



## Job Description

<b>Title:</b>	<b>Teaching Assistant – Behaviour/Guidance/Support</b>	<b>Grade:</b>	<b>BR4</b>
<b>Department:</b>		<b>Section:</b>	
<b>Post No:</b>	<b>Level 3</b>	<b>Reports to:</b>	

  

**MAIN PURPOSE**

Working under guidance of teaching staff: provide support in addressing the needs of pupils who need particular help to overcome barriers to learning.

  

**SUMMARY OF RESPONSIBILITIES AND DUTIES**

**SUPPORT FOR PUPILS**

- Provide pastoral support to pupils.
- Receive and supervise pupils excluded from, or otherwise not working to, a normal timetable.
- Attend to pupils' personal needs and provide advice to assist in their social, health & hygiene development.
- Participate in comprehensive assessment of pupils to determine those in need of particular help.
- Assist the teacher with the development and implementation of individual Education/Behaviour/Support/Mentoring plans.
- Support provision for gifted and talented pupils and those with special needs.
- Establish productive working relationships with pupils, acting as a rolemodel.
- Develop 1:1 mentoring arrangements with pupils and provide support for distressed pupils.
- Promote the speedy/effective transfer of pupils across phases/integration of those who have been absent.
- Provide information and advice to enable pupils to make choices about their own learning/behaviour/attendance.
- Challenge and motivate pupils, promote and reinforce self-esteem.
- Provide feedback to pupils in relation to progress, achievement, behaviour, attendance etc.

**SUPPORT FOR TEACHERS**

- Liaise with feeder schools and other relevant bodies to gather pupil information.
- Support pupils' access to learning using appropriate strategies, resources etc.
- Work with other staff in planning, evaluating and adjusting learning activities as appropriate.
- Monitor and evaluate pupils' responses and progress against action plans through observation and planned recording.
- Provide objective and accurate feedback and reports as required, to other staff on pupils achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Be responsible for keeping and updating records as agreed with other staff, contributing to reviews of systems/records as requested.
- Assist in the development and implementation of appropriate behaviour management strategies.
- Establish constructive relationships with parents/carers, exchanging information, facilitating their support for their child's attendance, access and learning and supporting home to school and community links.

- ☐ Assist in the development, implementation and monitoring of systems relating to attendance and integration.
- ☐ Clerical/admin support eg. dealing with correspondence, compilation/analysis/reporting on attendance, exclusions etc., making phone calls etc.

### SUPPORT FOR THE CURRICULUM

- ☐ Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs.
- ☐ Be aware of and appreciate a range of activities, courses, organisations and individuals to provide support for pupils to broaden and enrich their learning.
- ☐ Determine the need for, prepare and use specialist equipment, plans and resources to support pupils.
- ☐ Be aware of and support diversity and ensure all pupils have equal access to opportunities to learn and develop.

### SUPPORT FOR THE SCHOOL

- ☐ Be aware of and comply with policies and procedures relating to child protection, health, safety and security and data protection, reporting all concerns to an appropriate person.
- ☐ Be aware of confidential issues linked to home/pupil/teacher/school/work and to keep confidences as appropriate.
- ☐ Be aware of and support diversity and ensure all pupils have equal access to opportunities to learn and develop.
- ☐ Contribute to the overall ethos/work/aims of the school.
- ☐ Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.
- ☐ Attend and participate in regular meetings.
- ☐ Participate in training and other learning activities as required.
- ☐ Recognise own strengths and areas of expertise and use these to advise and support others.
- ☐ Assist in the supervision, training and development of staff.
- ☐ Implement planned supervision of pupils out of school hours.
- ☐ Supervise pupils on visits, trips and out of school activities as required.

### CONTACTS AND RELATIONSHIPS (customer focus, both internal and external)

Provide to customers/clients the specified standard and level of service that is expected, noting and passing on any shortfalls or potential improvements.

### MANAGEMENT AND LEADERSHIP (finance, resources, performance management, staff supervision and service delivery)

Fully and positively participate in the Council's performance appraisal/ performance related pay/performance development scheme in order to develop and enhance personal and service performance.

**EQUALITIES**

Implementation of the Council's equal opportunities policies and its statutory responsibility with regard to other individuals and service delivery.

	<b>Date</b>	<b>Name</b>
1. Date drawn up		
2. Given to Post holder		
3. Confirmed by Line Manager		
4. Evaluated		



## Person Specification

<b>Title:</b>	<b>Teaching Assistant – Behaviour/Guidance/Support</b>	<b>Grade:</b>	<b>BR6</b>
<b>Department:</b>		<b>Section:</b>	
<b>Post No:</b>	<b>Level 3</b>	<b>Reports to:</b>	
<b>SKILLS AND ABILITIES</b>			
<b>KNOWLEDGE/SKILLS (Essential Requirements)</b> Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation. Working knowledge of national curriculum and other relevant learning programmes. Understanding of principles of child development and learning processes and in particular, barriers to learning. Ability to plan effective actions for pupils at risk of underachieving. Full understanding of the range of support services/providers. Ability to self-evaluate learning needs and actively seek learning opportunities. Ability to relate well to children and adults. Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these.			
<b>EXPERIENCE (Essential Requirements)</b> Experience working with children of relevant age. Experience of working with pupils with additional needs.			
<b>QUALIFICATIONS (Essential Requirements)</b> Very good numeracy/literacy skills. NVQ 3 or equivalent in teaching assistance or equivalent qualifications or experience.			
<b>SPECIAL CONDITIONS</b>			
<b>DATE DRAWN UP</b>			