

JOB DESCRIPTION AND PROFILE

DIRECTORATE: Education and Libraries

SCHOOL/SERVICE:

POST TITLE: Support Assistant – Level 2 Ref no: A2754(LMS)/A3364(LEA)

EVALUATION 394 points

GRADE: N3

RESPONSIBLE TO: Head Teacher or other designated teacher

RESPONSIBLE FOR: N/A

JOB PURPOSE: To provide classroom support duties including curriculum related tasks under the direction of the teacher and responding to pupils' social, emotional and physical needs.

MAIN DUTIES: The following list is typical of the level of duties which the postholder will be expected to perform. It is not necessarily exhaustive and other duties of a similar type and level may be required from time to time.

(a) General

- 1 Supporting the teacher in the general management of the classroom.
- 2 Undertaking activities, as directed by the teacher, with individuals or small groups of pupils.
- 3 Providing clerical/admin support, eg photocopying, typing, filing, collection of money, administer coursework and exams.
- 4 Supervising groups of pupils alone and participating in general activities including giving sensitive support and intervention in children's play.
- 5 Undertaking routine invigilation and marking.

(b) Classroom Organisation

- 1 To be responsible for the organisation, classroom maintenance, setting out, clearing away and care of resources to create a purposeful and attractive learning environment.
- 2 Assisting in the preparation, maintenance and repair of books, apparatus and equipment, to include cataloguing and stocktaking of all resources.
- 3 Preparing pupils' work for display in the classroom and around the school.
- 4 Demonstrating creativity in assisting with the practical resourcing of the classroom.

(c) Pupil Support

- 1 Working with pupils directly on curriculum related tasks under the direction of the teacher.
- 2 Assisting in the delivery of all aspects of support to pupils including assessment, recording and reporting procedures and maintenance of Individual Education Plans (IEP's) under the guidance of a designated teacher.
- 3 Giving relevant feedback to the teacher regarding the social, emotional and physical needs of pupils thus offering the teacher support in their assessment.
- 4 Assisting with monitoring and evaluating the learning environment provided for the pupils in his/her care and use this evaluation to help make necessary changes and developments within the classroom.
- 5 Following the school policy documents and schemes of work to keep updated with school and National Curriculum documentation.

(d) Welfare and other duties

- 1 Under teacher overall control, accepting shared responsibility for the creation of a safe environment for pupils within and outside the classroom.
- 2 Assisting in the supervision of pupils particularly at break periods and the beginning and end of sessions.
- 3 Providing of general care and welfare by responding appropriately to the social, emotional and physical needs of pupils. This might include attending to sick or injured pupils, taking sick pupils home and investigating reasons for absence.
- 4 May be required to administer medication to pupils by agreement with the jobholder in accordance with the school's policy on this issue.
- 5 Actively promoting anti-discrimination practices and the School's/Council's Equal Opportunities Policy in all aspects of employment and service delivery.

(e) Child Protection

The postholder will have responsibility for promoting and safeguarding the welfare of children and young persons s/he is responsible for, or comes into contact with.

January 2007

JOB PROFILE – SUPPORT ASSISTANT – LEVEL 2 A2754(LMS)/A3364(LEA)

| FACTOR | LEVEL | DESCRIPTION |
|-----------------------------|-------|---|
| Knowledge | 3 | The job holder needs knowledge of the authority’s relevant procedures or practices relating to a range of different tasks but does not need to know all the available practices and procedures in the school. The job holder will need a general understanding of classroom practices as well as basic knowledge of the curriculum. |
| Mental Skills | 3 | The job holder is regularly faced with problems or situations which he/she must resolve personally and on occasions this cannot be done simply by applying existing rules, procedures or instructions. Analytical skills are needed to interpret information about a problem/situation. |
| Interpersonal Skills | 4 | The job holder has direct contact with children in a welfare situation. An enhanced level of caring and training skills is required. Advisory/guiding/ negotiating and persuasive skills are required at a developed level. The exchange of complicated and/or sensitive information is a requirement of the job. |
| Physical Skills | 3 | This ability to apply particular physical skills with a considerable level of precision is required for some of the tasks in this job, eg constructing and mounting displays. |
| Initiative and Independence | 2 | The job holder normally works from instructions which define how all the main tasks are to be carried out and in which order. The job holder is expected to handle any unexpected problems or situations which arise. |
| Physical Demands | 3 | This job involves the job holder working in distinctly awkward positions for up to 80% of the working day eg sitting in low chairs. Lifting and carrying is also a feature and this will include lifting primary age children. |
| Mental Demands | 2 | Enhanced mental attention is required to ensure that the tasks and duties of this job are carried out correctly. The job holder is regularly subject to conflicting demands with more than one person requiring assistance simultaneously, but he/she can normally complete the current task before addressing the new demand. |

| FACTOR | LEVEL | DESCRIPTION |
|--|-------|--|
| Emotional Demands | 3 | This job involves direct personal contact with people whose personal circumstances or behaviour could cause the job holder significant emotional stress or upset, eg contact with parents and pupils and some of these children may have special needs. On average this would occur on a weekly basis. |
| Responsibility for People | 2 | The job holder has a direct impact on the wellbeing of individual and groups of people and some of these pupils are reliant on the job holder for their care or welfare. |
| Responsibility for Supervision | 1 | The job holder is not required to supervise or manage any authority employees nor any other people in an equivalent position, but occasionally demonstrates duties, gives advice and guidance, trains other employees, students or trainees. |
| Responsibility for Financial Resources | 1 | The job holder has no direct responsibility for, not related to, any financial resources. |
| Responsibility for Physical Resources | 2 | The job holder's main responsibility is for producing/processing information. Also has responsibility for equipment and/or tools which he/she has to both use and maintain. |
| Working Conditions | 2 | The job holder works outdoors and has regular exposure to disagreeable situations. Serious verbal abuse, aggression and other anti social behaviour from members of the public is an unavoidable feature of the job. |