

**SCHOOL SUPPORT STAFF ROLE PROFILES  
WITH NJC JES MODEL EVALUATION  
TEACHING AND LEARNING SUPPORT ROLES**

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<b>Role Title</b>				
<b>Teaching Assistant 1</b>				
<b>Purpose of the role (job statement)</b>				
To work with teachers to support teaching and learning, providing general and specific assistance to pupils and staff under the direction, guidance and direct supervision of the classroom teacher <sup>1</sup> .				
<b>Responsibilities<sup>2</sup></b>				
Key duties:				
<ol style="list-style-type: none"> <li>1. Work with individuals or small groups of pupils in the classroom under the direct supervision of teaching staff and provide feedback to the teacher</li> <li>2. Support pupils to understand instructions support independent learning and inclusion of all pupils</li> <li>3. Support the teacher in behaviour management and keeping pupils on task</li> <li>4. Support pupils in social and emotional well-being, reporting problems to the teacher as appropriate</li> <li>5. Prepare and clear up learning environment and resources, including photocopying, filing and the display and presentation of pupils work and contribute to maintaining a safe environment.</li> </ol>				
Teaching Assistants in this role may also undertake some or all of the following:				
<ol style="list-style-type: none"> <li>1. Record basic pupil data</li> <li>2. Support children's learning through play</li> <li>3. Assist with break-time supervision including facilitating games and activities</li> <li>4. Assist with escorting pupils on educational visits</li> <li>5. Support pupils in using basic ICT</li> <li>6. Invigilate exams and tests</li> <li>7. Assist pupils with eating, dressing and hygiene, as required, whilst encouraging independence.</li> </ol>				
<b>Indicative knowledge, skills and experience</b>				
<ul style="list-style-type: none"> <li>• Working at or towards national occupational standards (NOS) in Supporting Teaching and Learning (core and relevant optional units as required) reflected in the level 2 NVQ and Level 2 certificate in supporting teaching and learning on the Qualification and Credit Framework or equivalent experience</li> <li>• Knowledge and compliance with policies and procedures relevant to child protection and health and safety.</li> </ul>				
<b>NJC Job Evaluation Assessment</b>				
<b>Factor</b>		<b>Relevant Job Information</b>	<b>JE Level</b>	<b>Score</b>
1	Knowledge	Requires knowledge and skills towards Supporting Teaching and Learning NOS that underpin National Qualifications at level 2 or equivalent experience	2	40
2	Mental Skills	Carries out allocated tasks under the supervision of a teacher, problems generally referred.	1	13
3	Interpersonal and Communication Skills	Communicates with pupils to support learning and development and encourage acceptable behaviour. Exchanges information with staff, parents/carers.	3(a)	39
4	Physical Skills	Setting up and use of educational equipment and/or keyboard skills	2	26

<sup>1</sup> Roles at this level do not deliver "specified work" as defined in the guidance to Section 133 of the Education Act 2002.

<sup>2</sup> Duties relating to supporting pupils with health care needs are not included in this profile. The NJC recognises that many of these duties are carried out on a voluntary basis in different ways. Therefore, if this duty becomes a requirement of the job, as part of an agreement between employers and unions, it should be set out in the job description as an additional duty allowing it to be accounted for in the evaluation of the role (and therefore in remuneration as appropriate).

5.	Initiative & Independence	Follows detailed instructions and / or is closely supervised with little scope for discretion; problems are generally referred.	1	13
6	Physical Demands	Combination of standing, sitting or walking.	1	10/20
		Requirement for standing for long periods and/or working in awkward positions e.g. sitting on low chairs.	2	
7	Mental Demands	Working with individuals or small groups of pupils requiring mental and sensory concentration; work is regularly interrupted although this does not normally require switching from one activity to another.	2 (a)(c) and (d)	20
8	Emotional Demands	Occasionally exposed to emotionally demanding behaviours and situations as a result of attending to pupils' personal needs and assisting with behaviour management.	2	20
9	Responsibility for People Wellbeing	Responsible for the supervision of practical learning activities of individuals or small groups of pupils under the direction of the teacher or other professional	2	26
10	Responsibility for Supervision	May demonstrate own duties to new or less experienced staff.	1	13
11	Responsibility for Financial Resources	May handle small amounts of cash e.g. for school visits	1	13
12	Responsibility for Physical and Information Resources	Responsible for the careful and safe use equipment, such as play and standard ICT equipment, records basic pupil data	1	13
13	Working Conditions	Some exposure to unpleasant conditions, including noise; outdoor working; verbal abuse	2	20
<b>Total</b>				<b>266-276</b>

<b>Role Title</b>
<b>Teaching Assistant 2</b>
<b>Purpose of the role (job statement)</b>
To work with teachers to support teaching and learning by working with individuals or small groups of pupils under the direction of teaching staff and may be responsible for some learning activities within the overall teaching plan <sup>3</sup> .
<b>Responsibilities<sup>4</sup></b>
<p>Key duties:</p> <ol style="list-style-type: none"> <li>1. Implement planned learning activities/teaching programmes as agreed with the teacher, adjusting activities according to pupils' responses as appropriate</li> <li>2. Participate in planning and evaluation of learning activities with the teacher, providing feedback to the teacher on pupil progress and behaviour</li> <li>3. Support the teacher in monitoring, assessing and recording pupil progress/activities</li> <li>4. Provide feedback to pupils in relation to attainment and progress under the guidance of the teacher</li> <li>5. Support learning by arranging/providing resources for lessons/activities under the direction of the teacher</li> <li>6. Support pupils in social and emotional well-being, reporting problems to the teacher as appropriate</li> <li>7. Share information about pupils with other staff, parents / carers, internal and external agencies, as appropriate</li> <li>8. Understand and support independent learning and inclusion of all pupils as required.</li> </ol> <p>Teaching Assistants in this role may also undertake some or all of the following:</p> <ol style="list-style-type: none"> <li>1. Work with individual pupils with special educational needs</li> <li>2. Work with pupils for whom English is not their first language</li> <li>3. Assist in the development of individual development plans for pupils (such as Individual educational plans)</li> <li>4. Support the work of volunteers and other teaching assistants in the classroom</li> <li>5. Support the use of ICT in the curriculum</li> <li>6. Invigilate exams and tests</li> <li>7. Assist in escorting and supervising pupils on educational visits and out of school activities</li> <li>8. Select, prepare and clear away classroom materials and learning areas ensuring they are available for use, including developing and presenting displays</li> <li>9. Support pupils in developing and implementing their own personal and social development</li> <li>10. Assist pupils with eating, dressing and hygiene, as required, whilst encouraging independence</li> <li>11. Monitor and manage stock and supplies for the classroom.</li> </ol>
<b>Indicative knowledge, skills and experience</b>
<ul style="list-style-type: none"> <li>• Working at NVQ level 2 in supporting teaching and learning or equivalent; may be working towards NVQ level 3 and/or national occupational standards.</li> <li>• Knowledge and compliance with policies and procedures relevant to child protection and health and safety.</li> </ul>

**NJC Job Evaluation Assessment**

<sup>3</sup>Roles at this level do not deliver “specified work” as defined in the guidance to Section 133 of the Education Act 2002.

<sup>4</sup> Duties relating to supporting pupils with health care needs are not included in this profile. The NJC recognises that many of these duties are carried out on a voluntary basis in different ways. Therefore, if this duty becomes a requirement of the job, as part of an agreement between employers and unions, it should be set out in the job description as an additional duty allowing it to be accounted for in the evaluation of the role (and therefore in remuneration as appropriate).

Factor		Relevant Job Information	JE Level	Score
1	Knowledge	Requires knowledge and procedures for supporting and leading learning activities. Requires knowledge and skills equivalent to NVQ level 2 in Supporting Teaching and Learning or have equivalent experience	2	40
2	Mental Skills	Resolves problems in relation to providing learning activities. May contribute to planning of activities for the session, day or week.	2	26
3	Interpersonal and Communication Skills	Communicates with pupils to promote learning, including assessing the impact of the communication on recipients and adjusting approach as necessary. Exchanges information with staff, parents/carers.	3(a) and (d)	39
4	Physical Skills	Setting up and use of educational equipment and/or keyboard skills	2	26
5	Initiative & Independence	Works under the direction of the teacher. Makes decisions about own work supporting pupils; more complex decisions referred to senior staff.	2	26
6	Physical Demands	Combination of standing, sitting or walking	1	10/ 20
		Requirement for standing for long periods and/or working in awkward positions e.g. sitting on low chairs.	2	
7	Mental Demands	Working with individuals or groups of pupils requiring mental and sensory concentration; work is regularly interrupted as part of the normal working pattern.	2 (a) (c) and (d)	20
8	Emotional Demands	Occasionally exposed to emotionally demanding behaviours and situations as a result of attending to pupils' personal needs and assisting with behaviour management	2	20/30
		Demands arising from ongoing involvement with pupils with special educational needs	3 (a)	
9	Responsibility for People Wellbeing	Implements planned learning activities as agreed with the teacher; works with individual or small groups of pupils. Under guidance from the teacher provides feedback to pupils on attainment and progress.	2	26
10	Responsibility for Supervision	May demonstrate own duties to new or less experienced staff.	1	13
11	Responsibility for Financial Resources	May handle small amounts of cash e.g. for school visits	1	13
12	Responsibility for Physical and Information Resources	Responsible for the careful and safe use of equipment such as play and standard ICT equipment; records confidential pupil data for pupils with whom jobholder works	2(a)	26
13	Working Conditions	Some exposure to unpleasant conditions, including noise; outdoor working; verbal abuse	2	20
<b>Total</b>				<b>305-325</b>

<b>Role Title</b>
<b>Teaching Assistant 3</b>
<b>Purpose of the role (job statement)</b>
To work with teachers to support teaching and learning, providing specialist support to the teacher in an aspect of the curriculum, age range or additional needs.
<b>Responsibilities<sup>5</sup></b>
<p>Key duties:</p> <ol style="list-style-type: none"> <li>1. Provide 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</li> <li>2. Assess, record and report on development, progress and attainment as agreed with the teacher</li> <li>3. Monitor and record pupil responses and learning achievements, drawing any problems which cannot be resolved to the attention of the teacher</li> <li>4. Plan and evaluate specialist learning activities with the teacher, writing reports and records as required</li> <li>5. Select and adapt appropriate resources/methods to facilitate agreed learning activities</li> <li>6. Support pupils in social and emotional well-being, reporting problems to the teacher as appropriate</li> <li>7. Teaching Assistants in this role are expected to undertake at least one of the following: <ol style="list-style-type: none"> <li>a. Provide specialist support to pupils with special educational needs, for example, learning, behavioural, communication, social, sensory or physical difficulties</li> <li>b. Provide specialist support to pupils where English is not their first language</li> <li>c. Provide specialist support to gifted and talented pupils</li> <li>d. Provide specialist support to all pupils in a particular learning area (e.g. ICT, literacy, numeracy, National Curriculum subject).</li> </ol> </li> </ol> <p><b>Note: The options in point 7 are alternative specialisms and only the specialism actually applicable should be evaluated.</b></p> <p>Teaching Assistants in this role may also undertake some or all of the following:</p> <ol style="list-style-type: none"> <li>1. Establish and maintain relationships with families, carers and other adults, e.g. speech therapists</li> <li>2. Provide short term cover supervision of classes<sup>6</sup></li> <li>3. Supervise the work of other support staff/trainees</li> <li>4. Be responsible for the preparation, maintenance and control of stocks of materials and resources</li> <li>5. Invigilate exams and tests</li> <li>6. Escort and supervise pupils on educational and out of school activities</li> <li>7. Guide and support pupils in their personal, emotional and social development</li> <li>8. Prepare and present displays</li> <li>9. Supervise individuals and groups of pupils throughout the day, including supervision in the classroom, playground and dining areas</li> <li>10. Assist pupils with eating, dressing and hygiene, as required, whilst encouraging independence</li> <li>11. Be involved in planning, organising and implementing individual development plans for pupils (such as Individual educational plans), including attendance at, and contribution to, reviews</li> <li>12. Work with pupils not working to the normal timetable.</li> </ol>
<b>Indicative knowledge, skills and experience</b>
<ul style="list-style-type: none"> <li>• Meeting the national occupational standards (NOS) in Supporting Teaching and Learning level 3 and working at NVQ level 3. Demonstrate specialist skills relevant to their role in 7(a-d) above.</li> <li>• Knowledge and compliance with policies and procedures relevant to child protection and health and safety.</li> </ul>

<sup>5</sup> Duties relating to supporting pupils with health care needs are not included in this profile. The NJC recognises that many of these duties are carried out on a voluntary basis in different ways. Therefore, if this duty becomes a requirement of the job, as part of an agreement between employers and unions, it should be set out in the job description as an additional duty allowing it to be accounted for in the evaluation of the role (and therefore in remuneration as appropriate).

<sup>6</sup> Roles at this level may provide cover supervision in line with the Workforce Agreement Modelling Group (WAMG) Note 22.

NJC Job Evaluation Assessment				
Factor		Relevant Job Information	JE Level	Score
1	Knowledge	Requires knowledge and procedures for supporting and leading learning activities in a specialist area. Knowledge and skills equivalent to the core and optional NOS in Supporting teaching and learning that underpin National Qualifications at level 3; including knowledge of a specialist aspect of supporting learning and teaching or equivalent experience	3	60
2	Mental Skills	Contributes to planning and development of learning activities with teachers; responds to activity-related problems without referral to teachers. May be involved in planning, organising and developing individual education plans.	3	39
3	Interpersonal and Communication Skills	Communicates with pupils, including those who may have special needs, to promote learning, including assessing the impact of the communication on recipients and adjusting approach as necessary. Exchanges information with staff, parents/carers.	3(a) and (d)	39
4	Physical Skills	Setting up and use of educational equipment and/or keyboard skills	2	26
5	Initiative & Independence	Works under the direction and supervision of a teacher. Supports learning by selecting suitable activities / methods for learning activities.	2	26
6	Physical Demands	Combination of standing, sitting or walking	1	10/20
		Requirement for standing for long periods and/or working in awkward positions e.g. sitting on low chairs.	2	
7	Mental Demands	Working with individuals or groups of pupils requiring mental and sensory concentration; work is regularly interrupted although this does not normally require switching from one activity to another.	2	20
8	Emotional Demands	Occasionally exposed to emotionally demanding behaviours and situations as a result of attending to pupils personal needs and assisting with behaviour management	2	20/30
		Regularly exposed to emotionally demanding behaviours and situations as a result of attending to pupils' personal need and assisting with behaviour management	3(a)	
9	Responsibility for People wellbeing	Under the direction and supervision of a teacher, takes responsibility for providing learning activities for groups of pupils, assessing pupil needs on a lesson by lesson basis and differentiating and altering learning programmes as appropriate.	3(a)	39
10	Responsibility for Supervision	May occasionally support, advise and/or monitor less experienced teaching assistants, students	1	13/26
		Some day-to-day allocation of work to other staff, requiring occasional supervisory responsibility.	2	
11	Responsibility for Financial Resources	May handle small amounts of cash e.g. for school visits	1	13



12	Responsibility for Physical and Information Resources	Responsible for the careful and safe use of equipment such as play and standard ICT equipment, records confidential pupil data Responsible for selecting and/or ordering supplies, under direction.	2(a) and (g)	26
13	Working Conditions	Some exposure to unpleasant conditions, including noise; outdoor working; verbal abuse	2	20
<b>Total</b>				<b>351-384</b>

<b>Role Title</b>
<b>Teaching Assistant 4</b>
<b>Purpose of the role (job statement)</b>
To work with teachers to organise and support teaching and learning activities for classes. The primary focus is to undertake specified work with individuals, groups and whole classes under the direction and supervision of a qualified teacher.
<b>Responsibilities<sup>7</sup></b>
<p>Key duties:</p> <ol style="list-style-type: none"> <li>1. Plan, prepare and deliver specified learning activities to individuals, small groups and/or classes modifying and adapting activities as necessary<sup>8</sup> under the direction and supervision of a teacher</li> <li>2. Assess, record and report on development, progress and attainment</li> <li>3. Liaise with staff and other relevant professionals and provide information about pupils as appropriate</li> <li>4. Use teaching and learning objectives to plan, evaluate and adjust lessons/work plans as appropriate within agreed systems of supervision</li> <li>5. Assess the needs of pupils and use knowledge and specialist skills to support pupils' learning</li> <li>6. Support pupils in social and emotional well-being, reporting problems to the teacher as appropriate</li> <li>7. Teaching Assistants at this level are expected to undertake at least one of the following: <ol style="list-style-type: none"> <li>a. Provide specialist support to pupils with learning, behavioural, communication, social, sensory or physical difficulties</li> <li>b. Provide specialist support to pupils where English is not their first language</li> <li>c. Provide specialist support to gifted and talented pupils</li> <li>d. Provide specialist support to all pupils in a particular learning area (e.g. ICT, literacy, numeracy, National Curriculum subject).</li> </ol> </li> </ol> <p><b>Note: The options in point 7 are alternative specialisms and only the specialism actually applicable should be evaluated.</b></p> <p>Teaching Assistants in this role may also undertake some or all of the following:</p> <ol style="list-style-type: none"> <li>1. Develop and implement Individual Development Plans for pupils (such as Individual Educational Plans), including attendance at, and contribution to, reviews</li> <li>2. Support the role of parents / carers in pupils' learning and contribute to meetings with parents / carers to provide constructive feedback on pupil progress/achievement etc</li> <li>3. Contribute to the development of policies and procedures</li> <li>4. Provide short- term cover supervision of classes</li> <li>5. Supervise or manage the work and development of other classroom support staff</li> <li>6. Be responsible for the preparation, maintenance and control of stocks of materials and resources</li> <li>7. Liaise with external agencies on a regular basis</li> <li>8. Provide pastoral care to pupils for example as head of year or tutor group</li> <li>9. Be responsible for pupils who are not working to the normal timetable</li> <li>10. Assist pupils with eating, dressing and hygiene, as required, whilst encouraging independence</li> <li>11. Invigilate exams and tests</li> <li>12. Be responsible for the presentation of displays.</li> </ol>
<b>Indicative knowledge, skills and experience</b>
<ul style="list-style-type: none"> <li>• Working at or towards the professional standards for Higher Level Teaching Assistants.</li> <li>• Demonstrate specialist skills that may be appropriate to 7(a-d) above.</li> <li>• Knowledge and compliance with policies and procedures relevant to child protection and health and safety.</li> </ul>

<sup>7</sup> Duties relating to supporting pupils with health care needs are not included in this profile. The NJC recognises that many of these duties are carried out on a voluntary basis in different ways. Therefore, if this duty becomes a requirement of the job, as part of an agreement between employers and unions, it should be set out in the job description as an additional duty allowing it to be accounted for in the evaluation of the role (and therefore in remuneration as appropriate).

<sup>8</sup> In accordance with Section 133 of the Education Act 2002.

NJC Job Evaluation Assessment				
Factor		Relevant Job Information	JE Level	Score
1	Knowledge	Requires knowledge and procedures for supporting and leading learning activities in a specialist area (e.g. additional needs, curriculum area), including planning, preparing and delivering specified work to groups and classes. Knowledge at NVQ level 3 plus additional knowledge in specialist area; working at or towards professional standards for HLTA	4	80
2	Mental Skills	Contributes to planning and development of learning activities with teachers; plans specified learning activities; responds to activity-related problems without referral to teachers. May be involved in planning, organising and developing individual education plans.	3	39
3	Interpersonal and Communication Skills	Developed skills for communicating with individual, groups and whole classes of pupils to promote learning, including assessing the impact of the communication on recipients and adjusting approach as necessary. Works with teachers to plan and evaluate learning activities, exchange information with other staff, parents/carers.	4 (a) and (c)	52
4	Physical Skills	Prepare and clear up learning resources, equipment; keyboard skills	2	26
5	Initiative & Independence	Works under the direction of a teacher in delivering specified learning activities to individuals, groups and/or whole classes. Independently plans, prepares and delivers learning, assesses records and reports on development, progress and attainment, refers complex problems	3	39
6	Physical Demands	Combination of standing, sitting or walking	1	10/20
		Requirement for standing for long periods and/or working in awkward positions e.g. for sitting on low chairs.	2	
7	Mental Demands	Working with individuals, groups and whole classes of pupils requiring mental and sensory concentration; work is regularly interrupted although this does not normally require switching from one activity to another. Medium periods of concentrated mental attention for lesson planning.	3(c)	30
8	Emotional Demands	Occasionally exposed to emotionally demanding behaviours and situations as a result of attending to pupils personal needs and assisting with behaviour management	2	20/30
		Regularly exposed to emotionally demanding behaviour and situations as a result of attending to pupils' personal needs and assisting with behaviour management.	3(a)	
9	Responsibility for People Wellbeing	Under the direction of a teacher, takes responsibility for assessing pupil overall learning needs in specialist field and providing learning activities for groups and/or whole classes of pupils, including planning and adjusting lessons and other activities.	4(a)	52
10	Responsibility for Supervision	No formal supervisory responsibility May occasionally support, advise and/or monitor less experienced teaching assistants, students	1	

		Some day-to-day allocation of work to other staff, requiring occasional supervisory responsibility	2	13/26/39
		Regular supervisory responsibility for other Teaching Assistants.	3	
11	Responsibility for Financial Resources	May handle small amounts of cash e.g. for school visits	1	13
12	Responsibility for Physical, and Information Resources	Responsible for the careful and safe use of equipment such as play and standard ICT equipment. Records confidential pupil data Responsible for selecting and/or ordering supplies, under direction.	2(a) and (g)	26
13	Working Conditions	Some exposure to unpleasant conditions, including noise; outdoor working; verbal abuse.	2	20
<b>Total</b>				<b>420-466</b>

<b>Role Title</b>
<b>Teaching Assistant 5</b>
<b>Purpose of the role (job statement)</b>
To collaborate with teachers in planning and delivering programmes of teaching and learning activities for classes. The primary focus is to undertake educational activities with individuals, groups and whole classes within a framework agreed with and under the overall direction and supervision of a qualified teacher.
<b>Responsibilities<sup>9</sup></b>
<p>Key duties:</p> <ol style="list-style-type: none"> <li>1. Plan, prepare and deliver assigned programmes of teaching and learning activities to individuals, small groups and/or classes modifying and adapting activities as necessary<sup>10</sup> under the overall direction and supervision of a teacher.</li> <li>2. Assess, record and report on development, progress and attainment</li> <li>3. Liaise with staff and other relevant professionals and provide information about pupils as appropriate</li> <li>4. Use teaching and learning objectives to plan, evaluate and adjust lessons/work plans as appropriate within agreed systems of supervision</li> <li>5. Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning</li> <li>6. Support pupils in social and emotional well-being, reporting problems to the teacher as appropriate</li> <li>7. Develop and implement Individual Development Plans for pupils (such as Individual Educational Plans), including attendance at, and contribution to, reviews</li> <li>8. Support the role of parents / carers in pupils' learning and contribute to meetings with parents / carers to provide constructive feedback on pupil progress/achievement etc</li> <li>9. Liaise with external agencies on a regular basis</li> <li>10. Teaching Assistants at this level are expected to undertake at least one of the following: <ol style="list-style-type: none"> <li>a. Provide specialist support to pupils with learning, behavioural, communication, social, sensory or physical difficulties</li> <li>b. Provide specialist support to pupils where English is not their first language</li> <li>c. Provide specialist support to gifted and talented pupils</li> <li>d. Provide specialist support to all pupils in a particular learning area (e.g. ICT, literacy, numeracy, National Curriculum subject).</li> </ol> </li> </ol> <p><b>Note: The options in point 7 are alternative specialisms and only the specialism actually applicable should be evaluated.</b></p> <p>Teaching Assistants in this role may also undertake some or all of the following:</p> <ol style="list-style-type: none"> <li>1. Supervise or manage the work and development of other classroom support staff</li> <li>2. Be responsible for the preparation, maintenance and control of stocks of materials and resources</li> <li>3. Provide pastoral care to pupils for example as head of year or tutor group</li> <li>4. Be responsible for pupils who are not working to the normal timetable</li> <li>5. Invigilate exams and tests</li> </ol>
<b>Indicative knowledge, skills and experience</b>
<ul style="list-style-type: none"> <li>• Meeting the professional standards for Higher Level Teaching Assistants.</li> <li>• Demonstrate specialist skills that may be appropriate to 7(a-d) above.</li> <li>• Knowledge and compliance with policies and procedures relevant to child protection and health and safety.</li> </ul>

<sup>9</sup> Duties relating to supporting pupils with health care needs are not included in this profile. The NJC recognises that many of these duties are carried out on a voluntary basis in different ways. Therefore, if this duty becomes a requirement of the job, as part of an agreement between employers and unions, it should be set out in the job description as an additional duty allowing it to be accounted for in the evaluation of the role (and therefore in remuneration as appropriate).

<sup>10</sup> In accordance with Section 133 of the Education Act 2002.

NJC Job Evaluation Assessment				
Factor		Relevant Job Information	JE Level	Score
1	Knowledge	Requires knowledge and understanding of National Curriculum requirements in relation to specialist area (e.g. additional needs, curriculum area), including planning, preparing and delivering programmes of learning activities to groups and classes.; also detailed understanding of how pupils of relevant age group(s) and ability learn; relevant learning strategies and methods. Knowledge acquired through training and experience to level of professional standards specified for HLTA status plus additional professional development.	5	100
2	Mental Skills	Uses teaching and learning objectives to plan evaluate and adjust lessons/work plans as appropriate within agreed systems of supervision. Adjusts learning activities according pupil interest and need. Resolves all but the most complex problems as they arise.	4	52
3	Interpersonal and Communication Skills	Developed skills for communicating with individual, groups and whole classes of pupils to promote learning, including assessing the impact of the communication on recipients and adjusting approach as necessary. Works with teachers to plan and evaluate learning activities, exchange information with other staff, parents/carers.	4 (a) and (c)	52
4	Physical Skills	Prepare and clear up learning resources, equipment; keyboard skills	2	26
5	Initiative & Independence	Works independently under the overall direction of a teacher. Plans, prepares and delivers programmes of learning; is responsible for assessment, records and reports on development, progress and attainment of assigned groups/ classes.,	4	52
6	Physical Demands	Combination of standing, sitting or walking	1	10/20
		Requirement for standing for long periods and/or working in awkward positions e.g. sitting in low chairs.	2	
7	Mental Demands	Working with individuals groups and/or classes of pupils requiring mental and sensory concentration; work is regularly interrupted although this does not normally require switching from one activity to another. Medium periods of concentrated mental attention for lesson planning.	3 (c)	30
8	Emotional Demands	Occasionally exposed to emotionally demanding behaviours and situations as a result of attending to pupils personal needs and assisting with behaviour management	2	20/30
		Regularly exposed to emotionally demanding behaviour and situations as a result of attending to pupils' personal needs and assisting with behaviour management	3(a)	
9	Responsibility for People Wellbeing	Under the overall direction of a teacher, takes responsibility for assessing overall pupil learning needs in specialist field and providing programmes of learning activities for groups and/or whole classes of pupils, including planning and adjusting lessons and other activities.	4 (a)	52

10	Responsibility for Supervision	No formal supervisory responsibility May occasionally support, advise and/or monitor less experienced teaching assistants, students	1	13/26/39
		Some day-to-day allocation of work to other staff, requiring occasional supervisory responsibility	2	
		Regular supervisory responsibility for other Teaching Assistants.	3	
11	Responsibility for Financial Resources	May handle small amounts of cash e.g. for school visits	1	13
12	Responsibility for Physical, and Information Resources	Responsible for the careful and safe use of equipment such as play and standard ICT equipment. Records confidential pupil data Responsible for selecting and/or ordering supplies, under direction.	2(a) and (g)	26
13	Working Conditions	Some exposure to unpleasant conditions, including noise; outdoor working; verbal abuse.	2	20
<b>Total</b>				<b>466-512</b>

<b>Role Title</b>
<b>Additional Support Needs Assistant 1</b>
<b>Purpose of the role (job statement)</b>
To work with teachers as part of a professional team to support teaching and learning for SEN pupils. Providing learning support to pupils who need particular help to overcome barriers to learning, such as those with moderate, severe, profound and multiple learning difficulties and/or behavioural, social, communication, sensory or physical disabilities.
<b>Responsibilities</b>
<p>Key duties:</p> <ol style="list-style-type: none"> <li>1. Implement planned learning activities/teaching programmes as agreed with the teacher, adjusting activities according to pupils' responses as appropriate</li> <li>2. Participate in planning and evaluation of learning activities with the teacher, providing feedback to the teacher on pupil progress and behaviour</li> <li>3. Support the teacher in monitoring, assessing and recording pupil progress/activities</li> <li>4. Provide feedback to pupils in relation to attainment and progress under the guidance of the teacher</li> <li>5. Support learning by arranging/providing resources for lessons/activities under the direction of the teacher</li> <li>6. Support pupils in social and emotional well-being, reporting problems to the teacher as appropriate</li> <li>7. Share information about pupils with other staff, parents / carers, internal and external agencies, as appropriate</li> <li>8. Understand and support independent learning and inclusion of all pupils as required.</li> <li>9. Work with pupils on therapy or care programmes, designed and supervised by a therapist/care</li> <li>10. Attend to pupils' personal needs including toileting, hygiene, dressing and eating, as well as help with social, welfare and health matters, reporting problems to the teacher as appropriate. Physically assist pupils in activities (may involve lifting, where mobility is an issue)</li> </ol> <p>Additional Support Needs Assistants at this level may also undertake some or all of the following:</p> <ol style="list-style-type: none"> <li>1. Administer medication in accordance with an agreed plan under direction of healthcare practitioner and following appropriate training</li> <li>2. Update pupil records</li> <li>3. Assist with break-time supervision including facilitating games and activities</li> <li>4. Assist with escorting pupils on educational visits</li> <li>5. Support pupils in using basic ICT</li> <li>6. Undertake moving and handling activities as required.</li> </ol>
<b>Indicative knowledge, skills and experience</b>
<ul style="list-style-type: none"> <li>• Working at NVQ level 2 in supporting teaching and learning or equivalent; may be working towards NVQ level 3 and/or national occupational standards.</li> <li>• Knowledge and compliance with policies and procedures relevant to child protection and health and safety.</li> </ul>



<b>NJC Job Evaluation Assessment</b>				
<b>Factor</b>		<b>Relevant Job Information</b>	<b>JE level</b>	<b>Score</b>
1	Knowledge	Requires knowledge and procedures for supporting and leading learning activities. Requires knowledge and skills equivalent to NVQ level 2 in Supporting Teaching and Learning or have equivalent experience	2	40
2	Mental Skills	Resolves problems in relation to providing learning activities. May contribute to planning of activities for the session, day or week.	2	26
3	Interpersonal & Communication Skills	Communicates with pupils with additional needs, to support learning and development and encourage acceptable behaviour. Exchanges information with staff, parents/carers.	3(a)	39
4	Physical Skills	Assembly and clearing away of equipment; keyboard skills; mobility aids	2	26/39
		Use of highly specialised equipment requiring considerable precision e.g. use of hoists	3	
5	Initiative & Independence	Works under the direction of the teacher. Makes decisions about own work supporting pupils; more complex decisions referred to senior staff.	2	26
6	Physical Demands	Requires short periods of greater physical effort, such as manoeuvring pupils where necessary or assisting in physical activities,	2	20/30
		Requires regular periods of greater physical effort such as manoeuvring pupils with severe physical disabilities or behaviour issues.	3	
7	Mental demands	Working with individuals or small groups of pupils where work is regularly interrupted although this does not normally require switching from one activity to another.	2	20
8	Emotional Demands	Regularly exposed to emotionally demanding behaviours and situations as a result of attending to pupils' personal needs and assisting with behaviour management,	3(a)	30/40
		Regularly exposed to significant emotionally demanding behaviour and situations through working with pupils with severe disabilities or extreme behavioural issues.	4	
9	Responsibility for People Wellbeing	Responsible for the supervision of practical activities of individuals or small groups of pupils with special needs, under the direction of a teacher or other professional. Provides assistance to pupils on social, welfare and health matters (toileting / dressing) and provides support to the teacher on behaviour management of pupils.	2	26
10	Responsibility for Supervision	May demonstrate own duties to new or less experienced staff.	1	13
11	Responsibility for Financial Resources	May handle small amounts of cash	1	13
12	Responsibility for Physical and Information Resources	Responsible for the careful and safe use of equipment, such as play and standard ICT equipment. Responsible for maintaining confidential pupil records	2(a)	26
13.	Working Conditions	Work is normally carried out in the classroom or similar environment, which may sometimes involve exposure to noise or other unpleasant conditions	2	

		Regularly attending to the personal needs of pupils with special needs.	3	20/30
<b>Total</b>				<b>325 - 368</b>

<b>Role Title</b>
<b>Additional Support Needs Assistant 2</b>
<b>Purpose of the role (job statement)</b>
To work with teachers as part of a professional team to support teaching and learning for SEN pupils. Providing specialist assistance to pupils who need particular help to overcome barriers to learning, such as those with moderate, severe, profound and multiple learning difficulties and/or behavioural, social, communication, sensory or physical disabilities.
<b>Responsibilities</b>
<p>Key duties:</p> <ol style="list-style-type: none"> <li>1. Provide 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 with SEN</li> <li>2. Plan and evaluate specialist learning activities with the teacher, writing reports and records as required</li> <li>3. Work with pupils on therapy or care programmes, designed and supervised by a therapist/care professional</li> <li>4. Monitor, assess, record and report on development, progress and attainment, as agreed with the teacher, drawing any problems which cannot be resolved to the attention of the teacher</li> <li>5. Select and adapt appropriate resources/methods to facilitate agreed learning activities</li> <li>6. Be involved in planning, organising and implementing individual development plans for pupils (such as Individual educational plans), including attendance at, and contribution to, reviews</li> <li>7. Attend to pupils' personal needs including toileting, hygiene, dressing and eating, as well as help with social, welfare and health matters.</li> </ol> <p>Additional Support Needs Assistants in this role may also undertake some or all of the following:</p> <ol style="list-style-type: none"> <li>1. Take the lead in inducting pupils into specialist units, classes or schools for pupils with special educational needs</li> <li>2. Monitor pupils' conduct and behaviour throughout the learning process and intervene to resolve complex, difficult or very challenging issues</li> <li>3. Supervise individuals and groups of pupils throughout the day, including supervision in the classroom, playground and dining areas</li> <li>4. Work with pupils not working to normal timetable</li> <li>5. Establish and maintain relationships with families and carers and other adults, e.g. speech therapists</li> <li>6. Advise and assist pupils in the proper use and deployment of complex personal and learning aides and equipment</li> <li>7. Escort and supervise pupils on educational and out of school activities</li> <li>8. Support the development/oversee the work of other support staff</li> <li>9. Be responsible for the preparation, maintenance and control of stocks of materials and resources</li> <li>10. Administer medication in accordance with an agreed plan under direction of healthcare practitioner and following appropriate training</li> </ol>
<b>Indicative knowledge, skills and experience</b>
<ul style="list-style-type: none"> <li>• Meeting the national occupational standards (NOS) in Supporting Teaching and Learning level 3 and working at NVQ level 3.</li> <li>• Skills and knowledge in providing specialist support to pupils.</li> <li>• Knowledge and compliance with policies and procedures relevant to child protection and health and safety.</li> </ul>

NJC Job Evaluation Assessment				
Factor		Relevant Job Information	JE Level	Score
1	Knowledge	Requires knowledge and procedures for developing and delivering learning activities for pupils with additional special needs, including adapting activities according to pupil responses. Knowledge and skills equivalent to the core and optional NOS in Supporting teaching and learning that underpin National Qualifications at level 3; including knowledge of a specialist aspect of supporting learning and teaching or equivalent experience	3	60
2	Mental Skills	Contributes to planning and development of learning activities with teachers and responds to activity-related problems without referral to teachers. Requires interpretive skills and is involved in short- term planning of activities. May be involved in planning, organising and developing Individual development plans for pupils (such as Individual educational plans).	3	39
3	Interpersonal & Communication Skills	Communicates with pupils with additional needs, to support learning and development and encourage acceptable behaviour. Exchanges information with staff, parents/carers	3(a)	39/52
		Developed skills for communicating with pupils, including those with additional needs, to support learning and development and encourage acceptable behaviour. Exchanges information with staff, parents/carers, and other agencies.	4	
4	Physical Skills	Assembly and clearing away of equipment; keyboard skills; or mobility aids	2	26/39
		Use of highly specialised equipment requiring considerable precision e.g. use of hoists	3	
5	Initiative & Independence	Works under the direction of a teacher. Supports learning by selecting suitable activities / methods for learning activities.	2	26
6	Physical Demands	Requires short periods of physical effort, such as manoeuvring pupils where necessary or assisting in physical activities	2	20/30
		Requires regular periods of greater physical effort such as manoeuvring pupils with severe physical disabilities or behaviour issues.	3	
7	Mental Demands	Working with individuals or small groups of pupils where work is regularly interrupted although this does not normally require switching from one activity to another.	2	20
8	Emotional Demands	Regularly exposed to emotionally demanding behaviours and situations as a result of attending to pupils' personal needs and assisting with behaviour management	3(a)	30/40
		Regularly exposed to significant emotionally demanding behaviour and situations through working with pupils with severe disabilities or extreme behavioural issues.	4	

9	Responsibility for People Wellbeing	Under the direction and supervision of a teacher, takes responsibility for providing learning activities for pupils and specialist support to individual pupils with additional support needs.	3(a)	39
10	Responsibility for Supervision	May demonstrate own duties to new or less experienced staff.	1	13/26
		Some day-to-day allocation of work to other staff, requiring occasional supervisory responsibility.	2	
11	Responsibility for Financial Resources	May handle small amounts of cash	1	13
12	Responsibility for Physical, and Information Resources	Responsible for the careful and safe use of equipment, such as play and standard ICT equipment; responsible for maintaining confidential pupils information responsible for selecting and/or ordering supplies, under direction.	2(a) and (g)	26
13	Working Conditions	Work is normally carried out in the classroom or similar environment, which may sometimes involve exposure to noise or other unpleasant conditions	2	20/30
		Regularly attending to the personal needs of pupils with special needs.	3	
<b>Total</b>				<b>371 – 440</b>

<b>Role Title</b>
<b>Additional Support Needs Assistant 3</b>
<b>Purpose of the role (job statement)</b>
To work with teachers as part of a professional team to organise and support teaching and learning activities for SEN pupils, including classes. The primary focus is to work with individuals and groups delivering specified work under the direction and supervision of a qualified teacher. The individual provides specialist learning support for pupils identified as having learning difficulties, including complex and multiple special education needs, in a broad range of different learning situations and settings. The post holder also plans, organises and undertakes other related duties to fully support and underpin learning, personal and social development.
<b>Responsibilities</b>
<p>Key duties:</p> <ol style="list-style-type: none"> <li>1. Use teaching and learning objectives to plan, evaluate and adjust lessons/work plans as appropriate within agreed systems of supervision</li> <li>2. Deliver specified work to individuals and small groups modifying and adapting activities as necessary<sup>11</sup></li> <li>3. Work with pupils on therapy or care programmes, designed and supervised by a therapist/care professional</li> <li>4. Provide specialist support to pupils with severe learning, behavioural, communication, social, sensory or physical difficulties</li> <li>5. Monitor pupils conduct and behaviour throughout the learning process and intervene to resolve highly complex, difficult or very challenging issues</li> <li>6. Assess, record and report on development, progress and attainment</li> <li>7. Liaise with staff and other relevant professionals and provide specialist support/advice to meet the needs of pupils</li> <li>8. Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning</li> <li>9. Attend to pupils' personal needs including toileting, hygiene, dressing and eating, as well as help with social, welfare and health matters.</li> </ol> <p>Additional Support Needs Assistants at this level may also undertake some or all of the following:</p> <ol style="list-style-type: none"> <li>1. Administer medication in accordance with an agreed plan under direction of healthcare practitioner and following appropriate training<sup>12</sup></li> <li>2. Develop and implement individual development plans for pupils (such as Individual educational plans), including attendance at, and contribution to, reviews</li> <li>3. Support the role of parents/carers in pupils' learning and contribute to meetings with parents/carers to provide constructive feedback on pupil progress/achievement etc</li> <li>4. Contribute to the development of policies and procedures</li> <li>5. Supervise or manage the work and development of other classroom support staff</li> <li>6. Be responsible for the preparation, maintenance and control of stocks of materials and resources</li> <li>7. Liaise with external agencies on a regular basis</li> <li>8. Provide pastoral care to pupils for example as head of year or tutor group</li> <li>9. Be responsible for pupils who are not working to the normal timetable</li> <li>10. Undertake training with specific area of expertise to ensure that staff, parents / carers are fully trained to meet the expectations of the school</li> <li>11. Manage the induction of pupils into specialist units, classes or schools for pupils with special educational needs</li> <li>12. Advise and assist pupils in the proper use and deployment of highly complex personal and learning aides and equipment.</li> </ol>
<b>Indicative knowledge, skills and experience</b>
<ul style="list-style-type: none"> <li>• Meet or working towards the professional standards for Higher Level Teaching Assistants.</li> <li>• Demonstrate specialist knowledge and skills that are appropriate to providing specialist support to pupils with additional support needs.</li> </ul>

<sup>11</sup>In accordance with Section 133 of the Education Act 2002

- Knowledge and compliance with policies and procedures relevant to child protection and health safety.

<b>NJC Job Evaluation Assessment</b>				
<b>Factor</b>		<b>Relevant Job Information</b>	<b>JE Level</b>	<b>Score</b>
1	Knowledge	Requires knowledge and procedures for supporting and leading learning activities in a specialist area (e.g. additional needs, curriculum area), including planning, preparing and delivering learning activities to groups and classes. Knowledge at NVQ level 3 plus additional knowledge in specialist area; working at or towards professional standards for HLTA	4	80
2	Mental Skills	Contributes to planning and development of learning activities with teachers; plans specified learning activities; responds to activity-related problems without referral to teachers. May be involved in planning, organising and developing individual education plans.	3	39
3	Interpersonal & Communication Skills	Developed skills for communicating with pupils, including those with additional learning needs, to support learning and development and encourage acceptable behaviour. Exchanges information with staff, parents/carers, and other agencies.	4	52
4	Physical Skills	Assembly and clearing away of equipment; keyboard skills; or mobility aids	2	26/39
		Use of highly specialised equipment requiring considerable precision e.g. use of hoists	3	
5	Initiative & Independence	Works under overall direction of teacher. Plans, prepares and delivers learning to individual groups, assesses records and reports on development, progress and attainment resolving all but the most complex problems independently.	3	39
6	Physical Demands	Requires short periods of physical effort, such as manoeuvring pupils where necessary or assisting in physical activities	2	20/30
		Requires regular periods of greater physical effort such as manoeuvring pupils with severe physical disabilities or behaviour issues.	3	
7	Mental Demands	Working with individuals or groups of pupils requiring mental and sensory concentration, where work is regularly interrupted although this does not normally require switching from one activity to another. Medium periods of concentrated mental attention for lesson planning.	3 (c)	30
8	Emotional Demands	Regularly exposed to emotionally demanding behaviours and situations as a result of attending to pupils' personal needs and assisting with behaviour management,	3(a)	30/40
		Regularly exposed to significant emotionally demanding behaviour and situations through working with pupils with severe disabilities or extreme behavioural issues.	4	
9	Responsibility for	Under the general direction of a teacher, takes	4(a)	52

	People Wellbeing	responsibility for assessing pupil overall learning needs, providing learning activities for individuals or groups of pupils, including planning and adjusting lessons and other activities.		
10	Responsibility for Supervision	No formal supervisory responsibility May occasionally support, advise and/or monitor less experienced teaching assistants, students	1	13/26/39
		Some day-to-day allocation of work to other staff, requiring occasional supervisory responsibility	2	
		Regular supervisory responsibility or line manages a small group or team	3	
11	Responsibility for Financial Resources	May handle small sums of cash	1	13
12	Responsibility for Physical and Information Resources	Responsible for the careful and safe use of equipment, such as play and standard ICT equipment; responsible for maintaining confidential pupils information Responsible for selecting and/or ordering supplies, under direction.	2(a) and (g)	26
13	Working Conditions	Work is normally carried out in the classroom or similar environment, which may sometimes involve exposure to noise or other unpleasant conditions	2	20/30
		Regularly attending to the personal needs of pupils with special needs.	3	
<b>Total</b>				<b>440– 509</b>



<b>Role Title</b>					
<b>Cover Supervision</b>					
<b>Purpose of the role (job statement)</b>					
To supervise whole classes undertaking pre-prepared activities provided by a teacher during the short-term absence <sup>13</sup> of a classroom teacher. The primary focus is to maintain order and to keep pupils on task.					
<b>Responsibilities</b> <sup>14</sup>					
Key duties:					
<ol style="list-style-type: none"> <li>1. Supervise pre-prepared activities and self directed learning in the short-term planned / unplanned absence of teachers to provide continuity of learning for pupils</li> <li>2. Prepare the classroom/outside areas for lessons, ensuring that resources are available and cleared away at the end of the lessons as appropriate</li> <li>3. Manage the behaviour of pupils whilst they are undertaking work</li> <li>4. Collect any completed work after the lesson and return it to the appropriate teacher</li> <li>5. Report back as appropriate using agreed referral procedures on the behaviour of pupils during the class, and any issues arising.</li> </ol>					
Individuals in this role may also undertake some or all of the following:					
<ol style="list-style-type: none"> <li>1. Undertake exam invigilation.</li> </ol>					
<b>Indicative knowledge, skills and experience</b>					
<ul style="list-style-type: none"> <li>• Working at or towards the national occupational standards (NOS) in Supporting Teaching and Learning reflected in the mandatory and relevant optional units of the level 3 NVQ and Level 3 diploma in specialist support for teaching and learning on the Qualification and Credit Framework or equivalent experience.</li> <li>• Specialist training in behaviour management techniques.</li> <li>• Knowledge and compliance with policies and procedures relevant to child protection and health and safety.</li> </ul>					
<b>NJC Job Evaluation Assessment</b>					
<b>Factor</b>	<b>Relevant Job Information</b>			<b>JE Level</b>	<b>Score</b>
1	Knowledge	Knowledge of procedures for supervising pre-prepared learning activities, providing feedback. Specialist knowledge of behaviour management.		4	80
2	Mental Skills	Resolves problems in relation to pre-prepared learning activities and pupil behaviour		3	39
3	Interpersonal & Communication Skills	Communicates with pupils to undertake pre-prepared learning materials and supervise self directed learning. Requires developed skills to motivate and stimulate learning and ensure appropriate behaviour.		4(a)	52

<sup>13</sup> See Workforce Agreement Modelling Group (WAMG) guidance on Cover Supervision and guidance on Rarely Cover.

<sup>14</sup> Duties relating to supporting pupils with health care needs are not included in this profile. The NJC recognises that many of these duties are carried out on a voluntary basis in different ways. Therefore, if this duty becomes a requirement of the job, as part of an agreement between employers and unions, it should be set out in the job description as an additional duty allowing it to be accounted for in the evaluation of the role (and therefore in remuneration as appropriate).

4	Physical Skills	Some demand for precision. Setting up and use of educational equipment and/or keyboard skills.	2	26
5	Initiative & Independence	Works under the general direction of a teacher. Makes independent decisions about the management of pupils undertaking pre-prepared learning activities referring complex decisions to a teacher.	3	39
6	Physical Demands	Requires normal physical effort, with a mixture of sitting, walking and carrying minor loads.	1	10
7	Mental Demands	Working with groups and whole classes of pupils where work is regularly interrupted, although this does not normally require switching from one activity to another.	2	20
8	Emotional Demands	Occasionally exposed to emotional demanding behaviours and situations as a result of attending to pupils personal needs and assisting with behaviour management.	2	20/30
		Regularly exposed to emotionally demanding behaviours and situations as a result of attending to pupils personal needs and assisting with behaviour management.	3	
9	Responsibility for People Wellbeing	Supervises pre-prepared learning activities to groups, classes of pupils assessing behaviour and ensuring continuity of learning in the absence of a teacher. Responsible for the safety and well being of pupils in classroom.	3(a)	39
10	Responsibility for Supervision	May demonstrate own duties to new or less experienced staff.	1	13
11	Responsibility for Financial Resources	No responsibility for financial resources.	1	13
12	Responsibility for Physical and Information Resources	Maintains records of work done during cover supervision periods.	2(a)	26
13	Working Conditions	Work is normally carried out in the classroom or similar environment, which may sometimes involve exposure to noise or other unpleasant conditions.	2	20
<b>Total</b>				<b>397 - 407</b>

Role Title					
Early Years 1					
Purpose of the role (job statement)					
To assist nursery staff, as part of a professional team, in working with children on their education and social development and provide a high quality of care.					
Responsibilities <sup>15</sup>					
<p>Key duties:</p> <ol style="list-style-type: none"> <li>Under the direction and supervision of qualified staff assist in the delivery of activities enhancing children's social and educational development</li> <li>Assist in setting up and clearing away of displays and activities, including ensuring that the materials and equipment are safe and clean</li> <li>Attend to children's personal needs including assisting in children at meal time</li> <li>Exchange information with parents / carers</li> <li>Assist other staff with the assessment procedures to ensure children's progress is satisfactory.</li> </ol> <p>Individuals in this role may also:</p> <ol style="list-style-type: none"> <li>Update children's records.</li> </ol>					
Indicative knowledge, skills and experience					
<ul style="list-style-type: none"> <li>Completed a common core programme of induction for working with children</li> <li>Working towards the national occupational standards (NOS) Level 2 in skills for care and development and knowledge /skills equivalent to current National Qualifications level 2.</li> </ul>					
NJC Job Evaluation Assessment					
Factor	Relevant Job Information			JE Level	Score
1	Knowledge	Experience of working with children. Knowledge of a range of learning and play activities.		2	40
2	Mental Skills	Resolves day to day problems in relation to learning and play activities.		1	13
3	Interpersonal & Communication Skills	Communication with early year's pupils to encourage social, educational and physical development and acceptable behaviour. Exchange of information with other staff, parents/ carers.		3(a)	39
4	Physical Skills	Assembly and clearing away of equipment		2	26
5	Initiative & Independence	Follows detailed instructions and / or is closely supervised with little scope for discretion; problems other than day to day problems are referred.		1	13
6	Physical Demands	Requires normal physical effort, with a mixture of sitting, walking and carrying minor loads with short periods of greater physical effort, such as lifting children where necessary.		2	20

<sup>15</sup> Duties relating to supporting pupils with health care needs are not included in this profile. The NJC recognises that many of these duties are carried out on a voluntary basis in different ways. Therefore, if this duty becomes a requirement of the job, as part of an agreement between employers and unions, it should be set out in the job description as an additional duty allowing it to be accounted for in the evaluation of the role (and therefore in remuneration as appropriate).

7	Mental Demands	Working with individuals or small groups of children where work is regularly interrupted, although this does not normally require switching from one activity to another.	2	20
8	Emotional Demands	Occasionally exposed to emotionally demanding behaviours and situations as a result of attending to children' personal needs and assisting with behaviour management.	2	20
9	Responsibility for People Wellbeing	Assisting in the practical learning and play activities of individuals or small groups of children. Provides assistance to children on social, welfare and health matters and provides support on behaviour management of children.	2	26
10	Responsibility for Supervision	May demonstrate own duties to new or less experienced staff.	1	13
11	Responsibility for Financial Resources	No or limited responsibility for finance	1	13
12	Responsibility for Physical and Information Resources	Responsible for the careful and safe use and cleanliness of equipment; also for recording activities and for the maintenance and updating of confidential pupil records.	2(a)	26
13	Working Conditions	Work is normally carried out in a nursery, where there is regular exposure to noise or other unpleasant conditions such as nappy changing.	3	30
<b>Total</b>				<b>299</b>

<b>Role Title</b>				
<b>Early Years 2</b>				
<b>Purpose of the role (job statement)</b>				
To work with children, as part of a professional team, on education and social development and to provide a high quality of care.				
<b>Responsibilities</b> <sup>16</sup>				
Key duties:				
1. Work with individuals or small groups of children, under direction				
2. Support behaviour management and development				
3. Establish and build positive relationships with parents / carers				
4. Contribute to the planning and development of learning activities				
5. Contribute to the development of individual development plans (such as Individual educational plans) for children with special educational needs				
6. Work with external agencies				
7. Contribute to observation and assessment procedures				
8. Update children's records.				
9. Set up and clear away displays and activities, including ensuring that the materials and equipment are safe and clean				
10. Attend to children's personal needs				
Individuals in this role may also undertake some or all of the following:				
1. Have key worker responsibilities for particular children				
2. Demonstrate duties to apprentices and /or mentor new staff				
3. Undertake accompanied home visits.				
<b>Indicative knowledge, skills and experience</b>				
<ul style="list-style-type: none"> <li>Completed a common core programme of induction for working with children.</li> <li>Working at national occupational standards (NOS) for skills for Children's Care, Learning and Development or STL and qualifications based on these at National Qualification Level 2</li> </ul>				
<b>NJC Job Evaluation Assessment</b>				
<b>Factor</b>		<b>Relevant Job Information</b>	<b>JE Level</b>	<b>Score</b>
1	Knowledge	Requires knowledge of procedures for supporting learning and play activities, including adapting activities to suit needs of early year's pupils. Knowledge and skills equivalent national qualifications at level 2.	3	60
2	Mental Skills	Resolves problems in relation to learning and play activities. Contributes to development of learning activities to suit needs of individual and groups of children.	2	26
3	Interpersonal & Communication Skills	Communication with early year's pupils to encourage social, educational and physical development and acceptable behaviour. Exchange of information with other staff, parents/ carers,	3(a)	39

<sup>16</sup> Duties relating to supporting pupils with health care needs are not included in this profile. The NJC recognises that many of these duties are carried out on a voluntary basis in different ways. Therefore, if this duty becomes a requirement of the job, as part of an agreement between employers and unions, it should be set out in the job description as an additional duty allowing it to be accounted for in the evaluation of the role (and therefore in remuneration as appropriate).

4	Physical Skills	Assembly and clearing away of equipment	2	26
5	Initiative & Independence	Works under the direction of a teacher/ early years professional. Makes decisions about own work supporting children; more complex decisions are referred to senior staff.	2	26
6	Physical Demands	Requires normal physical effort, with a mixture of sitting, walking and carrying minor loads with short periods of greater physical effort, such as lifting children where necessary.	2	20
7	Mental Demands	Working with individuals or small groups of children where work is regularly interrupted, although this does not normally require switching from one activity to another.	2	20
8	Emotional Demands	Occasionally exposed to emotionally demanding behaviours and situations as a result of attending to children' personal needs and assisting with behaviour management.	2	20
9	Responsibility for People Wellbeing	Responsible for leading and adapting practical learning and play activities for individual or small groups of children. Provides assistance to children on social, welfare and health matters and provides support to the teacher on behaviour management of children.	3(a)	39
10	Responsibility for Supervision	May demonstrate own duties to new or less experienced staff.	1	13
11	Responsibility for Financial Resources	No or limited responsibility for finance	1	13
12	Responsibility for Physical and Information Resources	Responsible for the careful and safe use and cleanliness of equipment and consumables. Also for recording activities and for the maintenance and updating of confidential pupil records.	2(a)	26
13	Working Conditions	Work is normally carried out in a nursery, where there is regular exposure to noise or other unpleasant conditions such as nappy changing.	3	30
<b>Total</b>				<b>358</b>

<b>Role Title</b>				
<b>Early Years 3</b>				
<b>Purpose of the role (job statement)</b>				
To work with children, as part of a professional team and to support the provision of Early Years education and care.				
<b>Responsibilities</b> <sup>17</sup>				
<p>Key duties:</p> <ol style="list-style-type: none"> <li>1. Devise and engage in the delivery of play care and learning activities. Takes responsibility for managing the provision of play, care and learning</li> <li>2. Ensure standards are met at all times and assist in the development and regular review of policies and procedures to be followed</li> <li>3. Ensure that children have access to appropriate activities to support their physical, emotional, social and intellectual development</li> <li>4. Assist in the development and maintenance of appropriate planning, observation and assessment procedures</li> <li>5. Assess needs of children including emotional, developmental and social. Produce individual development plans including for SEN children</li> <li>6. Ensure compliance with policies and procedures relating to child protection, health, safety, security and confidentiality.</li> </ol> <p>Individuals in this role may also undertake some or all of the following:</p> <ol style="list-style-type: none"> <li>1. Support preparation for OFSTED inspections and action any recommendations that may result from inspection</li> <li>2. Undertake home visits.</li> <li>3. Responsible for recruitment of staff</li> <li>4. Responsible for a small budget</li> <li>5. Act as deputy manager</li> </ol>				
<b>Indicative knowledge, skills and experience</b>				
<ul style="list-style-type: none"> <li>• Completed a common core programme of induction for working with children.</li> <li>• Working at national occupational standards (NOS) for skills for children's care, learning and development Level 3 and knowledge /skills equivalent to current national qualifications level 3 plus supervisory experience.</li> </ul>				
<b>NJC Job Evaluation Assessment</b>				
<b>Factor</b>		<b>Relevant Job Information</b>	<b>JE Level</b>	<b>Score</b>
1	Knowledge	Requires knowledge of policy and procedures for supporting the provision of play care and learning. Knowledge and skills equivalent national qualifications at level 3. .	3	60
2	Mental Skills	Contributes to planning and development of learning activities with other early year's staff; responds to a range of practical problems without referral to teachers.	3	39

<sup>17</sup> Duties relating to supporting pupils with health care needs are not included in this profile. The NJC recognises that many of these duties are carried out on a voluntary basis in different ways. Therefore, if this duty becomes a requirement of the job, as part of an agreement between employers and unions, it should be set out in the job description as an additional duty allowing it to be accounted for in the evaluation of the role (and therefore in remuneration as appropriate.)

3	Interpersonal & Communication Skills	Developed communication skills with early year's pupils to encourage social, educational and physical development and acceptable behaviour. Shows empathy and sensitivity. Regular communication to develop relationships and provide information to parents/ carers, other staff and other agencies.	4(a)	52
4	Physical Skills	Assembly and clearing away of equipment	2	26
5	Initiative & Independence	Plans, prepares and delivers learning, assesses records and reports on development, progress and attainment resolving most problems independently.	3	39
6	Physical Demands	Requires normal physical effort, with a mixture of sitting, walking and carrying minor loads with short periods of greater physical effort, such as lifting pupils where necessary.	2	20
7	Mental Demands	Working with individuals or small groups of children where work is regularly interrupted, although this does not normally require switching from one activity to another.	2	20
8	Emotional Demands	Regularly exposed to emotionally demanding behaviours and situations as a result of attending to children's' personal needs and assisting with behaviour management.	3	30
9	Responsibility for People Wellbeing	Ensure compliance with policies and procedures relating to child protection, health, safety and confidentiality. Provides advice and guidance on operation of Early Years policy and procedures.	4(a)	52
10	Responsibility for Supervision	Regular demonstration of duties to other staff.	2	26
11	Responsibility For Financial Resources	No or limited responsibility for finance	1	13/26
		Responsible for small budget	2(c)	
12	Responsibility for Physical and Information Resources	Maintenance and updating of pupil records.	2(a) and (g)	26
13.	Working Conditions	Work is normally carried out in a nursery, where there is regular exposure to noise or other unpleasant conditions such as nappy changing.	3	30
<b>Total</b>				<b>433-466</b>



<b>Role Title</b>					
<b>Early Years 4</b>					
<b>Purpose of the role (job statement)</b>					
To lead and manage the provision of early education and care. .					
<b>Responsibilities <sup>18</sup></b>					
Key duties:					
<ol style="list-style-type: none"> <li>1. Manage the operation and delivery of play, care and learning in the early years setting.</li> <li>2. Ensure standards are met at all times and assist in the development and regular review of policies and procedures to be followed</li> <li>3. Devising report systems for the development, progress and attainment of the children</li> <li>4. Responsible for management of staff and their development and training.</li> <li>5. Responsible for the safe environment and welfare of children and staff.</li> <li>6. Establish links with parents, carers and other agencies.</li> <li>7. Manage a budget</li> <li>8. Preparation for Ofsted inspections and action any recommendations that may result from inspection.</li> </ol>					
<b>Indicative knowledge, skills and experience</b>					
<ul style="list-style-type: none"> <li>• Knowledge and skills equivalent to national qualifications level 3 in early years development</li> <li>• Experience in supervision and management of an early years setting</li> </ul>					
<b>NJC Job Evaluation Assessment</b>					
<b>Factor</b>	<b>Relevant Job Information</b>			<b>JE Level</b>	<b>Score</b>
1	Knowledge	Requires theoretical plus practical and procedural knowledge of policies and procedures relating to a childcare setting and child protection Extended experience in staff management in a early years setting		4	80
2	Mental Skills	Requires creative thinking to deal with complex issues and to develop policies and procedures relating to early years provision.		4	52
3	Interpersonal & Communication Skills	Manages and motivates staff. Liaises with parents/ carers and negotiates with external agencies		4	52
4	Physical Skills	Keyboard skills for report writing		2	26
5	Initiative & Independence	Works within recognised procedures set by statutory framework within which the jobholder organises own workload and that of others. Respond independently to unanticipated problems and situations.		4	52

<sup>18</sup> Duties relating to supporting pupils with health care needs are not included in this profile. The NJC recognises that many of these duties are carried out on a voluntary basis in different ways. Therefore, if this duty becomes a requirement of the job, as part of an agreement between employers and unions, it should be set out in the job description as an additional duty allowing it to be accounted for in the evaluation of the role (and therefore in remuneration as appropriate).

6	Physical Demands	Requires normal physical effort.	1	10
7	Mental Demands	Concentrated mental attention for report writing and assessment.	3	30
8	Emotional Demands	Contact with parents and/or children placing occasional emotional demands on the jobholder.	2	20/30
		Regular contact with parent and/or children placing emotional demands on jobholder	3	
9	Responsibility for People Wellbeing	Ensures the operation of the early years setting according to the statutory framework. This includes adaptation of policies and procedures to meet operational demands.	4(a)	52
10	Responsibility for Supervision	Manages nursery and early year staff	3	39
11	Responsibility for Financial Resources	Manages budget of the early years setting	3(b)	39
12	Responsibility for Physical and Information Resources	Onsite managerial responsibility for premises. Selecting and/or ordering equipment and resources. Also responsible for the creation and maintenance of childcare and staff records.	3	39
13	Working Conditions	Work is normally carried out in an early years setting, where there is occasional exposure to noise.	2	20
<b>Total</b>				<b>511/521</b>

<b>Role Title</b>				
<b>Early Years 5 (Early Years Professional)</b>				
<b>Purpose of the role (job statement)</b>				
To lead a professional team working with children on education and social development and to develop and improve practice to raise the standards of Early Years provision.				
<b>Responsibilities</b> <sup>19</sup>				
Key duties:				
<ol style="list-style-type: none"> <li>1. Be responsible for working with groups of children leading and managing play, care and learning</li> <li>2. Develop, introduce, lead and supervise education and social development work.</li> <li>3. Develop policies and procedures relating to early years provision</li> <li>4. Plan medium term educational programmes for a range of abilities</li> <li>5. Assess, record and report on development, progress and attainment</li> <li>6. Act as a team leader</li> <li>7. Share knowledge and understanding of early years practices to help other colleagues to develop and improve their practice.</li> <li>8. Liaise with parents, carers and other agencies.</li> </ol>				
Individuals in this role may also undertake some or all of the following:				
<ol style="list-style-type: none"> <li>1. Manage the early years team</li> <li>2. Responsible for selecting and ordering equipment and resources within a budget</li> </ol>				
<b>Indicative knowledge, skills and experience</b>				
<ul style="list-style-type: none"> <li>• Achieved Early Years Professional Status</li> <li>• Working at national occupational standards (NOS) at level 6.</li> </ul>				
<b>NJC Job Evaluation Assessment</b>				
<b>Factor</b>		<b>Relevant Job Information</b>	<b>JE Level</b>	<b>Score</b>
1	Knowledge	Requires specialist knowledge of child development and of techniques, policies and procedures for developing and leading suitable activities for early year's pupils. Knowledge and skills equivalent to national qualifications at level 6	6	121
2	Mental Skills	Develops suitable activities for individual and groups of early year's pupils; requires creative thinking to deal with complex issues and to develop policies and procedures relating to early years provision; plans educational programmes for a range of abilities over the school year.	4	52
3	Interpersonal & Communication Skills	Highly developed communication skills to lead in educational and play activities and to stimulate learning and development. Manages and motivates more junior staff. Liaises with parents/ carers, other agencies	5 (a) and (b)	65

<sup>19</sup> Duties relating to supporting pupils with health care needs are not included in this profile. Remuneration for duties of this nature should be agreed at local level. The NJC recognises that many of these duties are carried out on a voluntary basis in different ways. Therefore, if this duty becomes a requirement of the job, as part of an agreement between employers and unions, it should be set out in the job description as an additional duty allowing it to be accounted for in the evaluation of the role (and therefore in remuneration as appropriate).

4	Physical Skills	Prepare and clear learning resources and equipment. Keyboard skills.	2	26
5	Initiative & Independence	Leads in implementing programmes; assesses records and reports on development, progress and attainment. Works with external agencies to resolve the most complex problems.	4	52
6	Physical Demands	Requires normal physical effort, with a mixture of sitting, walking and carrying minor loads with short periods of greater physical effort, such as lifting pupils where necessary.	2	20
7	Mental Demands	Working with individuals or small groups of children where work is regularly interrupted, although this does not normally require switching from one activity to another.	2	20
8	Emotional Demands	Regularly exposed to emotionally demanding behaviours and situations as a result of attending to children's' personal needs and assisting with behaviour management.	3	30
9	Responsibility for People Wellbeing	Takes responsibility for identifying educational needs and planning and developing learning programmes for children.	4(a)	52
10	Responsibility for Supervision	Lead a team of staff.	2	26/39
		Manage a team of early years staff	3	
11	Responsibility for Financial Resources	No or limited responsibility for finance	1	13
12	Responsibility for Physical and Information Resources	Responsible for selecting and/or ordering equipment, also for the maintenance and updating of pupil records.	2(a) and (g)	26
13	Working Conditions	Work is normally carried out in a nursery, where there is regular exposure to noise or other unpleasant conditions such as nappy changing.	3	30
<b>Total</b>				<b>533-546</b>