

JOB DESCRIPTION

Post Title: Teaching Assistant – Behaviour, Guidance and Support (Level 4)	Director/Service/Sector: Children’s services		Office Use
Band: 5	Workplace:		JE ref: SG21 HRMS ref:
Responsible to: Line manager managing support staff/senior teaching staff	Date:	Manager Level:	
Responsible for: The management and supervision of TAS Level 1-3 within a supervisory and line management framework			
Job Purpose: To work under an agreed system of supervision and take the lead role within the school to address the needs of pupils who need particular help to overcome barriers to learning.			
Resources	Staff	Supervision of other TA’s	
	Finance	Not Applicable	
	Physical	Responsibility for equipment and materials relating to role.	
	Clients	‘One to One’ classes and support to relevant school pupils.	
<u>Duties and key result areas:</u>			
Support for Pupils			
<ol style="list-style-type: none"> 1. Take a lead role in managing and delivering pastoral support for pupils. 2. Manage the supervision of pupils excluded from, or otherwise not working to, a normal timetable 3. Establish productive relationships with pupils, acting as a role model and responding to the needs of each individual child, acting as a role model and setting high expectations 4. To actively promote inclusive practice within the classroom setting to ensure acceptance of all children. 5. Encourage children to play and interact with one another. 6. Support pupils consistently whilst recognising and responding to their individual needs. 7. To have challenging expectations that encourages children to act independently and build self esteem. 8. Provide feedback to pupils in relation to progress, achievement and attendance. 9. Attend to pupils’ personal needs and provide advice to assist in their social, health and hygiene development. 10. Take a lead role in the provision of support for pupils with Behavioural, emotional and social difficulties and complex learning needs 			
Support for the Teacher			
<ol style="list-style-type: none"> 1. Manage liaison with parents 			

2. Within an agreed system of supervision, plan and deliver challenging teaching and learning objectives and evaluate and adjust learning plans as appropriate.
3. Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against agreed, predetermined, learning objectives.
4. Provide the teacher with accurate and objective feed back on pupil progress and other matters, ensuring the availability of supporting evidence.
4. Manage the maintenance of pupils' records and accurately record achievement.
5. Support the teacher in the management of pupil behaviour.
7. Establish constructive relationships with parents and carers and participate in feedback sessions as directed.
8. Take a lead role in the development, implementation and monitoring of systems relating to pupil attendance and reintegration.
9. Provide administrative support to teacher in the preparation of reports on pupils with special educational needs including:
 - Dealing with correspondence
 - Analysis of attendance data
 - Compilation of data
 - Making telephone calls

Support for the Curriculum

1. Implement learning activities to pupils within an agreed framework of supervision, adjusting activities to meet pupil needs
2. Help pupils access learning activities through specialist support.
3. Advise on appropriate deployment and use of specialist equipment or resources

Support for the School

1. Comply with all school policies and contribute to the development of policy relating to:
 - Health and Safety
 - Equal Opportunities
 - Child Protection
 - Confidentiality and data protection.
2. Work in such a way as to promote the ethos and vision of the school.
3. Participate in training and development, and activities that contribute to the management of performance.
4. Assist with the management of pupils outside the classroom e.g. lunch times and outside the school e.g. school trips as directed by the class teacher and member of the school's management.

5. Attend and participate in regular meetings
6. Take the initiative, as appropriate, in developing multi agency contacts to support the learning and development of children.

Line management responsibilities

1. Manage other teaching assistants
2. Liaise between managers or teaching staff and teaching assistants
3. Undertake the following activities:
 - Staff training
 - Mentoring and coaching of staff
 - Setting up behaviour programmes
4. Hold regular meetings with managed staff.
5. To undertake other duties and responsibilities, as required, commensurate with the grade of the post.

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. You are therefore under a duty to use the school's procedures to report any concerns you may have regarding the safety or well-being of any child or young person.

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.

Northumberland County Council
PERSON SPECIFICATION

Post Title: Teaching Assistant – Behaviour, Guidance and Support (Level 4)		Director/Service/Sector: Children’s Services	Ref: SG21
Essential	Desirable		Assess by
Knowledge and Qualifications			
Excellent numeracy and literacy skills(at least NVQ 2 Qualification); Meet the National Standards for HLTAs or equivalent qualification	NNEB or STA (First/Primary Middle) or Specialist Degree (Middle/High) HSAW First Aid Certificate or equivalent; Training in special educational needs strategies	(a), (i) (t)	
Experience			
A minimum of two years’ experience of working with children, preferably in an educational setting. Understanding of behaviour management strategies Planning effective actions for pupils at risk of exclusion Working with pupils who have BESD and complex needs	Training in relevant learning strategies eg literacy Evidence of specialism in specific curriculum areas or areas of particular learning difficulty. Supervising small groups of children Counselling Managing other employees	(a), (i)	
Skills and competencies			
Effective oral and written communication skills. Excellent interpersonal skills both in working relationship with young pupils and in forming effective professional relationships with a wide range of contacts. Good organisational and time management skills. Sound IT skills to support learning and maintain electronic information systems Good understanding of factors of BESD	Resilience Sense of humour	(a), (r) (i)	
Physical, mental and emotional demands			

Other		
Willingness to participate in training and personal development	Evidence of participating in learning outside of work	(a), (i)
Willingness to participate in continuing school improvement.	Minibus driver	

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