders • The ability to conduct themselves in a professional manner at all times • A willingness to develop your own professional skills and knowledge by attending appropriate courses / training, INSET days 	<ul style="list-style-type: none"> • Ability to use a range of technology or the willingness to learn and develop the skill • At least basic Welsh communication skills

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	<ul style="list-style-type: none">• A flexible, patient and hardworking approach to working as part of a team• A demonstrable commitment to the safeguarding of students and child protection• A demonstrable commitment to equal opportunities• Excellent attendance and punctuality	
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Local Authority, Wales

Teaching Assistant L3

JOB TITLE:	Teaching Assistant L3	POST REF:
DEPARTMENT:		Level: 3
DIVISION:		GRADE Range:
RESPONSIBLE TO:	HLTA and Class Teacher	

JOB PURPOSE

To work under the guidance of the teaching/senior staff member, and within an agreed system of supervision to implement agreed work programmes with individuals or groups, in or out of the classroom. This will include the management/preparation of resources and may involve providing information to the teacher to assist them in their planning cycle.

Staff may also supervise whole classes occasionally due to unplanned, short-term absence of teachers (maximum of one day). The primary focus will be to maintain good order and to keep learners on task. Staff will need to respond to questions and generally assist learners to undertake activities set by the teacher. The post is also subject to:

- Carry out the duties of a Teacher Assistant in accordance with the provisions of the current 'Professional Standards for Assisting Teaching' in Wales document (2019)
- Comply with the expectations of the EWC Code of Professional Conduct and Practice
- Work towards the agreed aims of the school

RESPONSIBILITIES

Support for Learners

- Support learners to develop in social, health, physical, hygiene and welfare matters.
- Establish productive working relationships with learners, acting as a role model and setting high expectations.
- Promote the inclusion and acceptance of all learners
- Support learners consistently whilst recognising and responding to their individual needs.
- Encourage learners to interact and work co-operatively with others and engage all learners in activities.
- Promote independence and employ strategies to recognise and reward achievement of self-reliance.
- Provide feedback to learners in relation to progress and achievement.

Support for the Teacher

- Work with the teacher to establish an appropriate learning and supportive environment
- Monitor and evaluate learners' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives
- Provide objective and accurate feedback and reports as required, to the teacher on learner achievement, progress and issues, ensuring the availability of appropriate evidence
- Be responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems/records as requested
- Have the ability to be creative and problem solve when supporting learners e.g. answering questions, dealing with minor behaviour issues, supporting and promoting good behaviour and attendance
- Promote positive values, attitudes and good learner behaviour, dealing promptly with conflict and incidents in line with established policy and encourage learners to take responsibility for their own behaviour
- Liaise sensitively and effectively with parents/carers as agreed with the teacher
- Provide clerical/administrative support to the teacher

Support for the curriculum

- Deliver learning activities/teaching programmes, within an agreed system of supervision, adjusting activities according to learner responses/needs for individuals or small groups
- Deliver the Curriculum for Wales under the guidance of the teacher
- Support the use of ICT in learning activities and develop learners' competence and independence in its use
- Provide specialist support through learning activities for learners, differentiating them according to learner requirements
- Prepare, maintain and use equipment/resources required to meet the agreed teaching programmes and learning activities, and assist learners in their use

Support for the school

- Be aware of and support diversity and ensure all learners have equal access to opportunities to learn and develop
- Supervise learners outside of the classroom e.g. break times, on visits or school trips within contracted hours¹
- Establish constructive relationships and communicate with other agencies/professionals in liaison with the teacher, to support achievement and progress of learners
- Contribute to the overall ethos/work/aims of the school
- Attend and participate in regular meetings when required within contracted hours¹
- To be responsible for your own continuing self-development and to participate in training, other learning activities and performance development as required within contracted hours¹
- Recognise own strengths and areas of expertise and use these to advise and support others

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General

- Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate (L2 TAs)
- To take reasonable care for the health and safety of yourself and other persons and to comply with health and safety legislation and the school health and safety policy.
- To participate actively in supporting the principles and practice of equality of opportunity as laid down in the School's Policy.
- To observe confidentiality in all aspects of work and adhere to data protection principles whilst undertaking your duties.
- Be aware of and comply with policies and procedures relating to inclusion, child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person as soon as they arise.

Working * hours per week and * weeks of the year.

The post-holder may be required to carry out any other reasonable duties, provided the general character of the duties or level of responsibility does not change.

¹ Appropriate payment or TOIL provided if carrying out any duties outside of contracted hours.

PERSON SPECIFICATION

Category	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • 5 GCSEs grades A - C or NVQ 3 or equivalent qualification • EWC registration 	<ul style="list-style-type: none"> • Engagement in the Teaching Assistant Learning Pathway (TALP) professional Learning
Knowledge and Understanding	<ul style="list-style-type: none"> • Experience of working with children or caring for children of a relevant age • Awareness of Curriculum for Wales • Aware of strategies of helping learners with different ALN needs • Good understanding of child development and learning 	<ul style="list-style-type: none"> • Experience of working with children in a school environment • Experience of working as part of a team in a school • Understanding of safeguarding and child protection procedures
Accountability	<ul style="list-style-type: none"> • Assist in helping learners to make progress • Support learners' wellbeing to help them feel confident and to engage in learning 	
Skills, Qualities & Abilities	<ul style="list-style-type: none"> • Good numeracy, literacy and ICT skills • Effective use of ICT to support learning • Good interpersonal and communication skills, able to relate well to both children and adults • Able to establish and maintain good working relationships with learners, parents, staff and external stakeholders • The ability to conduct themselves in a professional manner at all times • Ability to use initiative to move learning forward • A willingness to develop your own professional skills and knowledge by attending 	<ul style="list-style-type: none"> • Ability to use a range of technology • At least basic Welsh communication skills

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	<p>appropriate courses / training, INSET days</p> <ul style="list-style-type: none">• A flexible, patient and hardworking approach to working as part of a team• A demonstrable commitment to the safeguarding of students and child protection• A demonstrable commitment to equal opportunities• Excellent attendance and punctuality• Ability to use initiative to move learning forward	
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Local Authority, Wales

Teaching Assistant L4

JOB TITLE:	Teaching Assistant L4	POST REF:
DEPARTMENT:		Level: 4
DIVISION:		GRADE Range:
RESPONSIBLE TO:	Class Teacher / TLR holder	

JOB PURPOSE

To complement 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 or groups or for whole classes. This will include monitoring learners and assessing their progress, recording and reporting on learners' achievement, progress and development.

To be responsible for the management of other teaching assistants including allocation and monitoring of their work, appraisal and training requirements.

The postholder may supervise whole classes occasionally during the short absence of teachers (maximum of one day). This cover does not include when the postholder is covering PPA as part of their contract. The post is also subject to:

- Carry out the duties of a Teacher Assistant in accordance with the provisions of the current 'Professional Standards for Assisting Teaching' in Wales document (2019)
- Comply with the expectations of the EWC Code of Professional Conduct and Practice
- Work towards the agreed aims of the school

RESPONSIBILITIES

Support for Learners

- Support learners to develop in social, health, physical, hygiene and welfare matters.
- Use specialist skills/training/experience to support learners i.e. interventions, whether undertaking the whole class or with groups / individual learners both inside and outside of the classroom
- Establish constructive working relationships with learners, use detailed knowledge and specialist skills to support learners' learning
- Promote the inclusion and acceptance of all learners
- Encourage learners to interact and work co-operatively with others and engage all learners in activities
- Support learners consistently whilst recognising and responding to their individual needs
- Set challenging and demanding expectations and promote self-esteem and independence
- Assist with the implementation of IDP's / Behaviour plans etc

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- Provide feedback to learners in relation to progress and achievement

Support for the Teacher

- Organise and manage an appropriate learning and supportive environment
- Assist the Teacher in lesson planning, be involved in the planning cycle, evaluating and adjusting lessons/work plans as appropriate
- Monitor and evaluate learners' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives
- Provide objective and accurate feedback and reports as required, to the teacher on learner achievement, progress and issues, ensuring the availability of appropriate evidence
- Be responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems/records as requested
- Have the ability to be creative and problem solve when supporting learners e.g. answering questions, supporting and promoting good behaviour and attendance and use a range strategies to help pupils achieve goals
- Record progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment
- Promote positive values, attitudes and good learner behaviour, dealing promptly with conflict and incidents in line with established policy, encouraging learners to take responsibility for their own behaviour
- Production of lesson plans, worksheets etc under the direction of a teacher
- Establish constructive relationships with parents/carers

Support for the curriculum

- Planning, preparing and delivering learning activities to learners within agreed system of supervision, adjusting activities according to learner responses/needs for individuals, groups and whole classes as required
- Deliver the Curriculum for Wales under the guidance of the teacher
- Support the use of ICT in learning activities and develop learners' competence and independence in its use
- Provide specialist support through learning activities for learners, differentiating them according to learner requirements
- Select and prepare resources necessary to lead learning activities, taking account of learners' interests and language and cultural background

Support for the school

- Be aware of and support diversity and ensure all learners have equal access to opportunities to learn and develop
- Supervise learners outside of the classroom e.g. break times, on visits or school trips within contracted hours¹
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the Teacher, to support achievement and progress of learners.

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- Contribute to the overall ethos/work/aims of the school
- Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting learners
- Attend and participate in regular meetings when required within contracted hours¹
- Recognise own strengths and areas of expertise and use these to advise and support others
- To be responsible for your own continuing self-development and to participate in training, other learning activities and performance development as required within contracted hours¹

Line Management Responsibilities

- Manage other teaching assistants
- Liaise between managers/teaching staff and teaching assistants
- Hold regular team meetings with managed staff
- Represent teaching assistants at teaching staff/management/other appropriate meetings
- Undertake recruitment/induction/appraisal/training/mentoring for other teaching assistants

General

- Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate (L2 & L3 TAs)
- To take reasonable care for the health and safety of yourself and other persons and to comply with health and safety legislation and the school health and safety policy.
- To participate actively in supporting the principles and practice of equality of opportunity as laid down in the School's Policy.
- To observe confidentiality in all aspects of work and adhere to data protection principles whilst undertaking your duties.
- Be aware of and comply with policies and procedures relating to inclusion, child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person as soon as they arise.

Working * hours per week and * weeks of the year.

The post-holder may be required to carry out any other reasonable duties, provided the general character of the duties or level of responsibility does not change.

¹ Appropriate payment or TOIL provided if carrying out any duties outside of contracted hours.

PERSON SPECIFICATION

Category	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • 5 GCSEs grades A - C or NVQ L3 equivalent • Good numeracy and literacy skills and a willingness to work towards gaining a Level 2 (GCSE C grade) qualification in these areas • HLTA status or equivalent • EWC registration 	<ul style="list-style-type: none"> • Engagement in the Teaching Assistant Learning Pathway (TALP) professional Learning
Knowledge and Understanding	<ul style="list-style-type: none"> • Experience of working with or caring for children of a relevant age • Experience of working in a school environment • Work constructively as part of a team, with minimum supervision and to act on own initiative • Experience of working with learners with additional learning needs 	<ul style="list-style-type: none"> • Experience of line management or similar of staff • Understanding of safeguarding and child protection procedures
Accountability	<ul style="list-style-type: none"> • To deliver learning to independent groups of learners • Assist in helping learners to make progress • Support learners' wellbeing to help them feel confident and to engage in learning 	
Skills, Qualities & Abilities	<ul style="list-style-type: none"> • Good numeracy, literacy and ICT skills • Effective use of ICT to support learning • Good interpersonal and communication skills, able to relate well to both children and adults • Able to establish and maintain good working relationships with learners, parents, staff and external stakeholders 	<ul style="list-style-type: none"> • Ability to use a range of technology • At least basic Welsh communication skills

Submission for Schools Social Partnership Forum (SSPF)

	<ul style="list-style-type: none">• The ability to always conduct themselves in a professional manner• Ability to self-evaluate learning needs and actively seek learning opportunities• Ability to use initiative to move learning forward• A willingness to develop your own professional skills and knowledge by attending appropriate courses / training• A flexible, patient and hardworking approach to working as part of a team• A demonstrable commitment to the safeguarding of students and child protection• A demonstrable commitment to equal opportunities• Excellent attendance and punctuality	
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