

Loreto High School Job Description

Teaching Assistant – Level 3 Grade 4 Behaviour/Guidance/Support

The post holder will report to the Teacher / Senior Teaching Assistant. Apart from other colleagues in the school, the main contacts of the job are: Inclusion Manager, Behaviour Lead Professional, Deputy Head Teacher, teaching staff, other support staff and pupils.

Main Purpose of the Job:

Under the guidance of the Inclusion Manager, provide support in addressing the needs of pupils who require particular help to overcome barriers to learning

Main Duties

Support for pupils

1. Provide pastoral support to pupils
2. Receive and supervise pupils, excluded from, or otherwise not working to a normal timetable
3. Attend to pupils' personal needs, including minor first aid and provide advice on pastoral, social, health, hygiene development and welfare matters.
4. Participate in the comprehensive assessment of pupils to determine those in need of particular help
5. Assist the teacher with the development and implementation of individual Education/Behaviour/Support/Mentoring plans
6. Provision of support for pupils with special needs
7. Establish productive working relationships with pupils, taking on role model by presenting a positive personal image and responding appropriately to individual needs
8. Develop 1:1 mentoring arrangements with pupils and provide support for distressed pupils
9. Promote the speedy/effective transfer of pupils to make choices about their own learning/behaviour/attendance

10. Challenge and motivate pupils, promote and re-inforce self-esteem
11. Provide feedback to pupils in relation to progress, achievement, behaviour and attendance
12. Promote the inclusion and acceptance of all pupils
13. Encourage pupils to interact and work co-operatively with others and engage all pupils in activities

Support for Teachers

14. Under the direction of the teacher prepare the classroom for lessons, including display work and clear afterwards as appropriate.
15. Liaise with schools and other relevant bodies to gather pupil information
16. Support pupils' access to learning using appropriate strategies and resources
17. Work with the teacher in planning, evaluating and adjusting learning activities as appropriate
18. Monitor and evaluate pupil responses to learning activities through observation and planned recording of achievement against predetermined learning objectives
19. Be responsible for keeping and updating records, information and data, producing analysis and reports as required
20. Provide objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
21. Provide specialist advice and guidance (e.g. pastoral/mentoring) as required.
22. Assist in the development and implementation of appropriate behaviour management strategies
23. Liaise with parents/carers, schools and establish relationships, exchanging information, facilitating their support for their child's attendance, access and learning and supporting home to school and community links
24. Assist in the development, implementation and monitoring of systems, relating to attendance and integration
25. Provide clerical and administrative support e.g dealing with correspondence, compilation /analysis/reporting on attendance, exclusions

Support for the Curriculum

- 26. Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs, including assessment
- 27. Be aware of and appreciate a range of activities, courses, organizations, agencies and individuals to provide support for pupils to broaden and enrich their learning
- 28. Determine the need for, prepare and use specialist equipment, plans and resources to support pupils

Support for the School

- 29. Ensure strategic processes are complied with in order to overcome barriers to learning, including e.g behaviour management strategies
- 30. Be aware of and comply with child protection procedures, health and safety and security, confidentiality and data protection, reporting any concerns to the relevant member of staff
- 31. Supervise pupils on educational visits and out of school activities
- 32. Assist in maintaining high standards of health and safety at all times.
- 33. Maintain good relationships with colleagues and work together as a team.
- 34. Assist in the supervision of classroom and outdoor activities.
- 35. Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- 36. Contribute to the overall ethos/work/aims of the school.
- 37. Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate
- 38. Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support pupil achievement and progress
- 39. Attend and participate in regular meetings
- 40. Participate in training and other learning activities as required
- 41. Recognise own strengths and areas of expertise and use of these to advise and support others

All elements of Specified Teaching Work undertaken by the postholder will be within the framework of the school's Scheme of Supervision in line with the 2003 Regulations and (amended Regulations 2007). In addition to HLTA's, the Regulations cover other groups of support staff who undertake 'specified work' at different levels. Specified work may cover a range of activities at different levels – including for some staff, work with whole classes. Headteachers will ensure that the support staff member has the skills, experience and expertise required to carry out 'specified work'. Where more demanding aspects of 'specified work' are carried out by support staff, and particularly where they are working with whole classes, it is strongly recommended that the headteacher should have regard to the standards for HLTAs in determining whether those staff have the necessary level of skills and expertise.

A teaching assistant Level 3 may be called upon to provide cover for whole classes e.g. to cover short term teacher absence. During the cover periods, there will be a requirement for the teaching assistant to carry out specified work such as planning, preparation, assessment and reporting.

The Teaching Assistant must carry out his or her duties with full regard and commitment to the Governing Body and School Policies.

Where the postholder is disabled, every effort will be made to supply all necessary aids, adaptations or equipment to allow them to carry out all the duties of the job. If, however, a certain task proves to be unachievable, job redesign will be fully considered.

Loreto High School

Person Specification

Teaching Assistant – Level 3 Behaviour/Guidance/Support

For this job we are looking for:

Experience of working with or caring for children of a relevant age

Experience of working with pupils with additional needs

Numeracy/literacy skills (at a level equivalent to NQF Level 2)

NVQ Level 3 for Teaching Assistants or equivalent qualification or experience

Ability to relate well to children and adults

Willingness and ability to undertake HLTA Level responsibilities (refer to HLTA standards)

Ability to work as part of a team

An understanding of the role of the Teaching Assistant and other professionals working in the classroom

Ability to use relevant technology eg photocopier

Full working knowledge and understanding of national/foundation stage curriculum and other basic learning programmes/strategic processes and barriers to learning, including behaviour management strategies

Understanding the principles of child development and learning processes

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

Willingness to undertake first aid training as appropriate

Personal Style and Behaviour

Tact and diplomacy in all interpersonal relationships with the public, pupils and colleagues at work.

Self motivation and personal drive to complete tasks to the required timescales and quality standards.

The flexibility to adapt to changing workload demands and new school challenges.

Personal commitment to ensure that the provision of support is equally accessible and appropriate to meet the diverse needs of pupils.

Personal commitment to continuous self-development.

A commitment to school improvement.

Be willing to consent to and apply for an enhanced disclosure to a DBS check.