**Galley Hill Primary School – Job Description**

**Post Title: Teaching Assistant – Behaviour/Guidance/Support**

**Grade: E.24**



**Accountable to**: The Headteacher and Governing Body.

**Accountable for:** Under an agreed system of supervision: take a lead role within the school to address the needs of pupils who need particular help to overcome barriers to learning

**Support for Pupils:**

* Take a lead role in managing and delivering pastoral support to pupils
* Manage the supervision of 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
* Undertake comprehensive assessments 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
* Take a lead role in the provision of support for pupils with special needs
* Establish productive working relationships with pupils, acting as a role model
* Arrange and develop 1:1 mentoring arrangements with pupils and provide support for distressed pupils
* Take a lead role in managing 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 the Teacher:**

* Manage liaison with feeder schools and other relevant bodies to gather pupil information
* Support pupils’ access for 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
* Manage record keeping systems and processes
* Take lead role 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
* Take lead role in the development, implementation and monitoring of systems relating to attendance and integration e.g. registration, truancy, pastoral systems etc.
* Administrative support e.g. 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
* Actively seek information regarding, and utilise, the 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

**Support for the School:**

* Comply with and assist with the development of policies and procedures, relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
* Be aware of and support difference 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
* Be responsible for the provision of out of school learning activities within guidelines established by the school
* Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class
* Show a duty of care and take appropriate action to comply with health and safety requirements at all time
* Demonstrate and promote commitment to equal opportunities and to the elimination of behaviour and practices that could be discriminatory.

**Line Management responsibilities where appropriate:**

* Manage other teaching assistants
* Liaise between managers/teaching staff and teaching assistants
* Hold regular team meetings with manage staff
* Represent teaching assistants at teaching staff/management/other appropriate meetings
* Undertake recruitment/induction/appraisal/training/mentoring for other teaching assistants

**Experience:**

* Experience working with children of relevant age
* Experience of working with pupils with additional needs

**Qualifications:**

* Meet Higher Level Teaching Assistant standards or equivalent qualification or experience
* Excellent numeracy/literacy skills – equivalent to NVQ Level 2 in English and Maths

**Knowledge/Skills:**

* Full working knowledge of relevant policies/codes of practice/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
* Understand 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

### Job Context:

At this School we follow the statutory requirements and guidance of the Redcar and Cleveland Borough Council Model Pay Policy and Job Evaluation Job Profiles for Schools’ Support Roles.

**At Galley Hill Primary School all support staff will therefore:**

* Set high expectations which inspire, motivate and challenge pupils
* Promote Galley Hill Primary School ethos
* Manage behaviour effectively to ensure a good and safe learning environment within the guidelines set out by the Behaviour Policy
* Fulfil wider professional responsibilities

**Additionally:**

Support Staff are expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout their career.

Support Staff uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

* Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries
* Having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions
* Showing tolerance of and respect for the rights of others
* Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
* Ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law.

Support Staff must have proper and professional regard for the ethos, policies and practices of the school and maintain high standards in their own attendance and punctuality.

**Safeguarding**

Galley Hill Primary School and Redcar and Cleveland County Council are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to Disclosure and Barring Service checks along with other relevant employment checks.

**Other Duties**

This job description will be supported by annual objectives which will list the key tasks, responsibilities and outcomes sought from the post holder in the school year. These will be derived from the School Development Plan and other school priorities.

The work of schools changes and develops continuously which in turn requires staff to adapt and adjust. Whilst the main duties and responsibilities of the post are set out above, the job description is not an exhaustive list of tasks and each individual task to be undertaken has not been identified. The duties and responsibilities above should not therefore be regarded as immutable but may change in line with national prescription on teachers’ terms and conditions of employment and/or any relevant school improvement priorities set from time to time. Any major changes will involve discussion and consultation with you.