



JOB DESCRIPTION

JOB TITLE:	Classroom Assistant
REPORTS TO:	The Head teacher and Learning Support Lead (SENCO), through the class teacher
HOURS OF WORK:	Hours of work are up to 32 hours per week during term time.
SALARY:	NJC Scale - £ 14.9917 per hour

THE POSITION

The Classroom Assistant will work closely with the SENCO and the teacher in supporting the learning needs of individual pupils during lessons. Flexibility is key for this role, as tasks may change from day to day. The ideal candidate is caring, compassionate and dedicated to the pupils' success. They have a versatile skill set and a willingness to proactively look for ways to support the teacher and the pupils.

APPLICATION

For further information and to apply, please visit the school website.

JOB PURPOSE

Under the direction of the Learning Support Lead (SENCO) and class teacher, assist with the educational support and the care of the pupil(s) with specific educational needs who is/are in the teacher's care in or outside the classroom. A Classroom Assistant supports teachers and pupils by preparing lessons, working with individuals/small groups on the promotion of effective teaching and learning, managing behaviour, providing emotional support, and supervising during activities and trips, ensuring a safe and productive classroom environment. Key duties involve preparing materials, helping with planning, recording progress, and fostering pupil independence and confidence. They carry out tasks delegated to them by the SENCO and class teachers and refer to teachers' issues requiring the exercise of professional judgement. Classroom Assistants help to ensure that every pupil has full access to the curriculum on offer and assists with the delivery of the curriculum in a manner that best meets the needs of the pupil(s).

MAIN DUTIES AND RESPONSIBILITIES

The precise duties of the post will be determined by the SENCO and class teacher. The classroom assistant has a contribution to make in four major areas:

- (i) The effective organisation and use of resources.
- (ii) The quality of care and welfare of pupils.
- (iii) The quality of learning and teaching in the classroom.
- (iv) The needs of pupils in effectively accessing the curriculum.

GENERAL CLASSROOM SUPPORT

- Establish a supportive relationship with the pupil(s) with Special Educational Needs and assist the teaching and pastoral staff with the overall support and care of the pupil(s).
- Building a positive relationship with pupil(s) and supporting the classroom/school ethos.
- Assist the Class Teachers with the support and care of the pupil with Special Educational Needs and developing good teamwork with the Class Teacher and other staff who are supporting pupils.
- Develop an understanding of the specific needs of the pupil to be supported.
- Supporting pupil(s) in paying attention, concentrating and staying on task and providing appropriate praise and encouragement to pupils during tasks.
- Assist with the development and delivery of personalised programmes of support, contribute to the review and evaluation of personalised programmes of support, and encourage pupil participation in such programmes.
- Providing support to pupils in their classroom learning; e.g. use of computers and general class activities.
- Contribute to the inclusion of the pupil(s) in mainstream school activities under the direction of the Class Teacher and the SENCO. Supervise groups of pupils, or individual pupils on specified activities including talking and listening, using ICT, extra-curricular activities, and other duties, as directed by the Class Teacher/SENCO.
- Provide support in the implementation of behavioural management programmes as directed.
- carry out administrative and other tasks related to the smooth running of the department.
- support pupil(s) in their learning and development, in small groups or with individual pupils as directed, including the differentiation of resources as appropriate.
- take a leading role in improving provision for pupil(s) with Attention Deficit Hyperactivity Disorder (ADHD), Dyslexia, Dyspraxia, Autism Spectrum Disorder (ASD), cognition and learning difficulties (language, literacy, maths and numeracy), social and behavioural difficulties etc.
- Assist pupil(s) learn as effectively as possible both in group situations and on their own by assisting with the management of the learning environment through:
 - clarifying and explaining instruction;
 - ensuring the pupil(s) are able to use equipment and materials provided;

- assisting in motivating and encouraging the pupil(s) as required;
 - assisting in areas requiring reinforcement or development;
 - promoting the independence of pupil(s) to enhance learning;
 - helping pupil(s) stay on work set;
 - meeting physical/medical needs as required whilst encouraging independence.
 - Be aware of school policies, procedures and of confidential issues linked to home/pupil/teacher/school work and to keep confidences appropriately.
 - Establish a supportive relationship with the pupils concerned.
 - Prepare and produce appropriate resources to support pupil(s).
 - Ensure as far as possible a safe environment for pupils.
 - Any other such duties as directed by the Class Teacher or SENCO.
- Under the direction of the Class Teacher, and following an appropriate risk assessment, assist the pupil to participate in off-site activities, school visits, trips and excursions.
 - Provide supervision and support for pupils who become ill or who are injured in class, around school and at break times, including the administration of prescribed medicines, drugs and first aid and dealing with minor cuts and grazes.
 - Report to the Class Teacher any signs or symptoms displayed which may suggest that a pupil requires expert or immediate medical attention.

ADMINISTRATION

- Assist with classroom administration.
- Assist the class teacher and/or other professionals with the implementation of the system for recording the pupil(s) progress.
- Contribute to the maintenance of pupil(s) progress records.
- Provide regular feedback about the pupil(s) to the SENCO.
- Duplicate written materials, assist with production of charts and displays etc.

The above list provides examples of the kinds of tasks which may legitimately be delegated to classroom assistants but it is not intended to be a complete list of all the tasks that a classroom assistant could perform; nor is it intended that a single assistant would be able to take on all the tasks on the list.

OTHER DUTIES

- Attend relevant in-service training. tasks which are more focused on supporting the learning activities of pupils under the direction of the classroom teacher. It is expected that classroom assistants will need additional training in some of these tasks, although this will depend upon the previous training, qualifications and experience of each assistant.
- Such other duties as may be assigned by the Head teacher/SENCO/ class teacher within the level of the post.

This job description will be subject to review in light of changing circumstances and is not intended to be rigid and inflexible but should be regarded as providing guidelines within which the individual works. Other duties of a similar nature and appropriate to the grade may be assigned from time to time.

In accordance with Section 75 of the Northern Ireland Act (1998), the post-holder is expected to promote good relations, equality of opportunity and pay due regard for equality legislation at all times.

Posts involving work in educational institutions are subject to the provisions of the Safeguarding Vulnerable Groups (NI) Order 2007. The successful applicant will require an enhanced disclosure check which at present costs £33. Further details regarding the payment of this check will be issued with the contract of employment.

PERSON SPECIFICATION

SECTION 1 - ESSENTIAL CRITERIA

The following are **essential** criteria which will initially be measured at the shortlisting stage and which **may also be further explored during the interview/selection stage**. You should therefore make it clear on your application form how, and to what extent you meet these criteria. Failure to do so may result in you not being shortlisted.

Factor	Essential Criteria
Qualifications/ Professional Membership	A minimum of 5 GCSEs passed at C grade or above (or equivalent) including English and Mathematics.
Experience	Have experience of working with a child/children in a formal environment e.g. school, nursery or playgroup
Skills / Abilities	Evidence of a working knowledge of information technology systems including: <ul style="list-style-type: none"> • Microsoft Word and Outlook, and/or • C2K schools IT systems

SECTION 2 - ESSENTIAL CRITERIA

The following are **additional essential** criteria which will be measured during the interview/selection stage.

Factor	Essential Criteria
Knowledge	Demonstrable knowledge of the following: <ul style="list-style-type: none"> • The requirements of a Classroom Assistant • Child development issues • Health and safety requirements, relevant to the role
Skills / Abilities	Evidence of an ability to work flexibly and creatively to help ensure a child-centred learning experience Highly effective interpersonal and communication skills Proven team working and collaborative skills Evidence of effective planning and organising skills to ensure work is completed on time to the required standard
Values Orientation	Evidence of how your experience and approach to work reflect the school's values/ethos. You will find information about the school's values/ethos on our school website

SECTION 3 - DESIRABLE CRITERIA

Some or all of the desirable criteria may be applied by the Selection Panel in order to determine a manageable pool of candidates. Desirable criteria will be applied in the order listed. You should make it clear on your application form how, and to what extent you meet the desirable criteria, as failure to do so may result in you not being shortlisted.

Factor	Desirable Criteria
Qualifications / Experience	NVQ 3 (or equivalent) in a relevant childcare qualification Have a minimum of six months' experience of working environment A minimum of 1 years' experience gained within the last 5 years, working in a paid capacity as a Classroom Assistant with a child/children with Special Educational Needs Be a qualified teacher as recognised by GTCNI.