

Together Trust

Role Profile Description

Date	June 2015
Family	Teaching & Learning Support
Role Profile Level Number	15 (TA10)
Purpose	
To support the delivery of learning to individuals or groups of people. Under direction to provide general support to the teaching programme to ensure access to learning and the safety, wellbeing and good conduct of learners in education and community settings.	
Role Accountability	End Result
Planning/Preparation	
Carry out tasks in preparation for routine day to day events and assure classroom or work area is kept in good order with appropriate access for all learners. Under the direction of the teacher/tutor, prepare learning materials & display learners' work.	<ul style="list-style-type: none"> • Appropriate access to equipment and materials in place • Clean and orderly working environment • Enhanced learning environment
Delivery	
Support the activity of learners in an educational environment as directed and feedback on learner progress. Refer incidents/concerns to appropriate school/college management. Support the integration of individualised support agreed guidelines	<ul style="list-style-type: none"> • Activities are conducted in a safe and well-regulated manner. • Appropriate involvement in learner behaviour management to meet Trust policies • Learners are encouraged to take responsibility for own behaviour • Appropriate management kept informed
Resources	
Prepare, and use general equipment and materials as required.	<ul style="list-style-type: none"> • Materials/equipment available when needed • Materials/equipment in good order • Basic checks completed
Support	
Provide practical assistance to learners and assist in the implementation of the individual learning/care plan under direction.	<ul style="list-style-type: none"> • Health and Safety and Code of Conduct requirements met. • Learners understand directions. • Support for learner well-being e.g. social, physical and emotional development
Administration	
Carry out basic clerical duties in support of staff.	<ul style="list-style-type: none"> • Lesson materials prepared • Written materials copied • Resources stored correctly • Filing of learner's work and appropriate records

Finance	
May be requested to assist with occasional collection and recording of minimal amounts of cash.	<ul style="list-style-type: none"> • Monies collected and submitted
Record Keeping	
Carry out appropriate basic record keeping.	<ul style="list-style-type: none"> • Accurate and timely records kept • Information gathered as directed
Assessment/Risk Management	
<p>Act as a key point of contact and provide initial judgement as a result of assessment for service users and providers.</p> <p>Identify safeguarding/risk issues.</p>	<ul style="list-style-type: none"> • Provision of an immediate deployment of assistance to service user • Escalation of the user's case to ensure appropriate service delivery • Determine any risk and/or hazards that exist or that may develop • Escalate case or follow standard procedures including safeguarding to reduce immediate risk • Reduction in risk to health and safety of staff and service users
Multi-disciplinary Working	
Effective communication across team to promote best outcomes for service users.	<ul style="list-style-type: none"> • Appropriate well planned, coordinated interventions when needed - regularly reviewed and effectively delivered • Overlap and inconsistency from other practitioners reduced • Holistic packages of therapy and support delivered to services users

Nature of Contacts and Relationships (who and the nature of the communications)
<ul style="list-style-type: none"> • Day to day routine contact with learners, teachers, parents, carers, and other professionals • Working directly with learners under supervision and direction • Exchange routine information regarding conduct and progress of learners with relevant staff
Working Environment Context (disruption, physical, disagreeable, health and safety aspects)
<ul style="list-style-type: none"> • Predominantly in or around school/college premises or other learning centres/environments. • May involve some working outside and in inclement weather. Assisting in some out of school activities where appropriate • May provide assistance with personal care and physical management • May undertake personal care tasks
Procedural Context (creativity, discretion, impact)
<ul style="list-style-type: none"> • Providing services within well established procedures, policies and standards including Safeguarding legislation • Working under direction
Key Facts and Figure Ranges (including likely size of any team managed)
<ul style="list-style-type: none"> • Post holders are responsible for setting up the work area including use of any equipment and laying out/displaying/materials
Skills, Knowledge and Qualifications
<ul style="list-style-type: none"> • Basic literacy and numerate or NVQ 2 or equivalent experience/skills • Knowledge of basic working practices, policies, procedures and education rules • To undertake an induction programme and undertake continuous appropriate professional training/development • Awareness of individuals learning development
Equipment Operated and Essential Skills
<ul style="list-style-type: none"> • Operation of relevant equipment • Basic IT skills