



Derbyshire County Council Framework for the Roles and Responsibilities of Teaching Assistants  
February 2014

Competence Level	Example Competences	Example of Skills/Knowledge/Experience	Example Tasks	Equivalent Qualifications
<p><b>Learning Support Assistant</b></p> <p><b>Working Under Direct Instruction and Supporting Access To Learning.</b></p> <p><b><u>GRADE 5</u></b></p>	<p>Contribute to the health and well-being of children and young people.</p> <p>Provide support for learning activities.</p> <p>Provide effective support for colleagues.</p>	<p>Keep children and young people safe during day-to-day work activities.</p> <p>Support the class teacher in planning activities.</p> <p>Support delivery of activities working with differentiated resources to build levels of progress of groups/ individuals.</p> <p>Support children and young people to understand instructions.</p> <p>Support the class teacher in behaviour management. May have attended ProAct-SCIPr-uk course (Positive Range of Options to avoid Crisis and Use Therapies, Strategies for Crisis Intervention and Prevention).</p> <p>Maintain working relationships.</p>	<p>Ensure a safe environment to support safeguarding for children and young people at all times by being aware of and following the school's policies and procedures.</p> <p>Offer suggestions regarding the type of support you can give.</p> <ul style="list-style-type: none"> <li>• Make adequate preparations for the learning activity.</li> <li>• Provide feedback on any difficulties and progress made.</li> <li>• Provide assistance as directed by the class teacher, helping children and young people to stay on task.</li> <li>• Monitor children and young people's response(s) to the learning activity.</li> </ul> <p>Keep children and young people on task.</p> <p>Keep colleagues aware of aspects of your work that may affect the support you can offer them.</p>	<p>Hold relevant qualification at a level equivalent to at least National Qualifications Framework Level 2</p> <p>Demonstrable levels of Numeracy and Literacy equivalent to GCSE (A-C).</p>

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<p><b>Learning Support Assistant</b></p> <p><b>Working Under Direct Instruction and Supporting Access To Learning.</b></p> <p><b><u>GRADE 5</u></b></p>	<p>Knowledge and understanding of children and young people's development and with the Line Manager review and develop own professional practice.</p>	<p>Develop own effectiveness.</p> <p>Requires knowledge of procedures for a limited range of learning activities for pupils.</p> <p>Observe children and young people interpreting their developmental abilities and taking into account children and young people's cultural backgrounds.</p>	<ul style="list-style-type: none"> <li>• Accept constructive feedback, and make use of development support available.</li> <li>• Take an active role in identifying personal development objectives.</li> <li>• Report any issues that cannot be resolved to someone who has the authority to resolve them.</li> </ul> <p>For example support pupils in using basic ICT.</p> <p>Ability to share observational findings and contribute to the activities to support development.</p>	<p>Hold relevant qualification at a level equivalent to at least National Qualifications Framework Level 2</p> <p>Demonstrable levels of Numeracy and Literacy equivalent to GCSE (A-C).</p>

**ADDITIONAL WORK ELEMENTS FOR A LEARNING SUPPORT ASSISTANT ARE:**

<b>PHYSICAL DEMANDS</b>	<b>WORKING CONDITIONS</b>
<ul style="list-style-type: none"> <li>➤ Requires normal physical effort with a mixture of sitting, walking and carrying minor loads in a classroom. Additional physical requirements could be sitting in constrained position for prolonged periods, i.e., small chairs and tables and working at floor level constantly.</li> <li>➤ Occasionally exposed to emotionally demanding behaviour and situations as a result of attending to pupils' personal needs and/or supporting behaviour management.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Work with individual or small groups of children and young people where work is regularly interrupted, although this does not normally require switching between one activity and another.</li> <li>➤ Work normally carried out in the classroom or similar environment which may sometimes involve exposure to noise, occasional working outdoors, or dealing with occasional toileting care of young children.</li> </ul>

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Competence Level	Example Competences	Example of Skills/Knowledge/Experience	Example Tasks	Equivalent Qualifications
<p><b>Teaching and Learning Assistant</b></p> <p><b>Working under guidance and overall supervision of class teachers to deliver learning.</b></p> <p><b><u>GRADE 7</u></b></p>	<p>Support children and young people during learning activities under direction of the class teacher in the classroom or any setting where teaching and learning takes place.</p>	<p>Knowledge of and procedures for supporting and leading learning activities, including adapting activities according to children and young people's responses.</p> <p>Promote independent learning.</p>	<ul style="list-style-type: none"> <li>• Supervision of groups of children but not whole classes.</li> <li>• Implement planned learning activities and teaching programmes as agreed with the class teacher, adjusting activities according to children and young people's responses as appropriate.</li> <li>• Delivering learning activities to individual or small groups of children and young people normally alongside or close to the class teacher who remains in overall charge of the class.</li> <li>• Providing help and support in the classroom for children and young people including those with statements under direction of the class teacher/Team Leader/Specialist Teaching &amp; Learning Assistant.</li> <li>• Feeding back to the class teacher on progress made, usually within a short timescale.</li> </ul> <p>Encouraging children and young people to take responsibility for their own learning and promoting development of self-esteem.</p>	<p>Expectation at this level is National Qualification Framework Level 3 or relevant vocational qualification.</p> <p>Broad vocational training and/or significant experience demonstrating development through previous relevant work.</p> <p>Demonstrable levels of Numeracy and Literacy equivalent to GCSE (A-C).</p>

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Competence Level	Example Competences	Example of Skills/Knowledge/Experience	Example Tasks	Equivalent Qualifications
<p><b>Teaching and Learning Assistant</b></p> <p><b>Working under guidance and overall supervision of class teachers to deliver learning.</b></p> <p><b><u>GRADE 7</u></b></p>	<p>(Cont.) Support children and young people during learning activities under direction of the class teacher in the classroom or any setting where teaching and learning takes place.</p> <p>Review and develop own professional practice.</p> <p>Assist in preparing learning environment.</p>	<p>Aware of policies and procedures associated with working outside the classroom.</p> <p>Knowledge of procedures and techniques for leading play activities.</p> <p>Take part in regular review of practice and take advantage of development opportunities.</p> <p>To attend training and utilise information from courses relevant to the school curriculum.</p> <p>Ability to evaluate appropriateness of resources and materials.</p>	<p>Under overall direction of a class teacher assist in escorting and supervising children and young people on educational visits and out of school activities, including assisting in the Forest School Programme.</p> <p>Leading play activities and learning through play.</p> <ul style="list-style-type: none"> <li>• Setting personal targets and attending relevant courses/in-service training.</li> <li>• Ability to work independently to make decisions about own work, supporting children and young people, but refer more complex issues to the Line Manager.</li> </ul> <p>Under direction of the class teacher develop and use subject knowledge and skills.</p> <ul style="list-style-type: none"> <li>• Assist in maintaining and setting out learning materials and other equipment for use appropriate to the planned activities and developing and presenting displays.</li> <li>• Confirm type and quantity of materials with the class teacher.</li> </ul>	<p>Expectation at this level is National Qualification Framework Level 3 or relevant vocational qualification.</p> <p>Broad vocational training and/or significant experience demonstrating development through previous relevant work.</p> <p>Demonstrable levels of Numeracy and Literacy equivalent to GCSE (A-C).</p>

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<p><b>Teaching and Learning Assistant</b></p> <p><b>Working under guidance and overall supervision of class teachers to deliver learning.</b></p> <p><b><u>GRADE 7</u></b></p>	<p>Contribute to planning of learning activities.</p> <p>Observe and report on children and young people's performance.</p> <p>Contribute to maintaining children and young people's records.</p>	<ul style="list-style-type: none"> <li>• Understand the most effective way in which to support learning for a given task.</li> <li>• Knowledge of guidelines and policies including curricular such as National Curriculum or Early Years Foundation Stage or in a specific subject area.</li> <li>• Understand the needs of children and young people with whom you are working, through having a working knowledge of child development.</li> <li>• Knowledge of observation techniques and understanding of types of reporting, including verbal, and written.</li> </ul> <p>Ability to maintain records with the class teacher and have an understanding of purpose and nature of relevant children and young people's records.</p>	<p>Plan activities alongside the class teacher and discuss expected learning outcomes and agree upon success criteria.</p> <ul style="list-style-type: none"> <li>• Provide feedback for the class teacher on outcomes of learning activity.</li> <li>• Provide feedback to children and young people in relation to attainment and progress under the guidance of the class teacher.</li> <li>• Occasional marking of children and young people's small tasks.</li> <li>• Assist in development of Individual Education Plans (IEPs).</li> <li>• Carrying out observations after consultation with the class teacher about purpose.</li> <li>• Record findings in agreed format.</li> </ul> <p>Support the class teacher in monitoring, assessing and recording pupil progress/activities. Ensure that contributions are accurate, complete and up-to-date.</p>	<p>Expectation at this level is National Qualification Framework Level 3 or relevant vocational qualification.</p> <p>Broad vocational training and/or significant experience demonstrating development through previous relevant work.</p> <p>Demonstrable levels of Numeracy and Literacy equivalent to GCSE (A-C).</p>



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<p><b>Teaching and Learning Assistant</b></p> <p><b>Working under guidance and overall supervision of class teachers to deliver learning.</b></p> <p><b><u>GRADE 7</u></b></p>	<p>(Cont.) Contribute to the management of children and young people's behaviour.</p> <p>Establish and maintain relationships with individuals and groups.</p> <p>Contribute to health and social and emotional wellbeing of children and young people including personal and intimate care.</p>	<p>Have an awareness of general principles of positive behavioural support. This could include attendance on a ProAct-SCIPr-uk course (Positive Range of Options to Avoid Crisis and Use Therapies, Strategies for Crisis Intervention and Prevention).</p> <p>Ability to establish relationships with individuals and groups.</p> <ul style="list-style-type: none"> <li>• Awareness of strategies for assisting children and young people to settle in to new settings.</li> <li>• Awareness of safeguarding issues and children/individual's programmes.</li> </ul>	<p>Responsible for child with general behavioural difficulties at a level that could be managed in a mainstream setting, for example at School Action.</p> <p>Deal with any disruption and report to the teacher any difficulties that you are unable to overcome.</p> <ul style="list-style-type: none"> <li>• Help children and young people adjust in new settings; recognise signs of distress and offer reassurance.</li> <li>• To sympathetically support children and young people through developmental milestones, e.g. toileting and personal hygiene.</li> <li>• Assisting pupils during lunch times, i.e., on correct use of cutlery and dressing i.e., before and after PE lessons, as required, whilst encouraging independence.</li> <li>• May be called on occasionally to assist other senior staff, as more than one adult may be needed to meet Health and Safety requirements, with more complex toileting needs (i.e., when using specialist equipment which could include a hoist or changing beds/tables).</li> </ul>	<p>Expectation at this level is National Qualification Framework Level 3 or relevant vocational qualification.</p> <p>Broad vocational training and/or significant experience demonstrating development through previous relevant work.</p> <p>Demonstrable levels of Numeracy and Literacy equivalent to GCSE (A-C).</p>



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<p><b>Teaching and Learning Assistant</b></p> <p><b>Working under guidance and overall supervision of class teachers to deliver learning.</b></p> <p><b><u>GRADE 7</u></b></p>	<p>Support maintenance of children and young people's safety.</p> <p>Support use of ICT in the classroom.</p> <p>Provide support for multi-lingual/bilingual children and young people.</p>	<p>Demonstrate awareness of symptoms associated with minor health problems; have full knowledge of Health and Safety policy.</p> <ul style="list-style-type: none"> <li>• Knowledge of the sorts of equipment available in school and where to find them.</li> <li>• Procedure for reporting technical faults.</li> <li>• Procedure for allocating ICT equipment for classroom use.</li> <li>• To be aware of Health and Safety procedures.</li> </ul> <p>Knowledge of the school's policy for supporting multilingual/bilingual children and young people.</p> <p>Knowledge of school's policies for inclusion, equal opportunities, multiculturalism and anti-racism.</p>	<ul style="list-style-type: none"> <li>• Support children and young people by responding to signs of <b>minor</b> health problems, i.e., with regard to asthma, allergies, incontinence and diabetes, this includes minor first aid.</li> <li>• Report any illness to the class teacher or other member of staff responsible for dealing with pupil health.</li> </ul> <ul style="list-style-type: none"> <li>• Prepare equipment for use.</li> <li>• Support classroom safe use of equipment.</li> <li>• Responsible for the careful and safe use of equipment such as play and standard ICT equipment.</li> </ul> <p>Explain purpose of activities to children and young people and agree with the class teacher strategies for supporting.</p> <p>Help children and young people to access curriculum and support development of target language.</p>	<p>Expectation at this level is National Qualification Framework Level 3 or relevant vocational qualification.</p> <p>Broad vocational training and/or significant experience demonstrating development through previous relevant work.</p> <p>Demonstrable levels of Numeracy and Literacy equivalent to GCSE (A-C).</p>

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<p><b>Teaching and Learning Assistant</b></p> <p><b>Working under guidance and overall supervision of class teachers to deliver learning.</b></p> <p><b><u>GRADE 7</u></b></p>	<p>(Cont.) Provide support for multi-lingual/bilingual children and young people.</p> <p>Provide support to children and young people to develop literacy and numeracy skills.</p> <p>Provide literacy / numeracy support to allow access to curriculum.</p> <p>Liaison with and working with other team members and parents in a professional manner.</p>	<p>Knowledge of the education, language and home backgrounds of individual multi-bilingual children and young people and how to use these to support learning.</p> <p>Knowledge of school's policies for literacy and numeracy.</p> <p>Knowledge of intervention strategies to support children and young people with literacy and numeracy difficulties.</p> <p>Awareness of school policies for communicating with parents and carers; policies for care and well-being of pupils; school's policy for confidentiality; policy and procedure for parents' access to teaching staff and Headteacher.</p>	<ul style="list-style-type: none"> <li>• Utilise cross-curricula opportunities to develop target language skills.</li> <li>• Deal with the challenges of the language demands of learning activities in ways that maintain children and young people's confidence and self-esteem.</li> </ul> <p>Working with individuals and groups on number or literacy tasks.</p> <p>Supporting access to the curriculum through provision of support for literacy/numeracy difficulties.</p> <ul style="list-style-type: none"> <li>• Interacting appropriately and professionally with teachers and other colleagues and parents/carers.</li> <li>• Contributing effectively to planning of joint actions within the team.</li> <li>• Refer matters beyond competence and role to other professionals in school.</li> <li>• Care for children in ways that have regard for their home values and practices, complying with parents' wishes.</li> <li>• Reassure parents who express concerns about their children.</li> </ul>	<p>Expectation at this level is National Qualification Framework Level 3 or relevant vocational qualification.</p> <p>Broad vocational training and/or significant experience demonstrating development through previous relevant work.</p> <p>Demonstrable levels of Numeracy and Literacy equivalent to GCSE (A-C).</p>

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**ADDITIONAL WORK ELEMENTS FOR A TEACHING AND LEARNING ASSISTANT ARE:**

<b>PHYSICAL DEMANDS</b>	<b>WORKING CONDITIONS</b>
<ul style="list-style-type: none"> <li>➤ Requires normal physical effort with a mixture of sitting, walking and carrying minor loads in a classroom. Additional physical requirements could be sitting in constrained position for prolonged periods, i.e., small chairs and tables and working at floor level constantly.</li> <li>➤ Occasionally exposed to emotionally demanding behaviour and situations as a result of attending to pupils personal needs and/or supporting behaviour management.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Work with individual or small groups of children and young people where work is regularly interrupted, although this does not normally require switching between one activity and another.</li> <li>➤ Within Secondary schools may be required to move between classes, different subject matters and varying needs of children and young people.</li> <li>➤ Work normally carried out in the classroom or similar environment which may sometimes involve exposure to noise, occasional working outdoors, or dealing with toileting care with young children which could occasionally involve assisting with more complex toileting needs (i.e., when using specialist equipment which could include a hoist or changing beds/tables).</li> </ul>

**THIS SECTION HAS GENERIC COMPETENCES (PAGES 12-17 FOLLOWED BY SPECIFIC COMPETENCIES ASSOCIATED WITH PARTICULAR LEARNING DISABILITIES (PAGES 18-28) OR WITHIN A NURSERY SETTING (PAGES 29-30)).**

Competence Level	Examples of <u>Generic</u> Competences	Examples of Skills/Knowledge/Experience	Example Tasks	Equivalent Qualifications
<p><b>SPECIALIST TEACHING AND LEARNING ASSISTANT</b></p> <p><b>Working under guidance and overall supervision which may, on occasions, <u>not</u> be direct.</b></p> <p><b>Specialist Knowledge/Skills in an Aspect of Special Needs</b></p> <p><b><u>GRADE 8</u></b></p>	<p>Management of self, children and young people and staff.</p> <p>Support for children and young people and Families/Carers.</p>	<p>Ability to supervise some day-to-day allocation of work to other staff, requiring occasional supervisory responsibility, under the overall direction of the Headteacher.</p> <p>Ability to make decisions independently.</p> <p>Ability to reflect and develop own practice.</p> <p>Ability to cascade training to the school community.</p> <p>Deliver programmes and monitor the children and young people's response to the learning activities and, where necessary, modify or adapt the activities as agreed with the class teacher to achieve incremental and lateral progression towards the intended learning outcomes.</p>	<ul style="list-style-type: none"> <li>• Take the lead when assisting other support staff with children and young people with complex disabilities.</li> <li>• Be responsible for individual children and young people who are not working to the normal timetable.</li> </ul> <p>Use initiative and discretion to remove disruptive children and young people from lessons.</p> <p>To self-evaluate and to develop own practice, skills and expertise.</p> <p>To deliver feedback and training or information received from external/specialist courses.</p> <p>Assess the pupil's response to the learning activities and, where necessary, modify or adapt the activities to achieve incremental and lateral progression towards the intended learning outcome.</p>	<p>Hold relevant qualification at a level equivalent to at least National Qualifications Level 3</p> <p>Have a specialist qualification or considerable experience in the skills, knowledge and techniques required in a specialist area.</p> <p>Demonstrable levels of Numeracy and Literacy equivalent to GCSE (A-C).</p>

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<p><b>SPECIALIST TEACHING AND LEARNING ASSISTANT</b></p> <p><b>Working under guidance and overall supervision which may, on occasions, <u>not</u> be direct.</b></p> <p><b>Specialist Knowledge/ Skills in an Aspect of Special Needs</b></p> <p><b><u>GRADE 8</u></b></p>	<p>(Cont.) Support for children and young people and Families/Carers.</p>	<p>Ability to contribute to, set targets for and comment on any Individual Education Plans (IEPs) and/or Behaviour Support Plans for the children and young people with whom you work.</p> <p>Knowledge of the duties and the ability to be a key worker.</p> <p>Knowledge of a wide range of special educational needs which affect behaviour and access to learning.</p> <p>Knowledge and understanding of the importance of praise and encouragement in helping children and young people to experience achievement and independence.</p> <ul style="list-style-type: none"> <li>• Ability to support all children and families through home visiting.</li> <li>• Knowledge and understanding of families who exhibit dysfunctionalities.</li> </ul>	<p>Adapting, modifying and planning activities for pupils who are making extremely slow progress, leading to accelerated progress.</p> <p>To support children and young people in the role of key worker. Keep personal files up-to-date.</p> <p>Keep up-to-date with new SEN initiatives to enable maximum learning potential to be achieved through the provision of structured programmes.</p> <p>Identify and create opportunities relating to the development of a positive self-image of the child/young person with relation to their disability.</p> <ul style="list-style-type: none"> <li>• Provide support for children and young people and their parents and families.</li> <li>• An awareness of differing family circumstances.</li> </ul>	<p>Hold relevant qualification at a level equivalent to at least National Qualifications Level 3</p> <p>Have a specialist qualification or considerable experience in the skills, knowledge and techniques required in a specialist area.</p> <p>Demonstrable levels of Numeracy and Literacy equivalent to GCSE (A-C).</p>



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<p><b>SPECIALIST TEACHING AND LEARNING ASSISTANT</b></p> <p><b>Working under guidance and overall supervision which may, on occasions, <u>not</u> be direct.</b></p> <p><b>Specialist Knowledge/ Skills in an Aspect of Special Needs</b></p> <p><b><u>GRADE 8</u></b></p>	<p>(Cont.) Enable children and young people to access learning activities and structured programmes overcoming barriers to learning.</p> <p>Assessment and record keeping.</p> <p>Management of children and young people off-site.</p>	<p>Ability to lead an extra-curricular activity.</p> <ul style="list-style-type: none"> <li>• Ability to assess the development, progress and attainment of children and young people with SEN or complex disabilities.</li> <li>• Knowledge of ability to use specialist software.</li> </ul> <p>Ability to liaise on issues concerning complex conditions and disabilities.</p> <p>Ability to accurately record and report on the development, progress and attainment of children and young people.</p> <p>Awareness of procedures and impact of residential experience on children and young people with SEN or complex disabilities.</p>	<p>To lead off-site project work, clubs, recreational, sports, art activities and life skills under direction of the school but with limited supervision following appropriate risk assessment and policy guidance.</p> <p>Entering data in to and using data analyses tools for pupil progress or behaviour analyses.</p> <p>Working under direction to establish the strengths and needs of children and young people in partnership with their families and in collaboration with other multi-professional agencies if appropriate.</p> <p>Assess, record and report on development, progress and attainment.</p> <p>Contribute to planning of educational visits and residential trips.</p>	<p>Hold relevant qualification at a level equivalent to at least National Qualifications Level 3</p> <p>Have a specialist qualification or considerable experience in the skills, knowledge and techniques required in a specialist area.</p> <p>Demonstrable levels of Numeracy and Literacy equivalent to GCSE (A-C).</p>



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<p><b>SPECIALIST TEACHING AND LEARNING ASSISTANT</b></p> <p><b>Working under guidance and overall supervision which may, on occasions, <u>not</u> be direct.</b></p> <p><b>Specialist Knowledge/Skills in an Aspect of Special Needs</b></p> <p><b><u>GRADE 8</u></b></p>	<p>Communication.</p> <p>Provide support to children and young people with transitions in their lives.</p>	<p>Skills for communicating learning to, motivating groups, classes and those with additional needs.</p> <p>Exchange of potentially complex information, persuasion and negotiation in relation to other staff, professionals, parents/carers.</p> <p>Knowledge of the significant stages or experiences in the life of a child or young person that can affect behaviour and/or development.</p>	<ul style="list-style-type: none"> <li>• Speak and listen to children and young people to promote learning.</li> <li>• Respond to safeguarding issues following the school's policies and procedures at all times and establish and maintain effective relationships.</li> </ul> <p>Liaise and share good practice with external multi-professional agencies, including MATs and other educational establishments.</p> <p>Manage the planned/unplanned induction of children and young people into specialist classes or other educational establishments including Nurseries carrying out home visits as required.</p>	<p>Hold relevant qualification at a level equivalent to at least National Qualifications Level 3</p> <p>Have a specialist qualification or considerable experience in the skills, knowledge and techniques required in a specialist area.</p> <p>Demonstrable levels of Numeracy and Literacy equivalent to GCSE (A-C).</p>

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Competence Level	Examples of <u>SLD</u> Competences	Examples of Skills/Knowledge/Experience	Example Tasks	Equivalent Qualifications
<p><b>SPECIALIST TEACHING AND LEARNING ASSISTANT</b></p> <p><b>Working under guidance and overall supervision which may, on occasions, <u>not</u> be direct.</b></p> <p><b>Specialist Knowledge/ Skills in an Aspect of Special Needs</b></p> <p><b><u>GRADE 8</u></b></p>	<p>Support children and young people with cognition and learning difficulties. (Severe Learning Difficulties – SLD).</p>	<p>Knowledge of and the ability to recognise the significant differences between global learning difficulties which can affect all aspects of children and young people’s learning, and specific learning difficulties, e.g. dyslexia, dyspraxia, specific language impairment, which can exist as an anomaly in the overall pattern of a pupil’s abilities.</p> <p>Develop the use of visual, auditory and tactile methods to improve children and young people’s understanding of the functional use of objects and information about the environment.</p> <p>Knowledge of the range of cognitive skills necessary for effective learning and the effects of single or multiple disabilities on functions such as perception, memory and information processing.</p> <p>How cognitive difficulties impact upon the development of language and communication, and vice versa, and how this affects learning.</p>	<p>Designing and delivering appropriate learning opportunities to meet specific learning difficulties e.g. dyslexia, dyspraxia and specific language impairment.</p> <p>Ability to use specific visual, auditory and tactile methods to help children and young people understand the functional use of objects and gain information about the environment.</p> <p>Designing and delivering appropriate learning opportunities to enable pupils to overcome the barriers to learning of single or multiple disabilities on functions such as perception, memory and information processing.</p> <p>Developing and implementing appropriate opportunities to improve pupils’ language and communication skills which enable greater access to learning.</p>	<p>Hold relevant qualification at a level equivalent to at least National Qualifications Level 3</p> <p>Have a specialist qualification or considerable experience in the skills, knowledge and techniques required in a specialist area.</p> <p>Demonstrable levels of Numeracy and Literacy equivalent to GCSE (A-C).</p>

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Competence Level	Examples of <u>PMLD</u> Competences	Examples of Skills/Knowledge/Experience	Example Tasks	Equivalent Qualifications
<p><b>SPECIALIST TEACHING AND LEARNING ASSISTANT</b></p> <p><b>Working under guidance and overall supervision which may, on occasions, <u>not</u> be direct.</b></p> <p><b>Specialist Knowledge/ Skills in an Aspect of Special Needs</b></p> <p><b><u>GRADE 8</u></b></p>	<p>Provide care and welfare for children and young people with SEN, complex disabilities, or medical needs.</p> <p>(Profound and Multiple Learning Difficulties - PMLD).</p> <p>Enable children and young people with sensory and/or physical impairment to participate in learning activities and implement structured learning programmes.</p>	<p>Ability to administer medication and awareness of the impact of any medication taken by pupils with whom you work on their cognitive and physical abilities, behaviour and emotional responsiveness.</p> <p>Ability to follow a specific feeding programme.</p> <p>Knowledge of the effect of sensory and/or physical impairment upon the social, emotional, educational and physical development of the child and their impact upon their access to all school activities.</p> <p>Experience of selecting teaching and learning materials, for example Braille, ICT software and symbols.</p>	<p>Administer medication in accordance with an agreed plan, under the direction of health care practitioner and following appropriate training including rescue medication.</p> <p>Support children and young people to feed themselves by either assisting with gastro or assist to feed themselves or spoon-feed. Managing behaviour and phobias associated with food preventing reflux of food</p> <p>Adapt curriculum delivery to meet the specialist need, including adaptation and preparation of materials in alternative format.</p> <ul style="list-style-type: none"> <li>• Set up specialist equipment and instruct pupils and other staff on its use, including specialist ICT hardware and software.</li> <li>• Adapt standard equipment and resources to meet the needs of individual children and young people.</li> </ul>	<p>Hold relevant qualification at a level equivalent to at least National Qualifications Level 3</p> <p>Have a specialist qualification or considerable experience in the skills, knowledge and techniques required in a specialist area.</p> <p>Demonstrable levels of Numeracy and Literacy equivalent to GCSE (A-C).</p>

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Competence Level	Examples of <u>PMLD</u> Competences	Example of Skills/Knowledge/Experience	Example Tasks	Equivalent Qualifications
<p><b>SPECIALIST TEACHING AND LEARNING ASSISTANT</b></p> <p><b>Working under guidance and overall supervision which may, on occasions, <u>not</u> be direct.</b></p> <p><b>Specialist Knowledge/ Skills in an Aspect of Special Needs</b></p> <p><b><u>GRADE 8</u></b></p>	<p>(Cont.) Enable children and young people with sensory and/or physical impairment to participate in learning activities and implement structured learning programmes.</p>	<p>Knowledge of the effect of longstanding progressive conditions on the emotions, learning, behaviour and quality of life of pupils.</p> <p>How to make optimal use of residual sensory and physical functions.</p> <p>Knowledge and experience of how to help children and young people contribute towards the management of their own specialist equipment.</p> <ul style="list-style-type: none"> <li>• Knowledge of the principles and practice of motor education.</li> <li>• The impact of chronic illness, pain and fatigue upon learning.</li> <li>• The individual child or young person's need for support and independence.</li> <li>• The impact of any medication taken by the child or young</li> </ul>	<p>Choose and use mode of communication and level of challenge appropriate to the child in a variety of situations.</p> <p>Provide learning opportunities for children and young people in specialist skills necessary to minimise the effects of their impairment, e.g. low vision aids, typing, repair strategies for conversation, tactile learning and use of functional vision and hearing.</p> <p>Select appropriate specialist equipment in order to enable curriculum access, e.g. radio aids, tactile equipment and low vision aids and advise and assist children and young people in the proper use and deployment of highly complex personal learning aides and equipment.</p> <p>To use and continue to develop specialist skills necessary to meet the day-to-day needs of the children and young people in accordance with the health care plan, identifying where intervention is necessary, e.g. care of tracheostomy and other emergency procedures.</p>	<p>Hold relevant qualification at a level equivalent to at least National Qualifications Level 3</p> <p>Have a specialist qualification or considerable experience in the skills, knowledge and techniques required in a specialist area.</p> <p>Demonstrable levels of Numeracy and Literacy equivalent to GCSE (A-C).</p>

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Competence Level	Examples of <u>PMLD</u> Competences	Examples of Skills/Knowledge/Experience	Example Tasks	Equivalent Qualifications
<p><b>SPECIALIST TEACHING AND LEARNING ASSISTANT</b></p> <p><b>Working under guidance and overall supervision which may, on occasions, <u>not</u> be direct.</b></p> <p><b>Specialist Knowledge/ Skills in an Aspect of Special Needs</b></p> <p><b><u>GRADE 8</u></b></p>	<p>(Cont.) Enable children and young people with sensory and/or physical impairment to participate in learning activities and implement structured learning programmes.</p>	<p>person upon their cognitive and physical abilities, behaviour and emotional responsiveness.</p> <p>Ability to follow a physiotherapy programme or a Mobility Opportunities via Education (MOVE) programme, noting Health and Safety issues and documenting outcomes.</p> <p>Ability to contribute to the physical management of children and young people following a moving and handling care plan, facilitating appropriate seating, lighting and acoustic conditioning.</p>	<p>Deliver physiotherapy planned by a Physio and/or deliver a MOVE programme, monitoring progress and documenting results, working closely with the Team Around the Child (TAC).</p> <ul style="list-style-type: none"> <li>• Interpret specialist advice and raise awareness of other staff on the suitable physical movement of children and young people and the importance of maintaining an appropriate physical environment.</li> <li>• Use movement of care plan, monitoring health and safety and feeding back to external professionals.</li> </ul>	<p>Hold relevant qualification at a level equivalent to at least National Qualifications Level 3</p> <p>Have a specialist qualification or considerable experience in the skills, knowledge and techniques required in a specialist area.</p> <p>Demonstrable levels of Numeracy and Literacy equivalent to GCSE (A-C).</p>

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Competence Level	Examples of <u>EBD, ECB &amp; SEBD</u> Competences	Examples of Skills/Knowledge/Experience	Example Tasks	Equivalent Qualifications
<p><b>SPECIALIST TEACHING AND LEARNING ASSISTANT</b></p> <p><b>Working under guidance and overall supervision which may, on occasions, <u>not</u> be direct.</b></p> <p><b>Specialist Knowledge/Skills in an Aspect of Special Needs</b></p> <p><b><u>GRADE 8</u></b></p>	<p>Help and support children and young people with behavioural, emotional and social development needs and enable them to develop relationships with others.</p> <p>(EBD - Emotional &amp; Behavioural Difficulties)</p> <p>(ECB – Extremely Challenging Behaviour)</p> <p>(SEBD – Severe Emotional and Behavioural Difficulties)</p>	<p>To work within mainstream school to use diplomacy and discretion being mindful of the school structure whilst developing a school ethos.</p> <p>Ability to plan, implement, disseminate and monitor the intervention strategies to be used to manage the behaviour of children and young people with behavioural and emotional difficulties, with the class teacher.</p> <ul style="list-style-type: none"> <li>• Ability to contribute to the provision of safe and supportive fora to establish and sustain community based rules and develop social interaction.</li> <li>• Develop the outcomes of the above and use to inform future actions and planning.</li> </ul> <p>Ability to work collaboratively with others to design and implement a positive, collegiate approach to the management of pupil disaffection and challenging behaviour.</p>	<p>To communicate with all staff to ensure a programme, i.e., of inclusion or a nurture group, becomes integral to their setting.</p> <ul style="list-style-type: none"> <li>• Identify, generate and plan thoroughly and precisely intervention within an agreed framework.</li> <li>• Ability to look at a problem and create positive solutions.</li> <li>• Communicate core targets within the plan to all members of the school community, parents and other agencies.</li> <li>• Record and monitor against the plan and use it to inform next steps.</li> <li>• Take a lead role in establishing community based rules.</li> <li>• Work with all elements of the learning community to embed rules at classroom/group level.</li> <li>• Review effectiveness of the policy and contribute to school/service Development Plan.</li> <li>• Design group and individual behaviour management plan.</li> <li>• Support other staff in understanding and managing the process of the programme.</li> </ul>	<p>Hold relevant qualification at a level equivalent to at least National Qualifications Level 3</p> <p>Have a specialist qualification or considerable experience in the skills, knowledge and techniques required in a specialist area.</p> <p>Demonstrable levels of Numeracy and Literacy equivalent to GCSE (A-C).</p>

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Competence Level	Examples of <u>EBD, ECB &amp; SEBD</u> Competences	Example of Skills/Knowledge/Experience	Example Tasks	Equivalent Qualifications
<p><b>SPECIALIST TEACHING AND LEARNING ASSISTANT</b></p> <p><b>Working under guidance and overall supervision which may, on occasions, <u>not</u> be direct.</b></p> <p><b>Specialist Knowledge/ Skills in an Aspect of Special Needs</b></p> <p><b><u>GRADE 8</u></b></p>	<p>(Cont). Help and support children and young people with behavioural, emotional and social development needs and enable them to develop relationships with others.</p>	<p>Acquire knowledge through attendance on in-depth course on challenging behaviour such as PROACT-SCIPr-UK (Positive Range of Options to avoid Crisis and use Therapies, Strategies for Crisis Intervention and Prevention).</p> <p>Knowledge, understanding and experience of Positive Play Programmes.</p> <p>Knowledge and skills of restraint and de-escalation techniques and in-house protocols.</p> <p>Knowledge and understanding of a Nurture Programme and how the environment impacts on a child or young person's behaviour and development.</p>	<p>Use known strategies to develop individual programmes, including having an awareness of and planning and using safe use of physical interventions (restraints).</p> <p>Manage and co-ordinate specific intervention programmes, i.e., Positive Play and Nurture.</p> <p>Manage conflict situations, unpredictability and incidents of anti-social behaviour with due consideration for your own safety and that of others.</p> <ul style="list-style-type: none"> <li>• To transport equipment and resources and establish a nurture setting in an area of the school.</li> <li>• To support and lead learning in nurture and plan activities.</li> <li>• To work independently of a teacher in school to support small groups and advise other staff as and when required.</li> <li>• To develop pupil early years progress through one-to-one or group work.</li> </ul>	<p>Hold relevant qualification at a level equivalent to at least National Qualifications Level 3</p> <p>Have a specialist qualification or considerable experience in the skills, knowledge and techniques required in a specialist area.</p> <p>Demonstrable levels of Numeracy and Literacy equivalent to GCSE (A-C).</p>

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Competence Levels	Examples of <u>EBD, ECB &amp; SEBD</u> Competences	Examples of Skills/Knowledge/Experience	Example Tasks	Equivalent Qualifications
<p><b>SPECIALIST TEACHING AND LEARNING ASSISTANT</b></p> <p><b>Working under guidance and overall supervision which may, on occasions, <u>not</u> be direct.</b></p> <p><b>Specialist Knowledge/ Skills in an Aspect of Special Needs</b></p> <p><b><u>GRADE 8</u></b></p>	<p>(Cont.) Help and support children and young people with behavioural, emotional and social development needs and enable them to develop relationships with others.</p>	<p>Ability to recognise, plan for and manage risks to yourself and/or others during episodes of <i>severe/extreme</i> challenging behaviour.</p> <p>Contribute to improving attendance and providing focused support to vulnerable children and young people.</p> <p>Knowledge and experience of how to manage conflict, including negotiation skills and a range of diffusion and de-escalation strategies, positive handling and recovery strategies.</p> <p>Knowledge and experience of the effects of specific types of verbal behaviour, e.g. proximity, tone and gesture, and non-verbal behaviour, e.g. body language, personal space, on children and young people's emotional and behavioural responses, and how positive examples of these can improve children and young people's social responses.</p>	<p>Use appropriate management techniques to respond directly to episodes of <i>severe/extreme</i> challenging behaviour.</p> <p>Identify patterns of absence and find ways of helping the children and young people attend regularly.</p> <ul style="list-style-type: none"> <li>• Use a range of strategies, settings and experiences to establish social contacts and relationships with others.</li> <li>• Use a wide range of responses and select the lowest level of intervention necessary to be effective.</li> <li>• Use knowledge of process of emotional development to analyse children and young people's behaviour and link with the emotional state and use effective strategies to influence a positive change in behaviour.</li> <li>• Demonstrate, in the management of challenging behaviour, a wide range of appropriate techniques and approaches.</li> </ul>	<p>Hold relevant qualification at a level equivalent to at least National Qualifications Level 3</p> <p>Have a specialist qualification or considerable experience in the skills, knowledge and techniques required in a specialist area.</p> <p>Demonstrable levels of Numeracy and Literacy equivalent to GCSE (A-C).</p>



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Competence Level	Examples of <u>EBD, ECB &amp; SEBD</u> Competences	Examples of Skills/Knowledge/Experience	Example Tasks	Equivalent Qualifications
<p><b>SPECIALIST TEACHING AND LEARNING ASSISTANT</b></p> <p><b>Working under guidance and overall supervision which may, on occasions, <u>not</u> be direct.</b></p> <p><b>Specialist Knowledge/ Skills in an Aspect of Special Needs</b></p> <p><b><u>GRADE 8</u></b></p>	<p>(Cont.) Help and support children and young people with behavioural, emotional and social development needs and enable them to develop relationships with others.</p>	<p>Knowledge of the factors within and outside which influence the responsiveness to others of children and young people with limited social or interpersonal skills.</p> <p>Up-to-date knowledge of drugs and alcohol and the effects on behaviour of children and young people and their families.</p> <p>Understanding of issues associated with teenage pregnancy.</p> <p>Knowledge of recognised programmes related to the field of managing with emotional behavioural difficulties (EBD) and extremely challenging behaviour (ECB) e.g. Assertive Discipline.</p>	<ul style="list-style-type: none"> <li>• Manage conflict situations and incidents of extreme anti-social behaviour with due consideration for your own safety and that of others.</li> <li>• Review outcomes of conflict situations with all members of school community.</li> <li>• Monitor and report on the outcome of conflict situations, engaging with parents and other agencies.</li> </ul> <p>Contribute to the safeguarding of children and young people and other staff.</p> <p>To provide support to young girls and external agencies.</p> <p>Select the most appropriate approach to any given situation.</p>	<p>Hold relevant qualification at a level equivalent to at least National Qualifications Level 3</p> <p>Have a specialist qualification or considerable experience in the skills, knowledge and techniques required in a specialist area.</p> <p>Demonstrable levels of Numeracy and Literacy equivalent to GCSE (A-C).</p>

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Competence Level	Examples of <u>EBD, ECB &amp; SEBD</u> Competences	Examples of Skills/Knowledge/Experience	Example Tasks	Equivalent Qualifications
<p><b>SPECIALIST TEACHING AND LEARNING ASSISTANT</b></p> <p><b>Working under guidance and overall supervision which may, on occasions, <u>not</u> be direct.</b></p> <p><b>Specialist Knowledge/ Skills in an Aspect of Special Needs</b></p> <p><b><u>GRADE 8</u></b></p>	<p>(Cont.) Help and support children and young people with behavioural, emotional and social development needs and enable them to develop relationships with others.</p>	<p>Knowledge of the significance of any psychological and psychiatric disorders affecting the children and young people with whom you work for how they relate to others.</p> <p>Knowledge and experience of strategies for rebuilding damaged emotional relationships between adults, children and young people and between peers.</p> <p>Awareness of the importance of adults as role models and the implications of this for your own behaviour.</p>	<p>Implement, monitor and evaluate opportunities for children and young people with behavioural, emotional and social development needs to establish social contacts and relationships with others.</p> <p>Review outcomes of conflict situations with all members of the school community.</p> <p>Act in an appropriate manner to encourage similar actions from those you work with, setting high expectations for behaviour and learning.</p>	<p>Hold relevant qualification at a level equivalent to at least National Qualifications Level 3</p> <p>Have a specialist qualification or considerable experience in the skills, knowledge and techniques required in a specialist area.</p> <p>Demonstrable levels of Numeracy and Literacy equivalent to GCSE (A-C).</p>

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Competence Level	Examples of <u>ASD</u> Competences	Examples of Skills/Knowledge/Experience	Example Tasks	Equivalent Qualifications
<p><b>SPECIALIST TEACHING AND LEARNING ASSISTANT</b></p> <p><b>Working under guidance and overall supervision which may, on occasions, <u>not</u> be direct.</b></p> <p><b>Specialist Knowledge/Skills in an Aspect of Special Needs</b></p> <p><b><u>GRADE 8</u></b></p>	<p>Support children and young people with communication and interaction difficulties such as Autism Spectrum Disorder (ASD) to develop relationships with others.</p> <p>Enable children and young people with communication and interaction difficulties (ASD) to participate in learning activities.</p>	<p>Knowledge and experience of the differences between normal communication and the specific or more unusual patterns of communication demonstrated by children and young people with significant developmental delay, impairment or those having some form of communication or language disorder.</p> <p>Knowledge of the communication methods used by the pupils with whom you work, when to use these, and how to support and promote the pupil's ability to use these effectively.</p> <p>Skill to design and knowledge to select appropriate visual and auditory teaching approaches that can enhance social /communicative interactions.</p> <p>Ability to differentiate activities using appropriate visual and auditory teaching approaches that can enhance communicative interactions.</p>	<p>Respond to the child or young person's level of expressive and receptive language to reinforce spoken language and to promote autonomy and encourage other members of the school community to do the same.</p> <p>Ensure that children and young people with communication and interaction difficulties respond constructively to other people's contributions to conversations and discussions.</p> <p>Ensure that children and young people make effective use of augmented and alternative means of communication as appropriate to their needs.</p> <p>Provide feedback to the class teacher on the social and communicative development of children and young people with communication and interaction difficulties.</p>	<p>Hold relevant qualification at a level equivalent to at least National Qualifications Level 3</p> <p>Have a specialist qualification or considerable experience in the skills, knowledge and techniques required in a specialist area.</p> <p>Demonstrable levels of Numeracy and Literacy equivalent to GCSE (A-C).</p>

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Competence Level	Examples of <u>ASD</u> Competences	Examples of Skills/Knowledge/Experience	Example Tasks	Equivalent Qualifications
<p><b>SPECIALIST TEACHING AND LEARNING ASSISTANT</b></p> <p><b>Working under guidance and overall supervision which may, on occasions, <u>not</u> be direct.</b></p> <p><b>Specialist Knowledge/ Skills in an Aspect of Special Needs</b></p> <p><b><u>GRADE 8</u></b></p>	<p>(Cont.) Enable children and young people with communication and interaction difficulties (ASD) to participate in learning activities.</p>	<p>Experience and skills to adapt the general and technical vocabulary used by the teacher(s) in order to match the needs of children and young people with communication difficulties.</p> <p>Knowledge of the characteristics of the communication impairments and disorders of the children and young people with whom you work, and their implications for social interaction and learning.</p> <p>Having an awareness of physical and emotional factors which impact on a child or young person's ability to engage in oral communication and ways of overcoming or minimising the effects of these.</p> <p>Ability to demonstrate and have an understanding of the interaction between delayed language acquisition, cognitive development and sensory deficit.</p>	<p>Identify and use the most appropriate mode of communication, including additional visual, auditory and tactile or signing methods as appropriate to the child or young person's needs.</p> <p>Use appropriate skills and strategies to assist the children and young people to overcome barriers to learning.</p> <p>Use appropriate strategies to encourage children and young people with communication and interaction difficulties to contribute to conversations and discussions with others.</p> <p>Use the most appropriate mode of communication, including additional visual, auditory and tactile or signing methods as appropriate to the pupil's needs.</p>	<p>Hold relevant qualification at a level equivalent to at least National Qualifications Level 3</p> <p>Have a specialist qualification or considerable experience in the skills, knowledge and techniques required in a specialist area.</p> <p>Demonstrable levels of Numeracy and Literacy equivalent to GCSE (A-C).</p>

<b>ADDITIONAL WORK ELEMENTS FOR <u>SPECIALIST TEACHING AND LEARNING ASSISTANTS</u> WORKING IN <u>MAINSTREAM</u> SETTINGS WILL BE:</b>	
<b>PHYSICAL DEMANDS</b>	<b>WORKING CONDITONS</b>
<ul style="list-style-type: none"> <li>➤ Requires normal physical effort with a mixture of sitting, walking and carrying minor loads in a classroom. Additional physical requirements could be sitting in constrained position for prolonged periods, i.e., small chairs and tables and working at floor level constantly.</li> <li>➤ Carrying out Physio and MOVE programmes.</li> <li>➤ Assisting children and young people when using a walking frame.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Requiring physical intervention to remove to avoid dangerous situations.</li> <li>➤ Lone working and home visits. Could be exposed to distressing and often unknown circumstances.</li> <li>➤ Having an awareness, at all times, of the risk of accusations which could lead to suspension.</li> <li>➤ Toileting care which could include assisting with complex needs or challenging behaviour using specialist equipment and with the knowledge that the children and young people are likely to be doubly incontinent indefinitely.</li> <li>➤ Working outdoors.</li> </ul>

**ADDITIONAL WORK ELEMENTS FOR SPECIALIST TEACHING AND LEARNING ASSISTANTS WHO WORK IN SPECIALSCHOOLS/PRU'S AND ENHANCED RESOURCES WILL BE:**

PHYSICAL DEMANDS	WORKING CONDITIONS
<p>➤ Requires normal physical effort with a mixture of sitting, walking and carrying minor loads in a classroom. Additional physical requirements could be sitting in constrained position for prolonged periods, i.e., small chairs and tables and working at floor level constantly and will require regular periods of physical effort such as the moving and handling of children and young people with severe physical disabilities.</p> <p><b>Moving and Handling could include:</b></p> <ul style="list-style-type: none"> <li>• Hoisting.</li> <li>• Rolling of children and young people on changing couches.</li> <li>• Moving and changing beds and pushing beds up ramps.</li> <li>• Pushing and clamping wheelchairs onto mini buses.</li> <li>• Carrying out physio and MOVE programmes.</li> <li>• Assisting children and young people when using a walking frame.</li> </ul> <p>➤ To physically intervene with children and young people who exhibit violent or aggressive behaviour including 1-to-1 and 2-to-1 physical interventions.</p>	<p>➤ Regularly working with children and young people with severe disability or extreme behavioural issues resulting in the risk of:</p> <ul style="list-style-type: none"> <li>• Injury through children and young people throwing/tipping large object, i.e., table and chairs.</li> <li>• Being bitten on limbs or trunk.</li> <li>• Being head butted.</li> <li>• Being hit, punched, kicked, spat on, having hair pulled and being scratched.</li> <li>• Higher risk of infection due to SEN children needing closer contact through physically assisting in learning and care and due to them not controlling periods of infection for example; coughs, flu, colds, threadworms, nits, lice, ringworm, impetigo and scabies.</li> </ul> <p>➤ Wearing of protective clothing, such as breast guards, padded arm guards and safety glasses.</p> <p>➤ Handling children and young people who are doubly incontinent and have poor personal hygiene.</p> <p>➤ Working with children and young people who exhibit significant self-injurious behaviour on a daily basis.</p> <p>➤ Emotional toll supporting children and young people who are life limited or who demand complex medical interventions.</p> <p>➤ Working with constant knowledge that an assault could happen at any time.</p>

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<b>PHYSICAL DEMANDS (Cont.)</b>	<b>WORKING CONDITIONS (Cont.)</b>
	<ul style="list-style-type: none"><li>➤ Managing children and young people who have been using drugs or are emotionally and behaviourally disturbed due to family breakdown or deprivation, including bereavement or imprisonment.</li><li>➤ Lone working and home visits. Could be exposed to distressing and often unknown circumstances.</li><li>➤ Having an awareness, at all times, of the risk of accusations which could lead to suspension.</li><li>➤ Working outdoors for extended periods of time.</li><li>➤ Verbal abuse from parents and carers.</li><li>➤ Toileting care which could include assisting with complex needs or challenging behaviour using specialist equipment and with the knowledge that the children and young people are likely to be doubly incontinent indefinitely.</li><li>➤ High level of noise due to extreme habitual behaviour.</li></ul>

**0-5 EARLY YEARS EDUCATOR**

**WORKING WITHIN RELEVANT GENERIC COMPETENCIES AND SPECIALISED COMPETENCIES OF SPECIALIST TEACHING AND LEARNING ASSISTANT AND ASSUMING ALL ASPECTS OF TEACHING AND LEARNING ASSISTANT.**

Competence Level	Example Competences	Examples of Skills/Knowledge/Experience	Example Tasks	Equivalent Qualifications
<p><b>EARLY YEARS EDUCATOR</b></p> <p><b>Working in partnership with the Nursery Teacher to assist in the planning, development and delivery of the Early Years Curriculum</b></p> <p><b><u>GRADE 8</u></b></p>	<p>Provide support to children and young people with transitions in their lives.</p> <p>Responsibility for Key Worker groups of up to 14.</p> <p>Responsibility for leading and managing play, care and learning.</p> <p>Contributing to maintaining pupil records.</p> <p>Monitor and maintain curriculum resources.</p>	<p>Knowledge of the significant stages or experiences in the life of a child or young person that can affect behaviour and/or development.</p> <p>Detailed knowledge of the revised Early Years Foundation Stage Framework (EYSF) and curriculum.</p> <p>Requires knowledge of procedures for supporting and leading play activities, including adapting activities to suit the needs of early years pupils.</p> <p>Experience of record keeping and an understanding of locally adopted recording systems and a familiarity with assessment tools such as observation.</p> <p>Ability to identify the resources required.</p>	<p>Manage the planned/unplanned induction of children and young people into the Nursery carrying out home visits as required.</p> <p>Experience of planning and evaluating Key Worker group activities from the class teacher's detailed medium termed plans.</p> <p>To identify the play needs and preferences of children and young people, developing play spaces that will meet those needs and supporting children and young people during play.</p> <p>To have autonomy for keeping and updating records for Key Worker groups in line with school policy, planning and assessment.</p> <p>Responsible for selecting and ordering equipment and consumables for a class area.</p>	<p>Hold relevant qualification at a level equivalent to at least National Qualifications Level 3</p> <p>Demonstrable levels of Numeracy and Literacy equivalent to GCSE (A-C).</p>



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Competence Level	Example Competences	Examples of Skills/Knowledge/Experience	Example Tasks	Equivalent Qualifications
<p><b>EARLY YEARS EDUCATOR</b></p> <p><b>Working in partnership with the Nursery Teacher to assist in the planning, development and delivery of the Early Years Curriculum</b></p> <p><b><u>GRADE 8</u></b></p>	<p>Assist the Line Manager/Headteacher in maintaining the viability of the Nursery business.</p> <p>To provide support and supervision during routine tasks.</p>	<p>To be a good communicator.</p> <p>Knowledge of school policies and procedures in relation to working with children and young people outside school hours.</p>	<p>As part of a team positively promote and market the Nursery to prospective parents and be involved in the continuous improvement of the setting.</p> <p>Supervision of children outside usual school hours including before and after school and lunchtimes as required.</p>	<p>Hold relevant qualification at a level equivalent to at least National Qualifications Level 3</p> <p>Demonstrable levels of Numeracy and Literacy equivalent to GCSE (A-C).</p>

**ADDITIONAL WORK ELEMENTS FOR EARLY YEARS EDUCATORS WORKING IN NURSERY SETTINGS WILL BE:**

<b>PHYSICAL DEMANDS</b>	<b>WORKING CONDITONS</b>
<ul style="list-style-type: none"> <li>➤ Requires normal physical effort with a mixture of sitting, walking and carrying minor loads in a classroom. Additional physical requirements could be sitting in constrained position, i.e., small chairs and tables and working at floor level constantly.</li> <li>➤ Assisting children and young people when using a walking frame.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Requiring physical intervention to remove a child to avoid dangerous situations.</li> <li>➤ Lone working and home visits. Could be exposed to distressing and often unknown circumstances.</li> <li>➤ Having an awareness, at all times, of the risk of accusations which could lead to suspension.</li> <li>➤ Toileting care which could include assisting with complex needs or challenging behaviour using specialist equipment and with the knowledge that the children and young people are likely to be doubly incontinent indefinitely.</li> <li>➤ Working outdoors for extensive periods of time.</li> <li>➤ Verbal abuse from parents and carers.</li> </ul>

**ASSUMES PRIOR DEMONSTRATION OF COMPETENCE OF TEACHING AND LEARNING ASSISTANT AND ROLE PROFILE WILL ALMOST CERTAINLY CONTAIN SOME TASKS FROM SPECIALIST TEACHING AND LEARNING ASSISTANT.**

Competence Level	Example Competences	Examples of Skills/Knowledge/Experience	Example Tasks	Equivalent Qualifications
<p><b>Team Leader (e.g. in Nursery School Setting)/ Inclusion Unit Manager/ HLTA</b></p> <p>Working under agreed system of supervision of a Teacher who need not be present at the time.</p> <p><b><u>GRADE 9</u></b></p>	<p>Lead planning cycle autonomously which may be weekly/termly.</p> <p>Actively deliver a lesson/undertake elements of 'specified work'.</p> <p>Delivering lessons to whole classes (or organising after school clubs).</p>	<ul style="list-style-type: none"> <li>• Full working knowledge of policies/codes of</li> <li>• Practice/legislation.</li> <li>• Working knowledge and experience of implementing National/foundation curriculum and other relevant learning programmes/strategies.</li> <li>• Use of ICT to deliver learning.</li> </ul> <p>Be responsible for children and young people who are not working to the normal timetable.</p> <p>Have the skills, expertise and experience required to carry out 'specified work' (see Page 41) to ensure the continuation of teaching and learning throughout the timetable.</p> <ul style="list-style-type: none"> <li>• Good understanding of child development and learning processes.</li> <li>• Understanding of statutory frameworks related to teaching.</li> </ul>	<p>Plan and deliver learning activities to children and young people within agreed system of supervision, which could be weekly/termly, resolving all but the most complex issues independently.</p> <p>Prepare and produce modified and differentiated activities/lessons to deliver learning and support away from the mainstream.</p> <p>Take responsibility for a whole class during the planned absence of a teacher during PPA time to ensure that delivery of the curriculum is maintained.</p> <ul style="list-style-type: none"> <li>• Deliver local and national learning strategies, e.g. literacy, numeracy, KS3, Early Years.</li> <li>• Select, order and prepare resources for learning activities with limited supervision.</li> </ul>	<p>Hold relevant qualification at a level equivalent to at least National Qualifications Level 3.</p> <p>Meet HLTA Standards or have equivalent qualification or experience.</p> <p>Demonstrable levels of Numeracy and Literacy equivalent to GCSE (A-C).</p>

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Competence Level	Example Competences	Examples of Skills/Knowledge/Experience	Example Tasks	Equivalent Qualifications
<p><b>Team Leader (e.g. in Nursery School Setting)/ Inclusion Unit Manager/ HLTA</b></p> <p>Working under agreed system of supervision of a Teacher who need not be present at the time.</p> <p><b><u>GRADE 9</u></b></p>	<p>(Cont.) Delivering lessons to whole classes (or organising after school clubs).</p> <p>Delivering lessons independently under guidance.</p> <p>Assessment and Record Keeping.</p> <p>Communication</p>	<ul style="list-style-type: none"> <li>• Experience of working with children and young people of relevant age in a learning environment.</li> </ul> <p>Knowledge of specialist subject or initiatives such as Gifted and Talented and experience of delivering learning activities to children and young people of relevant age group.</p> <ul style="list-style-type: none"> <li>• Knowledge of the strategies for differentiation of tasks; understanding of agreed assessment and recording/reporting procedures.</li> <li>• Assessing the needs of children and young people using detailed knowledge to evaluate and differentiate lesson plans as appropriate.</li> <li>• Ability to use various assessment tools.</li> </ul> <p>Skills for motivating and communicating learning to groups, classes and those with additional needs.</p>	<ul style="list-style-type: none"> <li>• Plan and integrate ICT to support learning and develop children and young people's competence in its use.</li> </ul> <p>Responsible for independently delivering lessons.</p> <ul style="list-style-type: none"> <li>• Evaluate and adjust lesson plans where appropriate; design, develop and implement IEPs/behavioural plans.</li> <li>• Provide constructive feedback on children and young people's achievement and record progress.</li> <li>• Undertake children and young people's assessment to produce and deliver a comprehensive report for a student's annual review.</li> <li>• Reporting and contributing to Team Around the Child (TAC) and Multi-Agency Teams (MATs).</li> <li>• Speaking and listening to children and young people to promote learning.</li> <li>• Responding to children and young people's disclosures and establishing and maintaining effective relationships.</li> </ul>	<p>Hold relevant qualification at a level equivalent to at least National Qualifications Level 3.</p> <p>Meet HLTA Standards or have equivalent qualification or experience.</p> <p>Demonstrable levels of Numeracy and Literacy equivalent to GCSE (A-C).</p>

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Competence Level	Example Competences	Examples of Skills/Knowledge/Experience	Example Tasks	Equivalent Qualifications
<p><b>Team Leader (e.g. in Nursery School Setting)/ Inclusion Unit Manager/ HLTA</b></p> <p>Working under agreed system of supervision of a Teacher who need not be present at the time.</p> <p><b><u>GRADE 9</u></b></p>	<p>(Cont.) Communication</p> <p>Responsibility for own on-going professional development.</p> <p>Management of other staff and/or staff teams.</p> <p>Management of Pupil Support Unit (or seclusion/exclusion/inclusion).</p>	<p>Exchange of potentially complex information, persuasion and negotiation in relation to other staff, professionals, parents/carers.</p> <ul style="list-style-type: none"> <li>• Participation in Performance Management cycle and CPD.</li> <li>• Understanding of role in the team.</li> <li>• Ability to lead, motivate, organise, supervise and line manage a team of up to 10 under the overall direction of the Headteacher.</li> <li>• Provide leadership for your team/area of responsibility.</li> <li>• Ability to support and mentor staff.</li> <li>• Ability to manage and organise pupils/staff under the direction of a member of the Senior Leadership Team.</li> <li>• Supporting children and young people in tackling problems and taking action.</li> </ul>	<p>Liaising and sharing good practice with external agencies, including MATs and other schools.</p> <p>Attend regular performance reviews and improve own practice through self-evaluation and target-setting, including your mentoring of team members.</p> <ul style="list-style-type: none"> <li>• Supervise the work of other adults and visiting students' lessons including organising rotas for your area of responsibility.</li> <li>• Provide direction, motivation and support to your team to achieve their personal work objectives.</li> <li>• Provide advice and guidance on their work roles.</li> <li>• To manage the unit (etc.) with minimal support and infrequent supervision.</li> <li>• To deliver appropriate differentiated learning and support away from the mainstream environment.</li> <li>• Enabling children and young people to take responsibility and giving them the tools to make the right choices and use what they have learnt in considering their next steps and challenges.</li> </ul>	<p>Hold relevant qualification at a level equivalent to at least National Qualifications Level 3.</p> <p>Meet HLTA Standards or have equivalent qualification or experience.</p> <p>Demonstrable levels of Numeracy and Literacy equivalent to GCSE (A-C).</p>

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Competence Level	Example Competences	Example of Skills/Knowledge/Experience	Example Tasks	Equivalent Qualifications
<p><b>Team Leader (e.g. in Nursery School Setting)/ Inclusion Unit Manager/ HLTA</b></p> <p>Working under agreed system of supervision of a Teacher who need not be present at the time.</p>	<p>Contribute to the pastoral support provided by the school.</p> <p>Management of children and young people off-site.</p>	<p>To have empathy and discretion in dealing with children and young people and other involved parties.</p> <p>Awareness of procedures, ability to lead, organise and manage.</p>	<p>Contributing to and implementing the pastoral care plans.</p> <ul style="list-style-type: none"> <li>• Responsibility to lead children and young people on educational visits and out of school activities.</li> <li>• Planning non-curriculum programmes on school premises and local visits, for example positive support/play and trips to Science Museums.</li> </ul>	<p>Hold relevant qualification at a level equivalent to at least National Qualifications Level 3.</p> <p>Meet HLTA Standards or have equivalent qualification or experience.</p> <p>Demonstrable levels of Numeracy and Literacy equivalent to GCSE (A-C).</p>

**ADDITIONAL WORK ELEMENTS FOR TEAM LEADER WILL BE:**

<b>PHYSICAL DEMANDS</b>	<b>WORKING CONDITONS</b>
<ul style="list-style-type: none"> <li>➤ Requires normal physical effort with a mixture of sitting, walking and carrying minor loads in a classroom. Additional physical requirements could be sitting in constrained position for prolonged periods, i.e., small chairs and tables and working at floor level constantly.</li> <li>➤ Occasionally exposed to emotionally demanding behaviour and situations as a result of attending to pupil's personal needs and/or supporting behaviour management.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Work with individual, small groups or whole classes where work is regularly interrupted, although this does not normally require switching between one activity and another.</li> <li>➤ Work normally carried out in the classroom or similar environment which may sometimes involve exposure to noise, occasional working outdoors, or dealing with toileting care with children and young people and which could occasionally involve more complex toileting needs.</li> </ul>

**Notes to accompany Derbyshire County Council Framework for the Roles and Responsibilities of Teaching and Learning Assistants – February 2014**

**All posts should be matched to this Framework using Best Fit. This allows for staff to work outside their level on occasions. Each level assumes prior knowledge or competence at the previous level.**

1. All Teaching and Learning Assistants will need to have knowledge and understanding of policies for Child Protection, Health and Safety, Security, Confidentiality, Data Protection, Procedure for reporting concerns to an appropriate person, Inclusion, Race Relations, Equal Opportunities.
2. It should be understood that the ability to perform at Team Leader Level within the context of the role of a Teaching and Learning Assistant does not constitute entitlement to be considered for remuneration as a Team Leader.
3. The roles are set out into four broad areas of competence, based on the published National Occupational Standards for Teaching and Learning and subsequent guidelines from the School Support Staff Negotiating Body, National draft Role Profiles (2010). The rationale behind these is as follows:

**LEARNING SUPPORT ASSISTANT:** To work with teachers to support teaching and learning, providing general and specific assistance to pupils and staff under **direct instruction and guidance of the classroom teacher**.

**TEACHING AND LEARNING ASSISTANT:** To work with teachers to support teaching and learning by working with individuals or small groups of pupils **under the direction and guidance of teaching staff** and may be responsible for some learning activities within the overall teaching plan. Examples of this include:

- Booster classes, ELS/ALS/FLS, Beat Dyslexia, Toe by Toe.
- Working within mainstream to support children with Specific or Moderate Learning Difficulties.
- Responsibility for children with general medical difficulties and/or general behaviour problems.

These would be at a level that could be managed within a mainstream setting or in a Special School by someone who does not possess the specialist knowledge/skills required at Specialist Teaching and Learning Assistant Level.

**Teaching and Learning Assistants who do not have a Level 3 qualification will be expected to be working towards this qualification through extensive experience of working with children and young people preferably in an educational setting.**



**SPECIALIST TEACHING AND LEARNING ASSISTANT / EARLY YEARS EDUCATOR:**

- To work with teachers as part of a professional team to organise and support teaching and learning activities for SEN pupils.
- To work with individuals and groups.
- The individual provides specialist learning support for pupils identified as having learning difficulties, including complex and multiple SEN, in a broad range of different learning situations and settings.
- The post holder also plans, organises and undertakes other related duties to fully support and underpin learning, personal and social development.

**EARLY YEARS EDUCATOR:** To work with children and young people as part of a professional team and to assist with the development of Early Years provision.

**TEAM LEADER:** To work with teachers to organise and support teaching and learning activities for classes. This could include “Specified Work” with individuals, groups and whole classes under the direction and supervision of qualified teacher. “Specified Work” is defined as planning, preparing and delivering lessons to, and assessing and reporting on the development, progress and attainment of pupils.

**IMPLEMENTATION OF SINGLE STATUS IN SCHOOLS – SUITABLE/MEANINGFUL WORK FOR TEACHING ASSISTANTS**

**EXAMPLES OF SUITABLE ACTIVITY FOR ADDITIONAL NON-CONTACT HOURS (NOT EXHAUSTIVE).** It is assumed that, to count as additional hours, all activities described would be undertaken outside of an individual’s standard contact time (currently their contracted hours). Where not apparent, the duties listed at each level will be in addition to those listed at any lower level, e.g. a Specialist Teaching and Learning Assistant will be expected to perform duties listed for a Teaching and Learning Assistant and a Learning Support Assistant.

<b>LEARNING SUPPORT ASSISTANT</b>	<ul style="list-style-type: none"> <li>➤ Attendance at planning/feedback meetings.</li> <li>➤ Attendance at staff/team meetings.</li> <li>➤ Assist with maintenance of pupil records and associated resources, e.g. production of sanctions/rewards charts.</li> <li>➤ Production of/preparation of resources, as directed by more senior colleagues – e.g. cutting out and laminating.</li> <li>➤ Setting up resources (when outside of contact time).</li> <li>➤ Resources audits – e.g. science equipment.</li> <li>➤ Maintenance of educational schemes (e.g. reading) to include organising, auditing, logging, ordering replacements.</li> <li>➤ Displays – mounting, displaying work, and assisting in production of interactive displays (where overall content is determined or directed by class teacher or more senior colleague).</li> <li>➤ Attendance at training sessions and CPD activities.</li> <li>➤ Escorting children on visits, out of normal working hours, with and under direct instruction of the class teacher, for example, educational visits and sports challenges.</li> <li>➤ Supporting colleagues with the organisation, planning and running of events and activities, e.g. school trip, school events.</li> <li>➤ Residential and school trips (where responsibilities/tasks undertaken) are commensurate with grade.</li> </ul>
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**TEACHING AND LEARNING ASSISTANT**

- Attendance at and contribution to planning meetings.
- Provision of feedback to class teacher (outside of contact time).
- Selection, preparation, production and/or modification of resources to support teacher planned activities (outside of standard contact time).
- Setting up of equipment/resources (outside of contact time).
- Supporting senior colleagues with parents meetings, meetings with other agencies (outside of contact time).
- Resources audits – e.g. science equipment.
- Maintenance of reaching schemes – e.g. organising, auditing, logging, ordering replacements.
- Displays – mounting, displaying work, and assisting in production of interactive displays (where overall content is determined or directed by class teacher or more senior colleagues).
- Attendance at training sessions and CPD activities.
- Supporting teachers/more senior staff at parent evenings, liaison with parents, school events (where participation is active, i.e. not just “helping out”).
- Escorting children on visits, out of normal working hours, under guidance with overall supervision by the class teachers. For example, educational visits and sports challenges.
- Under the overall direction of a class teacher or more senior colleagues, organisation, planning and running of events and activities e.g. school trips, school events.
- Active involvement (alone or with colleagues) in planning, organisation and running of clubs and activities outside of normal contact time, where subject matter is extra-curricular (e.g. cookery club) or where activity is more than just “child minding” e.g. assisting more senior colleagues with planning, organising and running homework clubs.
- Provision of supporting/mentoring of less experienced colleagues, volunteers, students (where arrangement is formalised and outside of normal contact time).
- Activities to support transition (outside of normal contact time) with individual or groups of children – e.g. trips with a child to a secondary school. This would be under guidance and overall supervision of a class teacher.
- Updating records (in line with relevant procedure and under ultimate direction of class teacher).
- Residential and school trips where responsibilities/tasks undertaken) are commensurate with grade.

**SPECIALIST TEACHING AND LEARNING ASSISTANT /  
EARLY YEARS EDUCATOR**

- Planning and preparation of lessons/courses for pupils.
- Completing formal assessments and maintaining pupil records.
- Attend/facilitate planning meetings.
- Provision of feedback to class teacher.
- Selection, preparation, production and/or modification of resources to support teacher planned activities (outside of standard contact time).
- Setting up of equipment/resources (outside of contact time).
- Alone or with more senior colleagues, attend parents meetings, meetings with other agencies (outside of contact time).
- Assist with writing/monitoring pupil plans based on assessment.
- Supporting teachers/more senior staff at parent evenings, liaise with parents, school events (where participation is active – i.e. not just “helping” out).
- Activities associated with the employee’s area of specialism – planning, preparing training, identifying training needs, development activities – analysis, research, project work.
- Escorting children on visits, out of normal working hours, under guidance and overall supervision which may on occasions not be direct.
- Under the overall direction of a class teacher or more senior colleague, organisation, planning and running of events and activities e.g. school trips, school events.
- Active involvement (alone or with colleagues) in planning, organisation and running of clubs and activities outside of normal contact time, where subject matter is extra-curricular (e.g. cookery club) or where activity is more than just “child minding” e.g. – assisting more senior colleagues with planning, organising and running homework club.
- Provision of supporting/mentoring of less experienced colleagues including volunteers (where arrangement is formalised and outside of normal contact time).
- Performing a formal mentoring role for less experienced colleagues, work experience, student TA’s etc.
- Residential and school trips (where responsibilities/tasks undertaken) are commensurate with grade.

<b>TEAM LEADER</b>	<p><b>All activities as for Specialist Teaching and Learning Assistant above and in addition:-</b></p> <ul style="list-style-type: none"><li>➤ Tasks associated with managing and co-ordinating the work of a team of Teaching Assistants e.g. work allocation (scheduling TA cover).</li><li>➤ Development of staff – providing feedback on observations, target setting and reviewing at one to ones, writing up performance appraisals.</li><li>➤ Training and information sharing (e.g. organising training activities, regular team meetings and briefs).</li><li>➤ Identifying team training and development requirement.</li></ul>
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