



## OUTLINE JOB DESCRIPTION

<b>POST TITLE</b>	<b>Special Needs Teaching Assistant (LEVEL 1/Band 3 or 4)</b>	<b>POST REFERENCE</b>					

The following information is furnished to help Council staff and those people considering joining the City of Bradford Metropolitan District Council to understand and appreciate the work content of their post and the role they are to play in the organisation. However, the following points should be noted:

- 1 Whilst every endeavour has been made to outline all the duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings, therefore, may have been used below, in which case all the usual associated routines are naturally included in the job description.
- 2 Officers should not refuse to undertake work, which is not specified on this form, but they should record any additional duties they are required to perform and these will be taken into account when the post is reviewed.
- 3 Bradford is an Equal Opportunities Employer and requires its employees to comply with all current equality policies both in terms of equal opportunity for employment and access to the Council Services.
- 4 The Council is committed to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

### **PRIME OBJECTIVES OF THE POST:**

To provide general support to staff and pupils, including preparation and routine maintenance of resources/equipment.  
 To provide for the care and control of pupils within the post holder's capability and training.

### **SUPERVISORY/MANAGERIAL RESPONSIBILITIES:**

Assisting as a member of the classroom team in the supervision of students on work experience, trainees and voluntary helpers with whom the postholder is working.

### **SUPERVISION AND GUIDANCE:**

To work under the direction/instruction of senior staff.

### **RANGE OF DECISION MAKING:**

To make decisions within established working practices and procedures.  
 The postholder will be expected to use good common sense and initiative in all matters relating to:

- the conduct and behaviour of individuals, groups of pupils and whole classes
- the correct use and care of materials by individual and small groups of pupils
- the safety, mobility (if required) and hygiene and well being of the pupils.

### **RESPONSIBILITY FOR ASSETS, MATERIALS ETC:**

To maintain the confidential nature of information relating to the school, it's pupils, parents and carers.  
 The provision, use and storage of equipment and materials used by pupils with whom the postholder is working.

General responsibility for the care of all equipment and materials within the classroom/ hygiene /designated area of the school.

## **CONTACTS:**

Internal at all levels, Parents / Carers, Governors, Community Groups, Health, Social Services, Police, Local Education Authority, Education Bradford, Contractors, External Agencies.

## **RANGE OF DUTIES:**

### 1. SUPPORT FOR PUPILS

- 1.1 Support pupils in accessing learning activities as directed by the teacher.
- 1.2 Support for pupils for personal care, independence and personal, social and emotional development.

### 2. SUPPORT FOR THE TEACHER

- 2.1 Ensure the maintenance of a clean and orderly working environment
- 2.2 Timely and accurate preparation of routine equipment/resources/materials as set out in instructions
- 2.3 Undertake basic record keeping as directed
- 2.4 Assist the teacher with learning activities ensuring health and safety and good behaviour of pupils
- 2.5 Provide clerical/admin support e.g. photocopying, printing, display, collection and recording of money etc.
- 2.6 Provide support for the personal care/ personal, social and emotional development of pupils as appropriate.

### 3. SUPPORT FOR THE CURRICULUM AND PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT OF PUPILS

- 3.1 Monitor and arrange orderly and secure storage of supplies
- 3.2 Maintenance of every day equipment, check for quality/safety, undertake simple repairs and report other damages
- 3.3 Operation of everyday equipment in accordance with instructions.

### 4. SUPPORT FOR THE SCHOOL

- 4.1 Be aware of and comply with policies and procedures relating to child protection; being vigilant for signs that children may be being abused and to report any such suspicions to the School's Designated Safeguarding Lead or Named Person
- 4.2 Be aware of and comply with policies and procedures relating to health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- 4.3 Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- 4.4 Contribute to the overall ethos/work/aims of the school
- 4.5 Appreciate and support the role of other professionals
- 4.6 Attend relevant meetings as required
- 4.7 Participate in training and other learning activities and performance development as required
- 4.8 Assist with the supervision of pupils out of lesson times e.g. clubs, extra-curricular activities.
- 4.9 To support, uphold and contribute to the development of the Council's Equal Rights policies and practices in respect of both employment issues and the delivery of services to the community.

## **FLUENCY DUTY**

In line with the Immigration Act 2016, the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard.

For this role the post holder is required to meet the Intermediate Threshold Level.

### Intermediate Threshold Level

The post holder should demonstrate:

- They can express themselves fluently and spontaneously with minimal effort and,
- Only the requirement to explain difficult concepts may hinder a natural smooth flow of language.

Special Conditions of Service:

All employees must complete Team Teach and Moving and Handling Training. This requires them to be physically able to complete the training.



**PERSONNEL SPECIFICATION – LEVEL 1 (Band 3 or 4)**

**Post Title:** SPECIAL NEEDS TEACHING ASSISTANTS

Bradford is an Equal Opportunities Employer and requires its employees to carry out its policies concerning racial and sex equality and the rights of people with disabilities both in terms of equal opportunity for employment and access to the Council Services.

We are committed to making reasonable adjustments to the job role and working environment so that disabled people have access to job opportunities or current employees can continue at work should they develop a disabling condition.

ATTRIBUTES	ESSENTIAL	DESIRABLE	HOW IDENTIFIED
<b>EXPERIENCE</b>	<ul style="list-style-type: none"> <li>Provide evidence of having previously spoken fluently to customers at an Intermediate Threshold Level.</li> </ul>	<ul style="list-style-type: none"> <li>Experience of working in a team situation.</li> <li>Working with or caring for children of relevant age or relevant experience e.g. voluntary organisation, parental caring responsibility.</li> <li>General technical / resource experience.</li> <li>Clerical / administrative experience.</li> </ul>	Application form & Selection process
<b>QUALIFICATIONS</b>	<ul style="list-style-type: none"> <li>GCSE English and Maths or equivalent e.g. Adult Literacy/Numeracy at level 1.</li> </ul>	<ul style="list-style-type: none"> <li>Qualifications relating to post e.g. health, children, practical skills, first aid.</li> </ul>	Application form & Selection process. Certificates.
<b>TRAINING</b>	<ul style="list-style-type: none"> <li>Willingness to participate in development and training opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>Completion of DfES Teacher Assistant Induction Programme.</li> <li>Team Teach</li> <li>Moving &amp; Handling</li> </ul>	Application form & Selection process

ATTRIBUTES	ESSENTIAL	DESIRABLE	HOW IDENTIFIED
<b>SPECIAL KNOWLEDGE</b>		<ul style="list-style-type: none"> <li>• An understanding of the needs of a multicultural society.</li> <li>• An understanding of the issues relating to pupils who have additional learning needs, more able and special educational needs.</li> <li>• Knowledge of childcare.</li> <li>• Awareness of child development.</li> </ul>	Application form & Selection process
<b>EQUALITY</b>	<ul style="list-style-type: none"> <li>• Candidates should indicate an acceptance of and commitment to the principles underlying the Council's Equal Rights policies and practices.</li> </ul>		Selection process
<b>DISPOSITION - ADJUSTMENT/ ATTITUDE</b>	<ul style="list-style-type: none"> <li>• Ability to relate well to pupils and adults.</li> <li>• Work constructively as part of a team.</li> <li>• Ability to remain calm under pressure.</li> <li>• Demonstrate good co-operative, interpersonal and effective listening skills.</li> <li>• Demonstrate a commitment to working with children of the relevant age.</li> <li>• Good sense of humour</li> <li>• Flexibility and willingness to accept change.</li> <li>• Approachable, courteous and able to present a positive image of the school to callers and visitors.</li> <li>• Maintain confidentiality in matters relating to the school, its pupils, parents and carers.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to understand classroom roles and responsibilities and your own position within these.</li> </ul>	Selection process
<b>PRACTICAL &amp; INTELLECTUAL SKILLS</b>	<ul style="list-style-type: none"> <li>• Good numeracy/literacy skills.</li> <li>• Ability to use relevant technology after training if required.</li> <li>• Keyboard / computer skills.</li> <li>• In line with the Immigration Act 2016, you should be able to demonstrate fluency of the English Language at an Intermediate Threshold Level.</li> </ul>		Application form & Selection process / test
<b>CIRCUMSTANCES</b>	<ul style="list-style-type: none"> <li>• Will not require holiday leave during term time.</li> <li>• Must be legally entitled to work in the UK</li> </ul>		Selection

ATTRIBUTES	ESSENTIAL	DESIRABLE	HOW IDENTIFIED
<b>- PERSONAL</b>	<p>(Immigration, Asylum and Nationality Act 2006).</p> <ul style="list-style-type: none"> <li>• No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (Enhanced DBS check required).</li> <li>• If driving is a feature of this post – must be licensed and appropriately insured (e.g. business use)</li> </ul>		<p>process.</p> <p>Sight of appropriate documentation as specified in interview letter</p>
<b>PHYSICAL/SENSORY</b>	<ul style="list-style-type: none"> <li>• Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act 2010.</li> <li>• Ability to cope with the requirements of the post, which may include working with pupils who have emotional and behavioural difficulties or physical difficulties.</li> <li>• For posts working with pupils who have physical difficulties, it may be an unavoidable core component of the job for the postholder to be capable of lifting and carrying pupils, within school policies and practices.</li> </ul>		<p>Selection process.</p>