# K I R K L E E S  COUNCIL

JOB DESCRIPTION

**SECTION:** **ALL SCHOOLS MODEL - ETA**

**JOB TITLE:** **EDUCATIONAL SUPPORT ASSISTANT**

**GRADE:** **5**

## PURPOSE OF JOB

To work under supervision, direction and guidance of the Teaching/Senior Staff. Assisting the Teacher in the overall delivery of the Curriculum and undertake work/care/support programmes to enable access to learning for all pupils and the Teacher in the management of pupils in the classroom.

Work may be carried out in the classroom or outside the main teaching area.

## KEY AREAS

1. Teaching Support.
2. Pupil Support.
3. Curriculum Activities.
4. General.

## DUTIES & RESPONSIBILITIES

1. **Teaching Support**

1.1 To undertake duties in accordance with school practices and procedures, ensuring the job holder actively upholds and promotes the philosophies of the school.

1.2 To work under the direction of the Class Teacher ensuring that progress is clearly recorded in the relevant systems and relates to the learning objectives/goals for pupils.

1.3 Under the guidance of the Teacher, supervise activities and assist with the general management and control of pupils in school.

1.4 Under the direction of the Teacher provide one to one support to pupils or working with small groups of pupils on pre-planned activities, to reinforce the Teacher's approach.

1.5 To ensure that progress is clearly recorded in the relevant systems and relates to the learning objectives/goals for pupils.

1.6 To provide basic clerical duties where required e.g. photocopying, filing etc.

1.7 Under the guidance of the Teacher ensure equipment or materials are suitable for the learning activities. Prepare materials and teaching aids where necessary.

1.8 Under the guidance of the Teacher, work with individuals or groups of pupils in accessing school library and in the use of ICT and other relevant resources to support learning.

1.9 To participate in and assist in supervision of educational visits, in conjunction with the Teacher/Line Manager.

1.10 As directed by the Teacher to promote good pupil behaviour, dealing promptly with conduct and incidents in line with established policy and encourage pupils to take responsibility of their own behaviour.

1.11 To undertake relevant training and development as required from time to time by the Headteacher or LA, and be involved in ongoing development reviews of skills and competencies.

**2. <u>Pupil Support</u>**

2.1 To provide support and guidance under the direction of the Teacher on a one to one basis or to teams of pupils in their core skills and curriculum needs as per school policies/practices.

2.2 To actively encourage the inclusion of all pupils to participate in the life and activities of the school and access the national curriculum to the best of their ability.

2.3 To provide individual assistance or assistance within groups through implementing behaviour plans, Individual Education Plans and teaching strategies etc, to maximise their achievements.

2.4 As required to deal with pupils who require physical restraint and intervention, using such methods as TEAM-TEACH, under the direction of the Headteacher.

2.5 As required, to deal with the personal care and comfort and necessary minor medical treatments of pupils, i.e. toileting and intimate care issues (as per school guidance and direction).

2.6 To contribute to plans, reviews and evaluations of pupils by monitoring and recording pupils' progress and attendance at meetings as required.

2.7 To provide lunchtime cover as required.

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**3. Curriculum Activities**

3.1 Under the direction of the Teacher, assist in the structured and agreed learning activities/teaching programmes.

3.2 To contribute in the presentation of pupils' work and maintenance of display areas.

3.3 To assist with the preparation and tidying of the classroom and upkeep of resources.

3.4 To attend and contribute to duty related meetings as required.

**4. General**

4.1 As part of your wider duties and responsibilities you are required to promote and actively support the School's/LA's responsibilities towards safeguarding. Safeguarding is about keeping people safe and protecting people from harm, neglect, abuse and injury. It is about creating safe places, being vigilant and doing something about any concerns you might have. It isn't just about the very old and the very young, it is about everyone who may be vulnerable.

Please click here to read our safeguarding policy.
Alternatively go to:
https://jobs.kirklees.gov.uk/GenText.aspx?page=page1

4.2.1 Carry out your duties with due regard to current and future School's/LA's policies, procedures and relevant legislation. These will be drawn to your attention in your appointment letter, your statement of particulars, induction, ongoing performance development and through School communications.

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**RESPONSIBLE TO:** Headteacher/Class Teacher/Senior Educational Teaching Assistant

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**RESPONSIBLE FOR:** None

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| **JD Reference No** | SS/ETA05 |
| **JD Prepared / Amended** | OCT 2009 |
| **Refers to Estab(s)** | |

**Kirklees Council**

# EMPLOYEE SPECIFICATION

**SERVICE AREA:** **Children & Young People Service** **SECTION:** **All Schools Model**

**JOB TITLE:** **Educational Support Assistant** **GRADE: 5**

| | ATTRIBUTES | | RELEVANT CRITERIA | HOW IDENTIFIED | RANK |
|---|---|---|---|---|---|
| 1. | **RELEVANT EXPERIENCE** | 1.1 | Experience of working with children/young people. | Application Form/ Selection Process | A |
| | | 1.2 | Experience of working with children/young people in a school environment. | Application Form/ Selection Process | B |
| 2. | **EDUCATION AND TRAINING ATTAINMENTS** | 2.1 | Numeracy and Literacy skills to a level to assist pupil's with their work. | Application Form/ Selection Process | A |
| | | 2.2 | Completion of DfES Teacher Assistant Induction Programme. | Application Form/ Certificates | B |
| | | 2.3 | NVQ 2 for Teaching Assistants or equivalent qualifications or experience. | Application Form/ Certificates | B |
| | | 2.4 | Training in the relevant learning strategies e.g. literacy. | Application Form/ Selection Process | B |
| 3. | **GENERAL AND SPECIAL KNOWLEDGE** | 3.1 | Understanding of National Foundation Stage curriculum and other basic learning programmes/strategies. | Selection Process | |
| | | 3.2 | Understanding of Child Development and Learning. | Selection Process | |
| | | 3.3 | Understanding and commitment to the Local Authority's Equality and Diversity Policy and how this relates to the duties of the job. | Selection Process | |

| | ATTRIBUTES | | RELEVANT CRITERIA | HOW IDENTIFIED | RANK |
|---|---|---|---|---|---|
| 4. | **SKILLS AND ABILITIES** | 4.1 | Effective use of ICT to support learning. | Application Form/ Selection Process | A |
| | | 4.2 | Ability to communicate effectively with pupils and staff members. | Application Form/ Selection Process | A |
| | | 4.3 | Ability to relate to children/young people from diverse ethnic/social backgrounds. | Selection Process | |
| | | 4.4 | Ability to work as a team member. | Application Form/ Selection Process | A |
| | | 4.5 | Ability to work with children exhibiting behaviour difficulties. | Selection Process | |
| 5. | ANY ADDITIONAL FACTORS | 5.1 | Understanding of relevant policies/codes of practice and awareness of relevant legislation. | Selection Process | |
| | | 5.2 | Commitment to ongoing training and development. | Selection process | |
| | | 5.3 | Willingness to undertake an enhanced Disclosure and Barring Service check. **Please note a conviction may not exclude candidates from employment but will be considered as part of the selection process.** | Application Form/ Selection Process | A |

**Please make sure that you demonstrate your ability to meet the requirements of the job by giving clear, concise examples of how you meet each criteria on your application form. The letters A, B and C in the "Rank" column refer to the importance we will give your answers when we read your applications. You must have all the A's on day one to be able to do the job, you need to have all the B's to do the job, but they could be learnt during the induction, and if you have C criteria this would be an additional bonus. We recognise and welcome our responsibility to remove any barriers in our Recruitment and Selection process for disabled people. We have tried to do this, but if you have a disability and identify any barriers in the job description or employee specification, please tell us of these in your application. We are committed to making reasonable adjustments to the job wherever possible and it would help us to know your needs in order to do this.**

**Where criteria are to be identified through the "Selection Process", this may involve written exercises, group discussions, presentations, interview etc.**

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| **ES Reference No** | CS05 |
| **ES Prepared/Amended** | JAN 2015 |
| **Refers to Estab(s)** | |