

Teaching Assistant Framework

Title	TA Framework
Author	■■■■■■■■■■ ■■■■■■■■■■
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Please see full Policy Control Sheet on the back page of this document.	
This policy is currently under review and supersedes all previous policies, circulars and agreements connected with Teaching Assistants in the Government of Jersey	

The roles contained within the revised framework are:

Job Title	TA Grade	Old CS Grade	Page number
Lunchtime Supervisor	TAF03	CS03	4
Breakfast Club Supervisor	TAF03	CS03	6
Senior Lunchtime Supervisor	TAF04	CS04	8
Teaching Assistant	TAF04	CS04	10
Teaching Assistant / Keyworker / Learning Support Assistant	TAF05	CS05	12
Lead Teaching Assistant // Keyworker / Learning Support Assistant	TAF06	CS06	15
Wellbeing Facilitator	TAF06	CS06	18
ICT & Media Technician	TAF06	CS06	21
Parent Engagement Worker	TAF06	CS06	24
Design Technology Technician	TAF06	CS06	27
Laboratory Technician	TAF06	CS06	30
Nursery Officer	TAF06	CS06	32
Senior Teaching Assistant / Keyworker / Learning Support Assistant	TAF07	CS07	35
Senior Laboratory Technician	TAF07	CS07	38
Training Technician	TAF07	CS07	41

Lunchtime Supervisor / Breakfast Club Supervisor	Senior Lunchtime Supervisor	Teaching Assistant – TAF 4	Teaching Assistant/ Keyworker / LSA TAF5	Wellbeing Facilitator	ICT Technician	Parent Engagement Worker	DT Technician	Laboratory Technician	Lead Teaching Assistant Keyworker/Nursery Officer/ LSA (TAF 6)	Senior Teaching Assistant Team Leader (TAF7)	Senior Laboratory Technician	Training Technician
Working with or caring for children of relevant age	Working with or caring for children of relevant age	Working with or caring for children of relevant age	Experience in working with students at Grade 4 teaching assistant level	Minimum 3 years experience working with families and children.	Minimum 2 years experience in a similar role with practical experience of windows and Mac software and management of a complex network with multiple users.	Minimum of 2 years experience working with and supporting parents.	Previous experience of handling tools in a workshop	2 years practical experience in a laboratory	Minimum of 2 -3 years experience in working with students	3 - 5 years' experience in working with students dependent upon qualifications held	2 years practical experience in a laboratory and previous management experience	Minimum 3 years industry experience
N/A	N/A	Numeracy and literacy skills equivalent to Level 2.	Numeracy and literacy skills equivalent to Level 2.	Numeracy and literacy skills equivalent to Level 2.	Educated to A Level standard or equivalent.	N/A	Educated to A Level Standard	A Level Science	Numeracy and literacy skills equivalent to Level 2.	Numeracy and literacy skills equivalent to Level 3.	A Level Science	Numeracy and Literacy skills equivalent to Level 3 (A Level)
N/A	N/A	NVQ Level 2 or equivalent in childcare desirable or experience and commitment to work towards a recognised qualification	NVQ Level 2 or equivalent and commitment to work towards a recognised qualification at Level 3	NNEB Qualification or Level 3 in Childcare	'Network plus' certification, or equivalent. 'A plus' certification or equivalent.	NVQ Level 3 or NNEB or equivalent.	Relevant professional qualification in one specialism e.g. engineering etc.		NVQ Level 3 in childcare or equivalent qualification or Diploma in Childcare Education at Level 3 plus relevant experience	Diploma in Early Education and Care qualification or NVQ Level 3 or equivalent plus 2 year's relevant experience.		Must have completed a recognised qualification to level 3 diploma or equivalent in relevant subject, to the programme being delivered
N/A	N/A	N/A	Work to achieve the required standards in relevant strategies, e.g. SEBD, bi-lingual, sign language - BSL 1 etc.	Completed PTTLS training, Knowledge and understanding of attachment theory / nurture work. Knowledge of emotional literacy.	Must hold ECDL (European Computer Driving License)	Level 1 foundation, safeguarding training. Certified training in PPP. Familiar with different assessment framework for children and families, including early help and emotionally based nonattendance.	Working knowledge of the HASAW Jersey act 1980. Trained in the selection, mounting and safe handling of abrasive wheel in Re-enforced Depressed Centre Wheels, Re-enforced Straight Sided Cutting of Wheels. Meet the DT Association Health and Safety training standards in Design and Technology.	Child Protection Training	Training in the relevant strategies e.g. literacy and/or in particular curriculum or learning areas e.g. Autism, bi- lingual, sign language – BSL 2 (signed support English), dyslexia, managing behaviour, supporting children with physical needs. Training must have been completed in more than one strategy/provision, covering a variety of disciplines. Post holders will have experience in all key stages across the school or be working in more than one school	Experience of working with students with additional complex needs. Have received training in the relevant strategies e.g. literacy and in particular curriculum or learning areas e.g. bi- lingual, sign language, dyslexia managing behaviour, supporting children with physical needs,	Child Protection Training	Teacher training qualification PTTLS or equivalent Manual Handling, ECDL.
First Aid certificate would be desirable	First Aid certificate would be desirable	First Aid qualification would be desirable	First Aid training essential, specific intervention Key worker training essential e.g. live handling, welfare procedures	First Aid training and child protection training essential.	N/A	N/A	First Aid training essential	First Aid Training	First Aid training essential, specific intervention Key worker training essential e.g. live handling, welfare procedures	First Aid training essential specific intervention Key worker training essential e.g. live handling, welfare procedures.	First Aid Training	First Aid qualification would be desirable

Lunchtime Supervisor (TAF 3)

Department	Children, Young People, Education and Skills
Section	Education
Reports to	Site Manager, Primary and Secondary Schools
Responsible for	Ensuring the safety, good conduct and welfare of pupils.

Job purpose

Ensuring the safety, good conduct and welfare of pupils during the lunchtime break, in and about the premises and sites of the school in accordance with the practices and procedures of the school. This involves effective supervision of pupils during the lunchtime period.

To encourage children to treat each other with respect and to follow the school's behaviour policy at all times.

Job specific outcomes

Provide Lunchtime supervisions to ensure the care, safety and welfare of the pupils during their lunch break on school premises.

Possess an awareness of relevant school policies to assist in the supervision of pupils, including health and safety requirements and safeguarding and child protection policies.

Address any misbehaviour by pupils in line with the school's behaviour policy and liaise with the duty Team Leader if necessary.

Set up and clear away tables and chairs in the dining areas, and clean up any spillages of food and drink, sweep the floors once cleared.

Be involved in litter collection during the last 15 minutes of break and lunch duty.

Liaise with nominated supervisor to share information, concerns and issues regarding pupils.

Send for assistance or send student to school medical room, with regard to first aid incidents. Accidents and illness to ensure the safety and welfare of pupils. Report any injuries to the relevant class teacher at the end of the lunch break.

Provide assistance to young pupils at mealtimes.

Person Specification

ATTRIBUTES	ESSENTIAL	DESIRABLE
Qualifications Please state the level of education and professional qualifications and / or specific occupational training required.		Hold First Aid Certificate
Knowledge This relates to the level and breadth of practical knowledge required to do the job (e.g. the understanding of a defined system, practice, method or procedure).	Awareness of confidentiality and data protection principles.	Experience of working with or supervising children.
Technical / Work-based Skills This relates to the skills specific to the job, e.g. language fluency, vehicle license etc.		
General Skills/Attributes This relates to more general characteristics required to do the job effectively, e.g. effective written communication skills, ability to delegate, motivation or commitment etc.	Possess effective communication skills and an ability to promote calmness.	
Experience This is the proven record of experience and achievement in a field, profession or specialism.	Basic childcare and health and safety knowledge.	
This could include a minimum period of experience in a defined area of work if required by an external body (for example a period of post- qualification experience).		

Breakfast Club Supervisor (TAF3)

Department	Children, Young People, Education and Skills
Section	Education
Reports to	Site Manager, Primary and Secondary Schools
Responsible for	Ensuring the safety, good conduct and welfare of pupils.

Job purpose

Ensuring the safety, good conduct and welfare of pupils during the duration of the breakfast club, in and about the premises and sites of the school in accordance with the practices and procedures of the school.

This involves effective supervision of pupils during the breakfast club period.

To encourage children to treat each other with respect and to follow the school's behaviour policy at all times.

Job specific outcomes

Provide breakfast club time supervisions to ensure the care, safety and welfare of the pupils during their time in the breakfast club on school premises.

Possess an awareness of relevant school policies to assist in the supervision of pupils, including health and safety requirements and safeguarding and child protection policies.

Address any misbehaviour by pupils in line with the school's behaviour policy and liaise with the duty Team Leader if necessary.

Set up and clear away tables and chairs in the dining areas, and clean up any spillages of food and drink, sweep the floors once cleared.

Be involved in litter collection during the last 15 minutes of break and lunch duty.

Liaise with nominated supervisor to share information, concerns and issues regarding pupils.

Send for assistance or send student to school medical room, with regard to first aid incidents. Accidents and illness to ensure the safety and welfare of pupils. Report any injuries to the relevant class teacher at the end of the lunch break.

Provide assistance to young pupils at mealtimes.

Person Specification

ATTRIBUTES	ESSENTIAL	DESIRABLE
Qualifications Please state the level of education and professional qualifications and / or specific occupational training required.		Hold First Aid Certificate
Knowledge This relates to the level and breadth of practical knowledge required to do the job (e.g. the understanding of a defined system, practice, method or procedure).	Awareness of confidentiality and data protection principles.	Experience of working with or supervising children
Technical / Work-based Skills This relates to the skills specific to the job, e.g. language fluency, vehicle license etc.		
General Skills/Attributes This relates to more general characteristics required to do the job effectively, e.g. effective written communication skills, ability to delegate, motivation or commitment etc.	Possess effective communication skills and an ability to promote calmness.	
Experience This is the proven record of experience and achievement in a field, profession or specialism. This could include a minimum period of experience in a defined area of work if required by an external body (for example a period of post-qualification experience).	Basic childcare and health and safety knowledge.	

Senior Lunchtime Supervisor (TAF 4)

Department	Children, Young People, Education and Skills
Section	Education
Reports to	Site Manager, Primary and Secondary Schools
Responsible for	Ensuring the safety, good conduct and welfare of pupils.

Job purpose

Ensuring the safety, good conduct and welfare of pupils during the lunchtime break, in and about the premises and sites of the school in accordance with the practices and procedures of the school.

This involves effective supervision of pupils during the lunchtime period and leading the lunch time supervisors in accordance with general instruction from the head teacher.

To encourage children to treat each other with respect and to follow the school's behaviour policy at all times.

Job specific outcomes

Provide Lunchtime supervision to ensure the care, safety and welfare of the pupils during their lunch break on school premises.

Organise a work rota and assign duties to Lunch time supervisors ensuring that there are adequate levels of supervision in place each day.

Organise replacement staff or recruit the help of teaching staff in emergency situations as necessary to cover for absence.

Be aware of and inform the lunch time supervisors of the emergency procedures.

Possess an awareness of relevant school policies to assist in the supervision of pupils, including health and safety requirements and safeguarding and child protection policies.

Address any misbehaviour by pupils in line with the schools behaviour policy and liaise with the duty Team Leader if necessary.

Set up and clear away tables and chairs in the dining areas, and clean up any spillages of food and drink, sweep the floors once cleared.

Be involved in litter collection during the last 15 minutes of break and lunch duty.

Liaise with nominated supervisor to share information, concerns and issues regarding pupils.

Send for assistance or send student to school medical room, with regard to first aid incidents. Accidents and illness to ensure the safety and welfare of pupils. Report any injuries to the relevant class teacher at the end of the lunch break.

Provide assistance to young pupils at meal times.

Person Specification

ATTRIBUTES	ESSENTIAL	DESIRABLE
Qualifications Please state the level of education and professional qualifications and / or specific occupational training required.	Hold First Aid Certificate	
Knowledge This relates to the level and breadth of practical knowledge required to do the job (e.g. the understanding of a defined system, practice, method or procedure).	Child Protection training. Experience of working with children. Experience of supervising pupils. Awareness of confidentiality and data protection principles.	
Technical / Work-based Skills This relates to the skills specific to the job, e.g. language fluency, vehicle license etc.		
General Skills/Attributes This relates to more general characteristics required to do the job effectively, e.g. effective written communication skills, ability to delegate, motivation or commitment etc.	Possess effective communication skills and an ability to promote calmness.	
Experience This is the proven record of experience and achievement in a field, profession or specialism. This could include a minimum period of experience in a defined area of work if required by an external body (for example a period of post- qualification experience).	Experience of leading a team and the ability to supervise and organize pupils and the lunch time supervisors.	

Teaching Assistant (TAF 4)

Department	Children, Young People, Education and Skills
Section	Education
Reports to	Classroom Teacher / Key Stage Manager, Primary and Secondary Schools
Responsible for	Supporting access to learning for students.

Job purpose

To work under the direct instruction of Teaching Staff, usually in the classroom, to support access to learning for students and provide general support to the teacher in the management of students and the classroom.

To encourage children to treat each other with respect and to follow the school's behaviour policy at all times.

Job specific outcomes

To assist the teachers in the implementation of the curriculum through the delivery of teacher directed programmes for groups of children or individuals.

Contribute to the planning and preparation for curriculum lessons and other learning programmes / strategies, ensuring that teaching resources are adequate for both teachers and children's needs.

Support appropriate learning programmes, recording achievements and progress and providing appropriate feedback.

Accompany teaching staff on visits, trips and out of school activities where appropriate. Assist with the supervision of students out of lesson times, including before and after school.

Attend to the students' personal needs and implement related personal programmes including social, health, physical, hygiene and welfare matters. Care for sick, distressed and injured children, carrying out the necessary first aid and take appropriate follow up action as necessary and within school policy.

Provide clerical / administrative support eg photo copying, filing, typing, collecting money etc.

Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection. Share information about pupils with other staff, parents, carers, internal and external agencies, as appropriate.

Participate in training and other learning activities and performance development as required.

Person Specification

ATTRIBUTES	ESSENTIAL	DESIRABLE
Qualifications Please state the level of education and professional qualifications and / or specific occupational training required.		NVQ level 2 or equivalent in childcare, or commitment to work towards obtaining. Appropriate First Aid qualification.
Knowledge This relates to the level and breadth of practical knowledge required to do the job (e.g. the understanding of a defined system, practice, method or procedure).	Child Protection training. Experience of working with children. Experience of supervising pupils. Awareness of confidentiality and data protection principles. Knowledge of child development and learning.	
Technical / Work-based Skills This relates to the skills specific to the job, e.g. language fluency, vehicle license etc.		
General Skills/Attributes This relates to more general characteristics required to do the job effectively, e.g. effective written communication skills, ability to delegate, motivation or commitment etc.	Basic knowledge of health and safety. The ability to plan effective actions for students who require support to progress their learning.	
Experience This is the proven record of experience and achievement in a field, profession or specialism. This could include a minimum period of experience in a defined area of work if required by an external body (for example a period of post-qualification experience).	Experience of working with or caring for children of relevant age or 2 years' experience of working with students.	

Teaching Assistant / Keyworker / Learning Support Assistant (TAF 5)

Department	Children, Young People, Education and Skills
Section	Education
Reports to	Classroom Teacher / Manager / Head Teacher, Primary and Secondary Schools
Responsible for	Supporting access to learning for students.

Job purpose

To provide the teaching staff with appropriate support in the planning, implementation and monitoring of education programmes to enable access to learning of students and to assist the teacher in the management of students and the classroom.

Where appropriate to provide the teaching staff with support in the planning, implementation of special educational programmes to meet the needs of individuals or small groups with special educational needs.

To support the physical welfare of the students both in an integrated and extraction situation and supervise medication as prescribed by a physician.

To encourage children to treat each other with respect and to follow the school's behaviour policy at all times.

Job specific outcomes

Plan individual programmes against learning objectives, feedback to the team on the progress and behaviour of the individual group or pupil within the special needs area. Observe and monitor the development of specific students, recording appropriately and applying this knowledge to future planning.

Providing learning activities for individuals and groups of pupils under the professional direction and supervision of a qualified teacher, differentiating and adapting learning programmes to suit the needs of allocated pupils.

Supervise and provide particular support for students including those with special needs ensuring the safety and access to learning activities in line with the curriculum.

Assess record and report on development, progress and attainment as agreed with the teacher. To supervise the students in planned activities within the curriculum areas in the manner best suited to the individual needs.

Accompany teaching staff on visits, trips and out of school activities where appropriate. Transporting and supporting physically disabled and special needs students where necessary.

Attend to the students' personal needs, and implement related personal programmes, including social and emotional wellbeing, health, hygiene and welfare matters. Care for sick, distressed, and injured children, carrying out the necessary first aid and take appropriate follow up action as necessary and within school policy.

Plan and evaluate specialist-learning activities, with the teacher, writing reports and records as required. Select and adapt appropriate resources and methods to facilitate agreed learning objectives.

To support and develop partnerships with parents, liaising with them, with the support of the teacher in charge and lead teaching assistant, to ensure consistency in approach for the students.

Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection. Share information about pupils with other staff, parents, carers, internal and external agencies, as appropriate.

Person Specification

ATTRIBUTES	ESSENTIAL	DESIRABLE
Qualifications Please state the level of education and professional qualifications and / or specific occupational training required.	Numeracy and literacy skills equivalent to Level 2 NVQ level 2 or equivalent in childcare, or experience and commitment to work towards. Appropriate First Aid qualification.	
Knowledge This relates to the level and breadth of practical knowledge required to do the job (e.g. the understanding of a defined system, practice, method or procedure).	Child Protection training. Awareness of confidentiality and data protection principles. Full working knowledge of relevant policies, codes of practice and awareness of relevant legislation. Working knowledge of curriculum and other relevant learning programmes / strategies. Knowledge of child development and learning.	
Technical / Work-based Skills This relates to the skills specific to the job, e.g. language fluency, vehicle license etc.	Training in the relevant strategies e.g. SEBD literacy and/or in particular curriculum or learning areas e.g. bilingual, sign language level 1, signed English, and signed supported English, Makaton, Spell 1 and 2 and a commitment to further training relevant to this role.	

<p>General Skills/Attributes</p> <p>This relates to more general characteristics required to do the job effectively, e.g. effective written communication skills, ability to delegate, motivation or commitment etc.</p>		<p>The understanding of the range of support services, agencies, providers and knowledge of their effective use.</p> <p>Relevant training in physical intervention for students who may require assistance learning when in a state of anxiety.</p>
<p>Experience</p> <p>This is the proven record of experience and achievement in a field, profession or specialism. This could include a minimum period of experience in a defined area of work if required by an external body (for example a period of post-qualification experience).</p>	<p>Experience of working with or caring for children of relevant age. 2 years' experience of working with students.</p>	

Lead Teaching Assistant / Keyworker / Learning Support Assistant (TAF 6)

Department	Children, Young People, Education and Skills
Section	Education
Reports to	Teacher / Manager / Head Teacher, Primary and Secondary Schools
Responsible for	Supporting access to learning for students.

Job purpose

To provide the teaching staff with appropriate support in the planning, implementation and monitoring of education programmes to enable access to learning of students and to assist the teacher in the management of students and the classroom.

Where appropriate to provide the teaching staff with support in the planning, implementation of special educational programmes to meet the needs of individuals or small groups with special educational needs.

Implement 1:1 and whole class sessions for pupils including children with special educational needs, planning and delivering and evaluating interventions.

To support the physical welfare of the students both in an integrated and extraction situation and supervise medication as prescribed by a physician.

To encourage children to treat each other with respect and to follow the school's behaviour policy at all times.

Job specific outcomes

Take lead responsibility for coordinating a school activity. To supervise and assess the students in planned activities within the curriculum areas in a manner best suited to the individual needs.

Plan individual programmes against learning objectives, feedback to the team on the progress and behaviour of the individual group or pupil within the special needs area. Observe and monitor the development of specific students, recording appropriately and applying this knowledge to future planning.

Supervise and provide particular support for students including those with special needs ensuring the safety and access to learning activities in line with the curriculum.

Accompany teaching staff on visits, trips and out of school activities where appropriate. Transporting and supporting physically disabled and special needs students where necessary.

Attend to the students' personal needs, and implement related personal programmes, including social and emotional wellbeing, health, hygiene and welfare matters. Care for sick, distressed, and injured children, carrying out the necessary first aid and take appropriate follow up action as necessary and within school policy. Contribute to specific reports when requested from external agencies i.e. specifically consultants, GPs and parents on students with medical problems.

Provide clerical / administrative support e.g., photocopying, typing, filing, collecting money etc.

To support and develop partnerships with parents, liaising with them, with the support of the teacher in charge

and Team Leader, to ensure consistency in approach for the students.

Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection. Share information about pupils with other staff, parents, carers, internal and external agencies, as appropriate. Report all concerns to an appropriate person.

Person Specification

ATTRIBUTES	ESSENTIAL	DESIRABLE
Qualifications Please state the level of education and professional qualifications and / or specific occupational training required.	Numeracy and literacy skills equivalent to Level 2 NVQ level 3 or equivalent in childcare, or diploma in childcare Education at Level 3. Appropriate First Aid qualification. Specific intervention keyworker training e.g., live handling and welfare procedures.	
Knowledge This relates to the level and breadth of practical knowledge required to do the job (e.g. the understanding of a defined system, practice, method or procedure).	Child Protection training. Awareness of confidentiality and data protection principles. Full working knowledge of relevant policies, codes of practice and awareness of relevant legislation. Working knowledge of curriculum and other relevant learning programmes / strategies. Knowledge of child development and learning.	
Technical / Work-based Skills This relates to the skills specific to the job, e.g. language fluency, vehicle license etc.	Training in the relevant strategies e.g. SEBD literacy and/or in particular curriculum or learning areas e.g. bilingual, sign language level 1, signed English, and signed supported English, Makaton, Spell 1 and 2 and a commitment to further training relevant to this role.	

<p>General Skills/Attributes</p> <p>This relates to more general characteristics required to do the job effectively, e.g. effective written communication skills, ability to delegate, motivation or commitment etc.</p>	<p>Ability to plan effective actions for students who require support to progress their learning or who require specific support to facilitate their accessing of learning opportunities.</p>	<p>The understanding of the range of support services, agencies, providers and knowledge of their effective use.</p>
<p>Experience</p> <p>This is the proven record of experience and achievement in a field, profession or specialism.</p> <p>This could include a minimum period of experience in a defined area of work if required by an external body (for example a period of post- qualification experience).</p>	<p>Experience of working with or caring for children of relevant age.</p> <p>Minimum of 2-3 years' experience of working with students.</p>	

Wellbeing Facilitator (TAF06)

Department

Children, Young People, Education and Skills

Section

Education

Reports to

Team Leader / Manager

Responsible for

To deliver a peripatetic service to a patch of primary schools

Job purpose

To deliver a peripatetic service to a patch of primary schools in order to provide support to school communities, to raise the profile of and develop emotional literacy.

To increase access to learning and participation within the school community for all pupils and promote inclusion.

Job specific outcomes

To attend termly planning and review meetings with schools to agree priorities for involvement.

To plan and deliver programmes of support for children (individually or in small groups) to develop their emotional literacy. This would typically include an awareness of own and other people's emotions, an increased range of emotional vocabulary, techniques to manage stress, grief and loss, anxiety, anger and conflict.

To develop supportive relationships with children and parents and to observe children in class in order to understand their needs and to consider the transfer of skills.

To write session plans and add evaluative comments and maintain appropriate records to account for work undertaken in schools.

To liaise with teachers, support assistants and other professionals about the needs and progress of children receiving support.

To attend and contribute to team meetings, group and individual supervision.

To attend and contribute to a range of professional meetings (e.g. case conferences etc.) and to write reports for children regarding their wellbeing needs.

To develop and maintain a range of resources to support work in schools.

Statutory responsibilities

Active engagement, participation and compliance with any other statutory responsibilities applicable to the role, as amended from time to time.

Organisational structure



Person Specification

Specific to the role

ATTRIBUTES	ESSENTIAL	DESIRABLE
Qualifications Please state the level of education and professional qualifications and / or specific occupational training required.	5 GCSE's Grade 6 or above, to include Math's and English NNEB qualification or Level 3 in Childcare. Drivers License	Completed facilitator training in 'relax kids, friends, nurture Group, Emotional Literacy Support Assistant, Educational Therapeutic Training. PTTLs Training'
Knowledge This relates to the level and breadth of practical knowledge required to do the job (e.g. the understanding of a defined system, practice, method or procedure).	Child Protection training. Experience of working with children. Awareness of confidentiality and data protection principles.	Knowledge and understanding of attachment theory / nurture work. Knowledge of emotional literacy.

Technical / Work-based Skills This relates to the skills specific to the job, e.g. language fluency, vehicle license etc.		
General Skills/Attributes This relates to more general characteristics required to do the job effectively, e.g. effective written communication skills, ability to delegate, motivation or commitment etc.	Excellent interpersonal skills with a commitment to working as part of a team.	
Experience This is the proven record of experience and achievement in a field, profession or specialism. This could include a minimum period of experience in a defined area of work if required by an external body (for example a period of post- qualification experience).	Previous experience in working with children in a school environment, including experience in working with pupils with SEN	Minimum 3 years' experience working with families and children with a focus on supporting emotional and social development or care needs.

Job Title: ICT and Media Technician (TAF06)

Department: Children, Young People, Education and Skills

Division: Education

Reports to: Head of Drama / ICT Technician

JE Reference: (To be completed by the Job Evaluation Team)

Grade: (To be completed by Job Evaluation Team)

Job Purpose

To service, operate and maintain the AVA equipment within the College including responsibility for the Hall, Drama and Music departments.

To provide AVA support for all College functions and events within and outside term time.

To support a comprehensive maintenance service to all users of ICT across the College.

Job Specific Outcomes

- Support student and staff work in the use of AVA equipment within the Hall, Drama and Music departments
- Inspect, maintain and ensure safe use of required ICT and related AVA equipment
- Provide an annual programme of basic maintenance of AVA stock
- Carry out research into new product development; pricing and purchasing of AVA and ICT related equipment
- Plan, manage and facilitate all AVA requirements for College events and functions to ensure events run with efficiency.
- Organise and carry out administration relating to equipment bookings.
- Support the Teachers in Charge of Drama and Music and related teachers in a range of technical, administrative and organisational duties to ensure that the departments run with efficiency, skill and innovation.
- Assist as required with daily tasks necessary to maintain functionality of the College's ICT network.
- Be proactive, enthusiastic and interested in working in a dynamic and progressive environment that supports staff in the use of AVA and ICT technologies.
- Work with students to develop their AVA skills and support of College events including the coordination and development of a College student technical team.
- Ensure a safe working environment within the Hall, Drama and Music areas and carry out safety and risk assessments as required and maintain records as appropriate.
- Inspect, maintain and ensure correct use of safety equipment and advise on the College's health and safety policy and ensure its implementation within the areas of responsibility.
- Provide detailed information on equipment within the AVA and ICT area for the College's Asset Register.
- Liaise and share expertise with other ICT Technicians in the school.
- Be prepared to be flexible in working hours e.g., evenings and weekends during school play periods and after school rehearse and tech club attendance as appropriate.
- In addition, the post holder is expected to carry out all reasonable request of the Principal and undertake first aid and fire safety training as required.

Specific Tasks

- Understand, design and utilise lighting, sound and ICT for a range of performances in an imaginative way e.g., plays musicals, concerts, choirs, presentations to parents, lectures, assemblies etc.
- Understand, set up and support the use of AVA equipment in the use of presentations in assemblies and other events
- Provide basic annual maintenance of department stock. E. g. cleaning of lanterns, safe and tidy storage, careful arrangement of expensive items and cabling
- Advise and assist in the design of lighting and sound plots and rigging for school events, shows and plays
Operate all AVA equipment including lighting boards and sound desks
- Reconfigure inputs into desk according to individual show requirements • Interest in imparting knowledge of sound to eager students but supervising and encouraging them during performances
- Assist in the recording and editing of performing and composing coursework for GCSE, AS and A2.

Statutory Responsibilities

Active engagement, participation and compliance with any other statutory responsibilities applicable to the role, as amended from time to time.

Person Specification

ATTRIBUTES	ESSENTIAL	DESIRABLE
Qualifications This relates to the level of education and professional qualifications and or specific occupational training required.	Educated to A level standard or equivalent. High standard or literacy and numeracy. 'Network+' Certification or equivalent. 'A+' Certification or equivalent. Must Hold ECDL	

Knowledge This relates to the level and breadth of practical knowledge required to do the job (e.g. the understanding of a defined system, practice, method or procedure).		
Technical / Work-based Skills This relates to the skills specific to the job, e.g. language fluency, vehicle license etc.		
General Skills/Attributes This relates to more general characteristics required to do the job effectively, e.g. effective written communication skills, ability to delegate, motivation or commitment etc.	High degree of self-motivation, high level of organisation and initiative and the ability to work flexibly and prioritise appropriately	Ability to communicate effectively on technical matters
Experience This is the proven record of experience and achievement in a field, profession or specialism. This could include a minimum period of experience in a defined area of work if required by an external body (for example a period of post-qualification experience).	2 years' experience in a similar role Practical experience of Windows and Mac software. Practical experience in supporting the management of a complex network with multiple users.	

Parent Engagement Worker (TAF06)

Department	Children, Young People, Education and Skills
Section	Education
Reports to	Headteacher
Responsible for	Providing direct support for parents and their children

Job purpose

Provide direct support for parents and their children and ensure overall engagement and involvement with school and learning.

Ensure parents understand their rights and responsibilities in raising their children and to support parents in doing this to the very best of their ability.

Identify reason for children's non-attendance at school, and to work with parents and other professionals to achieve regular attendance.

Act as a key representative and decision maker for the school in multi agency forums where family support plans are discussed reviewed and agreed. .

Job specific outcomes

Support the school in providing up to date information, resources and advice for parents in an accessible format.

Support parents in identifying their need for parenting support groups for those wishing to develop their relationship with their children and deal positively with discipline conflict and other issues.

Support parents and their children through transitions to ensure continual engagement with school and learning and to develop understanding and knowledge of their children's learning and development.

Encourage good relations and effective dialogue between parents and teachers about children's progress and increase opportunities for parental involvement in school life through local knowledge / . Information / community groups and resources.

Ensure parents feel confident to engage with their child's learning by facilitating and arranging family learning opportunities at school such as English for speakers of other languages, computer literacy classes and supporting children with homework.

Work with parents to identify the reasons for their children not achieving full attendance at school and assisting the implementation of action plans to resolve the situation.

Attend multi agency forums to ensure parents are able to access support and advice at the earliest opportunity.

Coordinate / act as lead professional for school and parents as part of the early help approach.

Develop and administer parental surveys and collect information on the extent of parent involvement in order to monitor, take up and evaluate its reach and effectiveness.

Maintain up to date records that ensure that the service provided is transparent and accountable and is linked to better educational outcomes for pupils.

Statutory responsibilities

Active engagement, participation and compliance with any other statutory responsibilities applicable to the role, as amended from time to time.

Organisational structure



Person Specification

ATTRIBUTES	ESSENTIAL	DESIRABLE
Qualifications Please state the level of education and professional qualifications and / or specific occupational training required.	NVQ Level 3 or NNEB or equivalent. Completed level 1 foundation safeguarding training.	Completed certified training in parenting support programme e.g., Triple P and/or strengthening families.
Knowledge This relates to the level and breadth of practical knowledge required to do the job (e.g. the understanding of a defined system, practice, method or procedure).	Has working knowledge of Jersey Education legislation and child development.	
Technical / Work-based Skills This relates to the skills specific to the job, e.g. language fluency, vehicle license etc.	Familiar with different assessment framework for children and families which may include early help and emotionally based non attendance.	
General Skills/Attributes This relates to more general characteristics required to do the job effectively, e.g. effective written communication skills, ability to delegate, motivation or commitment etc.	Working knowledge of Microsoft word / outlook / PowerPoint etc	
Experience This is the proven record of experience and achievement in a field, profession or specialism. This could include a minimum period of experience in a defined area of work if required by an external body (for example a period of post-qualification experience).	Minimum of 2 years experience of working with and supporting parents. Must have experience in working with other agencies and awareness of services available for children / young people / families.	Previous experience working in a school setting.

Design Technology Technician (TAF06)

Department

Children, Young People, Education and Skills

Section

Education

Reports to

Head of Design Technology Department

Responsible for

Technical assistance to all students and teachers in the technology department.

Job purpose

Provide support and technical assistance to all students and teachers in the technology department.

To maintain, repair and prepare equipment for use in design.

Job specific outcomes

To support and advise the head of department and other teaching staff on technical and material needs to assist in the smooth and efficient day to day running of the department.

To provide technical support to students attending design and technology lessons and other extracurricular activities.

To prepare materials to specific requests and sizes to students in lessons and to keep check on all materials used and costs for every project.

To exert stock control by checking and recording deliveries, stock taking and maintenance of records, tools and equipment, together with loaning out and retrieving procedures to students and other departments. Assist with the preparation of budget estimates and negotiate with suppliers in order to obtain the best prices when ordering materials and resources.

To set up machinery and equipment to specifications for students and teachers and to give instruction on the use of this equipment under the guidance of a teacher.

Design and make teaching aids, equipment and storage facilities as and when required.

Ensure all machines are switched off and left in a safe condition, turn off all gas taps, check and lick up all tools and equipment at the end of each working day, reducing fire risk and ensuring the department is left in a safe and secure position.

To carry out both day to day and preventative maintenance on all equipment and conduct routine repairs to ensure safe and efficient use.

To provide support and advice to other departments on technical matters.

Design cost and make items for whole school use, and other departments as requested by SMT.

Supporting Teaching at GCSE and/ or A Level

Responsible for supervision of students.

Active engagement, participation and compliance with any other statutory responsibilities applicable to the role, as amended from time to time.

Person Specification

Specific to the role

Describe the knowledge, skills, experience, and qualifications required to perform the job to a satisfactory standard.

It is important to convey what the job requires, rather than what an individual might have, as these may be different. For example, you may have a postgraduate level qualification, however, an A' Level standard qualification is the requirement for the job.

ATTRIBUTES	ESSENTIAL	DESIRABLE
Qualifications Please state the level of education and professional qualifications and / or specific occupational training required.	Educated to A Level Standard. Relevant qualification in one specialism e.g., engineering etc.	
Knowledge This relates to the level and breadth of practical knowledge required to do the job (e.g. the understanding of a defined system, practice, method or procedure).	Child Protection training. Experience of working with children. Working knowledge of the HASAW Jersey act (1980)	
Technical / Work-based Skills This relates to the skills specific to the job, e.g., language fluency, vehicle license etc.	2 years' experience handling tools in a workshop. Must meet the DT Association Health and Safety training standards in Design and Technology.	Trained in the selection, mounting and safe handling of abrasive wheel in Re-enforced Depressed Centre Wheels, Re-enforced Straight Side Cutting of Wheels.

General Skills/Attributes This relates to more general characteristics required to do the job effectively, e.g., effective written communication skills, ability to delegate, motivation or commitment etc.		
Experience This is the proven record of experience and achievement in a field, profession or specialism. This could include a minimum period of experience in a defined area of work if required by an external body (for example a period of post-qualification experience).	Previous experience in working with children in a school environment, including experience in working with pupils with SEN	Minimum 3 years' experience working with families and children with a focus on supporting emotional and social development or care needs

Laboratory Technician (TAF06)

Department

Children, Young People, Education and Skills

Section

Education

Reports to

Senior Technician

Responsible for

To provide an efficient technical support service
to science departments within schools

Job purpose

To provide an efficient technical support service to science departments within schools

To coordinate the use of practical resources and facilities and provide assistance and advice in the practical needs of the science curriculum.

Job specific outcomes

Assisting in practical classes / testing and carrying out demonstrations, preparing resources, including chemicals, assembling apparatus, giving technical advice to teachers, technicians and students.

Setting up and testing demonstration experiments and ensuring that they will work.

Cleaning apparatus used by teachers and students and prepare accurate solution.

Carry out risk assessments for technician activities and provide health and safety resources for teachers and students.

Lead and coordinate the assessment, monitoring and review of both health and safety procedures and information resources, including the safe treatment and disposal of used materials including hazardous substances and residues. Respond to actual or potential hazards.

Ensure the safe storage, inventory and accessibility of equipment, materials and chemicals.

Clearing and cleaning laboratories, replenishing stock levels and be responsible for stationary orders, inventory and distribution.

Statutory responsibilities

Active engagement, participation and compliance with any other statutory responsibilities applicable to the role, as amended from time to time.

Organisational structure



Person Specification

Specific to the role

ATTRIBUTES	ESSENTIAL	DESIRABLE
Qualifications Please state the level of education and professional qualifications and / or specific occupational training required.	A Level science	
Knowledge This relates to the level and breadth of practical knowledge required to do the job (e.g. the understanding of a defined system, practice, method or procedure).		
Technical / Work-based Skills This relates to the skills specific to the job, e.g. language fluency, vehicle license etc.	.	
General Skills/Attributes This relates to more general characteristics required to do the job effectively, e.g. effective written communication skills, ability to delegate, motivation or commitment etc.	Working knowledge of Microsoft word / outlook / PowerPoint etc.	
Experience This is the proven record of experience and achievement in a field, profession or specialism. This could include a minimum period of experience in a defined area of work if required by an external body (for example a period of post- qualification experience).	2 years practical experience in a laboratory	

Nursery Officer (TAF06)

Department

Children, Young People, Education and Skills

Section

Education

Reports to

Classroom / Nursery Teacher / Key Stage Manager,
Primary and Secondary Schools

Responsible for

Supporting access to learning for students.

Job purpose

Working closely with the nursery teacher, plan and provide an appropriate curriculum for preschool children, including SEN.

Ensure the effective daily management of the nursery in accordance with the school policies and agreed nursery practice overseeing the operation of the day nursery to the highest standards and ensuring that the best possible environment and care is provided for young children.

To encourage children to treat each other with respect and to follow the school's behaviour policy at all times.

Job specific outcomes

Support the nursery teacher in ensuring the efficient organisation and smooth running of the nursery to ensure the provision of a high quality, safe and welcoming learning environment.

Supervise and be involved with children in planned activities in curriculum areas and be involved with children in play areas and on out of school visits with small groups of children.

Plan, implement and evaluate long, medium- and short-term planning by attending weekly planned meetings, and being familiar with assessment tools and documents which aid planning (including those with special needs)

Daily observations and assessments of the children, recording the development on a 1:1 basis with a child or an allocated group of children, providing support when delivering the foundation stage curriculum and aiding progression of children, advising the nursery teacher of results.

Care for children with special needs through an individual programme of play and supervision.

Care for sick, injured or distressed children, carrying out first aid and taking appropriate follow up action to ensure the health and safety of the children.

Attend to the children's personal needs and implement related personal programmes, including social, health, physical, and hygiene and welfare matters.

Work in partnership with parents to ensure a smooth transition from home to nursery, create opportunities for nursery children to prepare for transition for primary schools through contact with infant classes.

Maintain nursery equipment, carrying out tidying and cleaning tasks, in order to ensure high standards of hygiene and general care.

Support the nursery teacher in the day-to-day management of monies and the nursery budgets, acting as cover for the class in the absence of the teaching on an ad hoc basis.

To be responsible for domestic duties, including tidying, cleaning, washing up and laundry within the nursery.

Person Specification

ATTRIBUTES	ESSENTIAL	DESIRABLE
Qualifications Please state the level of education and professional qualifications and / or specific occupational training required.	Numeracy and literacy skills equivalent to NVQ Level 3 or NNEB or CACHE level (DCE) in childcare. Appropriate First Aid qualification. Specific intervention keyworker training e.g., live handling and welfare procedures. Child Protection training	

Knowledge This relates to the level and breadth of practical knowledge required to do the job (e.g. the understanding of a defined system, practice, method or procedure).	Awareness of confidentiality and data protection principles. Full working knowledge of relevant policies, codes of practice and awareness of relevant legislation. Working knowledge of curriculum and other relevant learning programmes / strategies. Knowledge of child development and learning.	
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<p>Technical / Work-based Skills</p> <p>This relates to the skills specific to the job, e.g. language fluency, vehicle license etc.</p>	<p>Training in the relevant strategies e.g. SEBD literacy and/or in particular curriculum or learning areas e.g. bilingual, sign language level 1, signed English, and signed supported English, Makaton, Spell 1 and 2, development matters and a commitment to further training relevant to this role.</p>	
<p>General Skills/Attributes</p> <p>This relates to more general characteristics required to do the job effectively, e.g., effective written communication skills, ability to delegate, motivation or commitment etc.</p>		<p>The understanding of the range of support services, agencies, providers, and knowledge of their effective use.</p>
<p>Experience</p> <p>This is the proven record of experience and achievement in a field, profession or specialism.</p> <p>This could include a minimum period of experience in a defined area of work if required by an external body (for example a period of post- qualification experience).</p>	<p>Experience of working with or caring for children of relevant age.</p> <p>Minimum of 2-3 years' experience of working with students.</p>	

Senior Teaching Assistant (TAF07)

Department

Children, Young People, Education and Skills

Section

Education

Reports to

Teacher / Head of Provision / Head Teacher, Primary and Secondary Schools

Responsible for

Supporting access to learning for students.

Job purpose

To provide the teaching staff with appropriate support by taking responsibility for agreed learning activities under an agreed system of supervision. This may involve planning, preparing and delivering learning activities for individuals / groups or short term for whole classes. Monitor students and assess record and report on student's achievement, progress and development.

Be responsible for the supervision and development of a specialist area within the school and/ or management of other teaching assistants / key workers including allocation, monitoring of work and training.

Can be required to supervise and teach students in small groups or in 1:1 situations in liaison with teachers.

To encourage children to treat each other with respect and to follow the school's behaviour policy at all times.

Job specific outcomes

Contribute to the management of a team of teaching assistants / keyworkers within a specialist area in school to effectively deploy resources as required.

Contribute to the recruitment, training, development and induction of key workers / teaching assistants as required by the school ENCO.

Plan and implement agreed work programmes / practical lessons under the general guidance of the teacher to whom assigned. Observe and monitor the development of specific students, recording appropriately and applying this knowledge future planning.

Feedback to the team on the progress and behaviour of the individual group or pupil within the special needs area. Attend and report at annual reviews, monitor development of specific students on courses including feedback to other teaching assistants on progress and learning intentions.

Supervise and provide particular support for students including those with special needs ensuring the safety and access to learning activities in line with the curriculum.

Monitor and evaluate students responses to learning activities through planned observation and recording of achievements against pre-determined targets.

To advise class teachers and teaching assistants on approaches and strategies to use with students in a special needs area.

Deliver 1:1 support session to pre-teach and reinforce teacher delivered sessions.

Supervise whole classes occasionally during short term absence of teachers. The primary focus will be to maintain good order and to keep students on task. This can include cover, supervision and specified work in order to assist or support the work of a qualified teacher.

Manage and develop student's literacy / numeracy throughout different key stages.

Administer relevant assessments and be responsible for keeping and updating records in the agreed format with a teacher, contributing to reviews of systems / records as requested. Be responsible for target setting.

To assist in the invigilation of public examinations in particular supporting SEN students.

Accompany teaching staff on visits, trips and out of school activities where appropriate. Transporting and supporting physically disabled and special needs students where necessary.

Attend to the students personal needs, and implement related personal programmes, including social and emotional wellbeing, health, hygiene and welfare matters. Care for sick, distressed and injured children, carrying out the necessary first aid and take appropriate follow up action as necessary and within school policy. Contribute to specific reports when requested from external agencies i.e. specifically consultants, GPs and parents on students with medical problems.

To raise SEN awareness strategies within the school environment eg deaf awareness and autism awareness.

Take lead responsibility for the coordination of a school activity

Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection. Share information about pupils with other staff, parents, carers, internal and external agencies, as appropriate. Report all concerns to an appropriate person.

Person Specification

ATTRIBUTES	ESSENTIAL	DESIRABLE
Qualifications Please state the level of education and professional qualifications and / or specific occupational training required.	Numeracy and literacy skills equivalent to Level 3 NVQ level 3 or equivalent in childcare, or diploma in childcare Education at Level 3. Appropriate First Aid qualification.	Specific key training in ACE courses, BSL level 2, RNIB partners in learning.
Knowledge This relates to the level and breadth of practical knowledge required to do the job (e.g. the understanding of a defined system, practice, method or procedure).	Child Protection training. Awareness of confidentiality and data protection principles. Full working knowledge of relevant policies, codes of practice and awareness of relevant legislation.	

	Working knowledge of curriculum and other relevant learning programmes / strategies. Understanding of principles of child development and learning	
Technical / Work-based Skills This relates to the skills specific to the job, e.g., language fluency, vehicle license etc.	Training required in at least 2 relevant strategies e.g., literacy or bilingual, dyslexia, sign language etc.	
General Skills/Attributes This relates to more general characteristics required to do the job effectively, e.g. effective written communication skills, ability to delegate, motivation or commitment etc.	Ability to plan effective actions for students who require support to progress their learning or who require specific support to facilitate their accessing of other learning opportunities.	The understanding of the range of support services, agencies, providers and knowledge of their effective use. Ability to upskill and train team members in the specialist area and in the use of specialist programmes / equipment. Support the professional development needs of the team.
Experience This is the proven record of experience and achievement in a field, profession or specialism. This could include a minimum period of experience in a defined area of work if required by an external body (for example a period of post-qualification experience).	Experience of working with or caring for children of relevant age. Minimum of 3-5 years' experience of working with students.	

Senior Laboratory Technician (TAF07)

Department

Children, Young People, Education and Skills

Section

Education

Reports to

Head of Science

Responsible for

To provide an efficient technical support service to science departments within schools

Job purpose

To provide an efficient technical support service to science departments within schools

To coordinate the use of practical resources and facilities and provide assistance and advice in the practical needs of the science curriculum, including liaising with teaching staff and support staff outside of the department.

To ensure and promote the maintenance of a healthy and safe environment.

Job specific outcomes

Manage train and supervise technicians. Monitor performance and hold performance review and appraisal of the technicians.

Assisting in practical classes / testing and carrying out demonstrations, preparing resources, including chemicals, assembling apparatus, giving technical advice to teachers, technicians and students.

Setting up and testing demonstration experiments and ensuring that they will work. Cleaning apparatus used by teachers and students and prepare accurate solution.

Carry out risk assessments for technician activities and provide health and safety resources for teachers and students.

Lead and coordinate the assessment, monitoring and review of both health and safety procedures and information resources, including the safe treatment and disposal of used materials including hazardous substances and residues. Respond to actual or potential hazards.

Ensure the safe storage, inventory and accessibility of equipment, materials and chemicals.

Clearing and cleaning laboratories, replenishing stock levels and be responsible for stationary orders, inventory and distribution.

Administering the department budget responsibly for purposes of maintenance or stock control to ensure the smooth running of classes.

Statutory responsibilities

Active engagement, participation and compliance with any other statutory responsibilities applicable to the role, as amended from time to time.

Organisational structure



Person Specification

ATTRIBUTES	ESSENTIAL	DESIRABLE
Qualifications Please state the level of education and professional qualifications and / or specific occupational training required.	A Level science	
Knowledge This relates to the level and breadth of practical knowledge required to do the job (e.g. the understanding of a defined system, practice, method or procedure).		
Technical / Work-based Skills This relates to the skills specific to the job, e.g., language fluency, vehicle license etc.	.	
General Skills/Attributes This relates to more general characteristics required to do the job effectively, e.g. effective written communication skills, ability to delegate, motivation or commitment etc.	Working knowledge of Microsoft word / outlook / PowerPoint etc.	
Experience This is the proven record of experience and achievement in a field, profession or specialism. This could include a minimum period of experience in a defined area of work if required by an external body (for example a period of post- qualification experience).	2 years practical experience in a laboratory	Previous experience of managing staff

Training Technician (TAF07)

Department

Children, Young People, Education and Skills

Section

Educational

Reports to

Faculty Head

Responsible for

Supporting learning for students

Job purpose

Assist in training and providing support to students in their respective faculties and assess their competence. Liaise with Lecturers and technicians to maintain and manage the working environment and ensure that all equipment is in a safe usable condition. To encourage children to treat each other with respect and to follow the school's behaviour policy at all times.

Job specific outcomes

Training, teaching and assessment of student groups and provide support and back up for lecturing staff delivering the programmes.

Provide support for students during practical sessions within their respective programmes.

Assist lecturing staff in training and assessing students in their capabilities during practical sessions.

Maintain stock levels of materials and resources required for practical sessions and ensure the work environment and all equipment and machinery is in a safe and usable condition.

Processing of all invoices for the department, adhering to college financial procedures.

To train students in the safe and correct use of various equipment and where appropriate, machinery.

Person Specification

ATTRIBUTES	ESSENTIAL	DESIRABLE
Qualifications Please state the level of education and professional qualifications and / or specific occupational training required.	Must have completed a recognised qualification to level 3 diploma or equivalent in relevant subject, to the programme being delivered e.g., hair and beauty technician would need Level 3 hairdressing.	Teacher training qualification PTLLS or equivalent First aid, Manual Handling, ECDL. Additional training relevant to course being run e.g., Safe Use of Grinding Wheels for Engineering / Construction programme

Knowledge This relates to the level and breadth of practical knowledge required to do the job (e.g. the understanding of a defined system, practice, method or procedure).		
Technical / Work-based Skills This relates to the skills specific to the job, e.g. language fluency, vehicle license etc.		
General Skills/Attributes This relates to more general characteristics required to do the job effectively, e.g. effective written communication skills, ability to delegate, motivation or commitment etc.	Ability to plan effective actions for students.	
Experience This is the proven record of experience and achievement in a field, profession or specialism. This could include a minimum period of experience in a defined area of work if required by an external body (for example a period of post-qualification experience).	Must have proven track record in the relevant industry and have a minimum of 3 years' experience of working within that industry.	

Control Sheet

Version	Date Issued	Issued by	Page No	Record of Changes
3.0	Jan 2023	VQ	2	Appeal process removed due to no longer being open.
			2	Lead Wellbeing Facilitator taken off contents as not JD contained within original Framework
			3	Explanation of background to change in paygroup deleted due to no longer being relevant
			4	Paygrade added to job title
			5	Paygrade added to job title
			5	In <i>Knowledge</i> section, experience of working with or supervising children moved to “desirable” from “essential.”.
			7	In Knowledge section, “experience of working with children” and “experience of supervising pupils” merged to “experience of working with or supervising children”.
			10	Paygrade added to job title
			12	Paygrade added to job title
			13	Paygrade added to job title
			15	Paygrade added to job title
			18	Paygrade added to job title
			21	Paygrade added to job title
			24	Paygrade added to job title
			27	Paygrade added to job title
			30	Paygrade added to job title
			32	Paygrade added to job title
			35	Paygrade added to job title
			38	Paygrade added to job title