



Kelvin Hall School

JOB DESCRIPTION & PERSON SPECIFICATION

SCHOOL:	Kelvin Hall School	POSITION NO:
SECTION:		GRADE: 5
JOB TITLE:	Teaching Assistant	DATE PREPARED: May 2018
JOB HOLDER:		REPORTING TO: Assistant SENCO
EVALUATION DATE:		JE NUMBER:

DIGNITY AT WORK: To show, at all times, a personal commitment to treating all customers and colleagues in a fair and respectful way, which gives positive regard to people’s differences and individuality (for example, gender, gender identity, nationality or ethnic origin, disability, religion or belief, sexual orientation, age). Assists in ensuring equal access to services and employment opportunities for everyone and promotes the School’s Equal Opportunities in Employment Policy.

PURPOSE: To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision, supported by direction from teaching staff/ASENCO/SEN Leadership Team in line with school policies and guidance. This may involve; preparing and delivering learning activities for individuals/groups or short term for whole classes; monitoring pupils; assessing, recording and reporting on pupils achievement, progress and development. To act as a From Tutor, in particular, supporting Literacy and Numeracy development activities for the specific tutor group. To cover lessons for absent teachers as on a reasonable and needed basis.

PRINCIPAL ACCOUNTABILITIES:

Please note decision making must be included within the Principal Accountabilities

1.	To promote the inclusion and acceptance of all pupils within the classroom.
2.	To establish productive working relationships with pupils, acting as a role model and setting high expectations.
3.	To work alongside the ASENCO and the SEN Leadership Team to contribute towards the development and implementation of relevant pupil plans.
4.	To support pupils consistently whilst recognising and responding to their individual needs, preparing and delivering relevant educational support programmes.
5.	To encourage pupils to interact and work co-operatively with others and engage all pupils in activities.
6.	To promote independence and employ strategies to recognise and reward achievement of self-reliance in our pupils

7.	To act as a Form Tutor, setting, maintaining and upholding school standards of punctuality, behaviour, uniform and other relevant areas, applying all school policies consistently.
8.	To ensure tutor time is well organised, enabling constructive activities to take place including; group discussion and positive group interactions; Literacy programme; Numeracy programme and monitor pupils' progress across all subjects.
9.	To cover lessons in the absence of a teaching member of staff for short term absences, delivering pre-planned work in accordance with the teachers instructions.
10.	Any duties of a similar nature as directed by the Deputy Headteacher.

GENERAL:

The above principal accountabilities are not exhaustive and may vary without changing the character of the job or level of responsibility. The postholder must be flexible to ensure the operational needs of the School are met. This includes the undertaking of duties of a similar nature and responsibility as and when required, throughout the various work places in the School.

DIMENSIONS:

All sections should be completed – if there aren't any state 'none'

1. Responsibility for Staff:

None

2. Responsibility for Customers/Clients:

None

3. Responsibility for Budgets:

None

4. Responsibility for Physical Resources:

None

WORKING RELATIONSHIPS:

All sections should be completed – if there aren't any state 'none'

1. Within Service Area/Section:

Works as a member of the Teaching Support team in conjunction with all other members

2. With Any Other School Areas

Works with all Teaching and non-teaching posts

3. With External Bodies to the School

Works with external bodies as directed

ORGANISATION CHART:

Please see attached

	<i>Tick relevant level for each category</i>						Supporting Information (if applicable)
	Not applicable	Low	Moderate	High	Very High	Intense	
PHYSICAL DEMANDS: Physical Effort and/or Strain – (tiredness, aches and pains over and above that normally incurred in a day to day office environment).		√					
WORKING CONDITIONS: Working Conditions – (exposure to objectionable, uncomfortable or noxious conditions over and above that normally incurred in a day to day office environment).		√					
EMOTIONAL DEMANDS: Exposure to objectionable situations over and above that normally incurred in a day to day office environment.			√				

PERSON SPECIFICATION		Tick relevant column		List code/s*
<p>The information listed as essential (the column that is shaded) is used as part of the job evaluation process. The requirements identified as desirable are used for recruitment purposes only.</p> <p>*Codes: AF = Application Form, I = Interview, CQ = Certificate of Qualification, R = References (should only be used for posts requiring CRB's), T = Test/Assessment, P = Presentation</p>		Essential	Desirable	How identified
1.	Qualifications:			
	GCSE in English & Maths at C or above	√		AF, CQ
	Qualified to Level 3 in a relevant subject		√	AF, CQ
	Commitment to continued professional development	√		AF, CQ
2.	Relevant Experience:			
	Experience of working in an education environment.		√	AF, I
	Experience of working with both small & larger groups of pupils		√	AF, I
				AF, I
3.	Skills (including thinking challenge/mental demands):			
	Motivation to work with children and young people.	√		AF, I
	Ability to form and maintain appropriate relationships and personal boundaries with children and young people.	√		AF, I
	The ability to work independently and use their initiative	√		AF, I
4.	Knowledge:			
	A knowledge and commitment to safeguarding and promoting the welfare of children, young people	√		AF, I
	The post holder should have basic knowledge of ICT and its applications.	√		AF, I
	Knowledge of relevant policies and awareness of relevant Legislation eg Child Protection	√		AF, I
5.	Interpersonal/Communication Skills:			
	Verbal Skills			
	Ability to establish professional, effective working relationships with a range of partners/colleagues and children & young people	√		AF, I
6.	Written Skills			
	The post holder should have a good standard of literacy and numeracy.	√		AF, I
7.	Other:			
	If there aren't any state 'none'			
Additional Requirements:				

PERSON SPECIFICATION		Tick relevant column		List code/s*
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	If there aren't any state 'none'			
8..	Disclosure of Criminal Record:			
	The successful candidate's appointment will be subject to the School obtaining a satisfactory #Standard/#Enhanced Disclosure from the Criminal Records Bureau (if ticked as an essential requirement). <i>#Service area to delete as required</i>	√		CRB Disclosure
	If the postholder requires a CRB disclosure the candidate is required to declare full details of everything on their criminal record.	√		AF(after short listing)

IF THIS IS A NEW OR CHANGED JOB THEN [APPENDIX D](#) MUST BE COMPLETED BEFORE SUBMISSION TO THE JOB EVALUATION TEAM

DISCLOSURE OF CRIMINAL RECORD
Information Sheet

Level of disclosure for post	What Information the School Requires
Declaration of unspent convictions	<p>If you have a criminal record, you are required to provide, with your job application form, details of anything on your record which is unspent (<i>note 1</i>) under the Rehabilitation of Offenders Act.</p>
Standard Disclosure	<p>You are required to provide, with your job application form, full details of everything on your criminal record, including details of all spent convictions. You are also required to provide the school with details of any prosecutions pending. In addition, you are required to declare on your application form whether you are the subject of a Disqualification order (<i>note 2</i>) or included on any Government Department list of people unsuitable or banned from work with children or young people.</p> <p>If you are offered the post, this will be subject to the School obtaining a satisfactory (<i>note 3</i>) Standard Disclosure from the Disclosure & Barring Service (DBS) (<i>note 4</i>).</p> <p>The DBS will also send you a copy of the Discloser. This will give details of everything on your criminal record, including cautions, reprimands and final warnings, as well as convictions and, if relevant, the findings of checks against Government department lists of people banned or unsuitable for work with children or vulnerable adults.</p>
Enhanced Disclosure	<p>You are required to provide, with your job application form, full details of everything on your criminal record, including details of all spent (<i>note 1</i>) convictions. You are also required to provide the School with details of any prosecutions pending. In addition, you are required to declare on your application form whether you are subject of a Disqualification order (<i>note 2</i>) or included on any Government Department list of people unsuitable or banned from work with children or vulnerable adults.</p> <p>If you are offered the post, this will be subject to the school obtaining a satisfactory (<i>note 3</i>) Enhanced Disclosure from the Disclosure & Barring Service (DBS) (<i>note 4</i>).</p> <p>The DBS will also send you a copy of the Disclosure. This will give details of everything on your criminal record, including cautions, reprimands, final warnings, convictions and any other information and, if relevant, the findings of checks against Government department lists of people banned or unsuitable for work with children or young people.</p>

Notes:

1. The table at the end of this information sheet gives details of what is meant by “spent” and “unspent”. If you are still unclear as to what information you should provide, please contact Employee Services for advice.
2. If a person is convicted of an offence against a child and a qualifying sentence is imposed by a senior court in respect of the conviction, the court must order the individual to be disqualified from working with children, unless, given all the circumstances, the court is satisfied that it is unlikely that the individual will commit any further offence against a child.

The same applies to charges/convictions for equivalent armed forces offences.

The school must not knowingly offer work in a regulated position to anyone who is the subject of a Disqualification Order. It is also illegal for anyone who is the subject of a Disqualification Order to apply for work in a regulated position.

3. In this context, “satisfactory” means containing no offences relevant to the post, which would render you unsuitable.
4. The Disclosure & Barring Service (DBS) is a Government agency which handles the Disclosure Service through which criminal record information can be checked by potential employers and other organisations. Further details about the DBS, including Code of Practice, are available from their website at www.gov.uk/dbs or from: DBS, PO Box 110, Liverpool, L69 3EF.

Government Department Lists

The DBS’s Standard Disclosure and Enhanced Disclosure include, where relevant, a check against Government department lists of people unsuitable for work with children and vulnerable adults eg. Department of Education and Skills’ List 99 or Department of Health’s protection of Children Act List (PoCAL)

Obtaining A DBS Disclosure

If you are offered the post, the Employee Services recruitment team will let you know what needs to be done.

If a Standard or Enhanced disclosure is required, you will be asked to sign a DBS Disclosure application form and to provide verification of your identity. You will receive a copy of the information the DBS discloses to the School.

Costs

The DBS charges a fee for each disclosure. Where the Disclosure is required by the School, the School will pay the fee.

SPENT/UNSPENT CONVICTIONS – REHABILITATION PERIODS

The following sentences become spent after fixed periods from the date of the conviction (not the completion of the punishment).

Sentence¹	Rehabilitation Period People aged 17 or under when convicted	Rehabilitation Period People 18 or over when convicted
Prison sentences ² of 6 months or less	3½ years	7 years
Prison sentences of more than 6 months to 2½ years	5 Years	10 Years
Borstal (abolished in 1983)	7 years	7 years
Detention Centres (abolished in 1988)	3 years	3 years
Fines, compensation, probation ³ , community service/ community punishment orders, combination orders ⁴ , action plan, drug treatment and testing and reparation orders	2½ years	5 years
Absolute discharge	6 months	6 months

The Crime and Disorder Act 1998 introduced a new custodial sentence for young people with different rehabilitation periods:

Sentence	Rehabilitation Period People aged 12, 13 or 14 when convicted	Rehabilitation Period People aged 15, 16 or 17 when convicted
Detention and training order of 6 months or less	1 year after the order expires	3½ years
Detention and Training order of more than 6 months	1 year after the order expires	5 years

With some sentences the rehabilitation period varies:

Sentence	Rehabilitation Period
Probation ⁵ , supervision, care order, conditional discharge and bind-over.	1 year or until the order expires (whichever is longer)
Secure training (abolished in 2000) and attendance centre orders	1 year after the order expires
Hospital order (with or without a restriction order)	5 years or 2 years after the order expires (whichever is longer)
Referral order	Once the order expires

¹ Cautions, reprimands and final warnings become spent immediately

² Including suspended sentences, youth custody and detention in a young offender institution

³ For people convicted on or after 03.02.95. Probation orders are now called community rehabilitation orders

⁴ Combination orders now called community punishment and rehabilitation orders

⁵ For people convicted before 03.02.95