

MORAY COUNCIL

JOB DESCRIPTION

(1) JOB IDENTITY			
POST TITLE:	Classroom Assistant	DEPARTMENT:	Education, Communities & Organisational Development
SECTION:	Primary (Non-teaching)	LOCATION:	
REPORT TO:	Head Teacher		
GRADE:	2	POST NO:	MOR

(2) JOB PURPOSE AND WAY OF WORKING	
To assist the classroom teacher in providing administrative, practical and organisational tasks and also to support the learning activities of pupils.	

(3) MAJOR TASKS	
3.1	Contribute to the effective organisation and use of resources.
3.2	Contribute to the quality of care and welfare of pupils.
3.3	Support the needs of pupils in effectively accessing the curriculum.
3.4	Support the quality of learning and teaching in the classroom.

(4) REPORTING RELATIONSHIPS This job is indicated by *	
<pre>graph TD HT[Head Teacher] --- CT[Class Teacher] HT -.-> DHT[Depute Head Teacher/Assistant Head Teacher] CT -.-> DHT CT -.-> CA[*Classroom Assistant]</pre>	

SIGNATURES AND ADMINISTRATION ONLY

<i>Author's Signature:</i>	<i>Validator's Signature:</i>	<i>Date:</i>
<i>Postholder's Name:</i>	<i>Signature:</i>	<i>Date:</i>
<i>Supervisor's Name:</i>	<i>Signature:</i>	<i>Date:</i>

(5) **DUTIES TYPICALLY INCLUDE:**

5.1 Contribute to the effective organisation and use of resources.

- 5.1.1 Organising and maintaining the stock of materials and distributing resources.
- 5.1.2 Maintaining and cataloguing collections of resources eg libraries, collections of computer software, mathematics equipment.
- 5.1.3 Preparing classroom materials by duplicating, setting out and clearing away equipment, making booklets.
- 5.1.4 Making displays eg mounting examples of children's work, pictures, interest tables under the supervision of teaching staff.
- 5.1.5 Recording educational television and radio programmes.

5.2 Contribute to the quality of care and welfare of pupils.

- 5.2.1 Building good relationships in contacts with pupils.
- 5.2.2 Encouraging good standards of pupil behaviour.
- 5.2.3 Supervising non-teaching areas eg corridors, cloakrooms, tuck shops, dining rooms, playgrounds.
- 5.2.4 Supervising classes during "wet playtimes".
- 5.2.5 Escorting pupils within and outwith the premises eg between classrooms, to home or hospital on educational visits, swimming lessons, sports events.
- 5.2.6 Providing comfort and care for minor accidents, upsets or ailments eg cuts and bruises (reporting to teaching staff if considered serious).
- 5.2.7 Helping children who need support in putting on coats, shoes etc whilst encouraging independence.

5.3 Support the need of pupils in effectively accessing the curriculum.

- 5.3.1 Building a positive relationship with pupils and supporting the classroom/school ethos.
- 5.3.2 Developing good teamwork with the class teacher and other staff who are supporting pupils; eg support for learning teachers and SEN auxiliaries.
- 5.3.3 Preparing the classroom for aspects of the day's work; eg setting up the art area, selecting measurement containers for mathematics, setting up computer for word processing, setting out science apparatus for an investigation or experiment.
- 5.3.4 Supporting pupils in paying attention, concentrating and staying on task.
- 5.3.5 Providing appropriate praise and encouragement to pupils during tasks.
- 5.3.6 Supporting children working together to encourage teamwork and co-operation.
- 5.3.7 Providing support to pupils in their classroom learning eg use of computers and general class activities.
- 5.3.8 Helping with tasks where there are physical difficulties, whilst encouraging independence and ensuring safety.
- 5.3.9 Helping pupils to follow instructions eg when moving to group activities and to find resources needed.
- 5.3.10 Providing help to pupils in organising their work eg following classroom routines for placing work in folders or marking trays.

5.3.11 Providing relevant information to teachers' records and reports on pupils' progress.

5.3.12 Providing support to pupils in the dining hall.

5.4 Support the quality of learning and teaching in the classroom.

5.4.1 Supporting children's play activities eg by listening and talking with children, joining in play activities, supporting individual children where they need help.

5.4.2 Playing games which practice skills, encouraging sharing, turn taking and co-operation.

5.4.3 Encouraging children's oral language development through play, books, stories and personal interaction.

5.4.4 Supporting literacy development by, for example, reading or telling stories and rhymes, guiding them to information books, labelling children's drawings and models and providing an audience for their reading activities.

5.4.5 Supporting numeracy development by counting and matching games and rhymes, practising number bonds and "tables", building with shapes and developing appropriate language, and supporting practical measurement activities.

5.4.6 Supporting practical activities in the classroom, planned as part of the teacher's programme eg baking, gardening.

5.4.7 Supervising and supporting pupils while they undertake work set by the teacher.

5.4.8 Supporting record keeping by completing checklists of tasks with individual pupils where appropriate.

MORAY COUNCIL

PERSON SPECIFICATION

Post: Classroom Assistant
Department: Education, Communities & Organisational Development
Date Specification Completed:
Prepared By:

Note: Any disabled applicant who meets the essential criteria for the post is guaranteed an interview.

ATTRIBUTES	ESSENTIAL <i>The minimum acceptable levels for safe and effective job performance</i>	DESIRABLE <i>The attributes of the ideal candidate</i>
(1) Experience	Experience of looking after young children	Previous experience working with children with special needs in a school or pre-school centre, eg as a parent helper, auxiliary or children's lunchtime supervisor
(2) Education and qualifications*		Qualification in Child Care and Education (or similar)
(3) Skills/abilities (general)	Display ability and commitment to undertake initial training and subsequent staff development as required	
(4) Skills/abilities specific to post*	An understanding of the needs of parents with young children Ability to relate positively to young children and their parents A keen interest in child development	
(5) Inter-personal and social skills	Good interpersonal skills Enjoy working with children Flexible and adaptable approach Reliable and dependable Pleasant manner Ability to work as part of a team	
(6) Working environment and physical demands		

* Candidates will be required to show these documents if invited for interview.

Satisfactory Disclosure Scotland check required?	NO
Membership of Protecting Vulnerable Groups Scheme (Working with Children)	YES
Membership of Protecting Vulnerable Groups Scheme (Working with Vulnerable Adults)	NO
Satisfactory pre-employment medical screening required?	NO

