Northumberland County Council

**JOB DESCRIPTION**

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| **Post Title:** Teaching Support Assistant | **Director/Service/Sector** Northumberland Adult Learning Service | **Office Use** |
| **Band:** 3 | **Workplace:** Learning Centre | JE ref: 2935HRMS ref: |
| **Responsible to:** Subject Leader or Locality Manager**.** Within the classroom immediate supervision will be from the class Lecturer  | **Date:** 14th June 2014 | **Manager Level:** |
| **Job Purpose**: To work under an agreed system of supervision and assist tutors to address the needs of students who need particular help to overcome barriers to learning. |
| **Resources** | To supervise teaching support assistants in the classroom | None |
| Finance | Initial handling of payments on behalf of centre administrative staff |
| Physical | Preparation of the classroom. Handling and set up of equipment, resources and materials. Provide personal care support to learners when required.  |
| Clients | To liaise and support learners, class lecturer, carers or professionals involved in the individual’s learning and wider care plan.  |
| **Duties and key results areas:**1. Use specialist skills, training, or experience to support student’s learning. Implement learning activities to students within an agreed framework of supervision, adjusting activities meet student’s needs.
2. Support students consistently whilst recognising and responding to their individual needs and respond to the lecturer’s requests for support in the classroom. Support the lecturer in the management of student behaviour.
3. Provide support for students with special educational needs or challenging behaviour.
4. Establish productive relationships with students, responding to the needs of each individual student, acting as a role model and setting high expectations.
5. Assist with the development and implementation of individual learning plans and recording of learner progress.
6. To actively promote inclusive practice within the classroom setting to ensure acceptance of all students, appropriately challenge unacceptable behaviours or attitudes and encourage students to interact with one another.
7. To have high expectations that encourages students to act independently and build self esteem.
8. Provide feedback to students and lecturers in relation to progress, achievement and attendance.
9. To provide pastoral support to learners and liaise with parents, carers or professionals involved in the individual’s learning and wider care plan. Contribute to meetings with parents, carers and professionals on learner progress.
10. Attend to students’ personal and care needs and provide advice to assist in their social, health and hygiene development.
11. To assist students on arrival and departure from the centre as required. To aid in making arrangements that help the learner to attend e.g. making transport arrangements.
12. Maintain records on learner attendance, progress and achievement.
13. To contribute to identifying and nominating learners for the annual Awards ceremony and provide case studies to aid the celebration of learner achievement.
14. To participate in the Observation of Teaching, Learning and Assessment process and respond proactively to feedback and make improvements to teaching as directed.
15. To ensure the maintenance of safe working practices and environments for all staff and learners in accordance with the policies of Northumberland County Council and relevant legislation. To risk assess learning activities and for work based learning lecturers, to carry out health and safety monitoring of workplaces.
16. To be committed to safeguarding and promoting the welfare of children, young people and vulnerable adults
17. To be committed to equal opportunities and to comply with the County Council’s diversity and equality policies.
18. To be committed to professional development making full use of training and development opportunities identified through appraisal, observations and the annual teaching and learning conference. To participate in the annual appraisal and six monthly review process

The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the grade has been established on this basis. |
| **Work Arrangements** |
| Transport requirements:Working patterns:Working conditions: | NoneNormal Working HoursNormally indoors |

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**PERSON SPECIFICATION**

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| **Post Title:**  Teaching Support Assistant | **Director/Service/Sector:**  | **Ref:** 2935 |
| **Essential** | **Desirable** | **Assess****by** |
| **Knowledge and Qualifications** |
| GCSE Grade A to C in English and maths or equivalent qualificationsCertificate in Supporting Teaching and Learning at Level 2 or equivalent qualifications Knowledge of English and Maths curriculum and strategies to support learning or equivalent | Diploma in Specialist Support in Teaching and Learning at Level 3 or equivalent qualifications Participated in training related to various national strategies e.g. literacy and numeracyKnowledge of different teaching and learning strategies for learners with additional needs or challenging behaviours | (a), (i)(t) |
| **Experience** |
| Working in an educational setting with young people aged 16 and over with a range of special educational needs Experience of working where administrative skills and an ability to be a good organiser were required | Experience of supporting students in groups and one to one 1:1 CounsellingEmotional Literacy | (a), (i) |
| **Skills and competencies** |
| Effective ICT skills and recent and relevant experience of using ICT in a learning environment Good understanding of the principles of child development and the learning processAbility to self motivate and motivate othersCan work as a member of a team, understanding their role in the classroom and associated responsibilities. | Counselling or listening skillsAdvice giving skills | (a), (r)(i) |
| **Physical, mental and emotional demands** |
| Emotional ResilienceAbility to work flexibly |  |  |
| **Other** |
| Willingness to participate in training and personal development |  |  |

Key to assessment methods; (a) application form, (i) interview, (r) references, (t) ability tests (q) personality questionnaire (g) assessed group work, (p) presentation,

(o) others e.g. case studies/visits