

Job Title:	Teaching Assistant (Behaviour/Guidance/Support)	
Grade:	Scale – SC6 (Level 4A)	
Responsible to:	Headteacher, inclusion manager, SENCO etc to be determined by the school	
Responsible for	None	
Hours:	To be determined by school	To:

LEVEL 4 - 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.

Manage specialist curriculum/resource function: allocation and monitoring of work; line management, training and appraisal of support staff; part of management team, involve in planning budget responsibilities

Lead on discrete areas - responsible for design and delivery of support requiring advanced level of knowledge

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.
- Use specialist skills/training/experience to support pupils

SUPPORT FOR TEACHERS

- Manage liaison 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
- 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.
- Be responsible for creation and maintenance of purposeful, orderly and productive working environment
- Be responsible for timely and accurate preparation and use of specialist equipment/resources/materials
- Production of lesson/work plans, worksheets, plans etc within an agreed system of supervision
- Take a lead role in planning, development and organisation of systems/procedures/policies
- Promote and ensure the health and safety and good behaviour of pupils at all times
- Undertake marking of pupils work with specialist area and accurately record achievement/progress
- Administer and assess/mark tests and invigilate exams/tests related to specialist subject

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
- Be responsible for the management of stock levels, including management of a budget and regular audit of resources
- Be responsible for maintenance/quality/safety of specialist equipment
- Demonstrate and assist in the safe and effective use of specialist equipment/materials
- Provide highly specialist advice and guidance as required
- Deliver learning activities to pupils within an agreed system of supervision in specialist area

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, i 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 other
- 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

LINE MANAGEMENT RESPONSIBILITIES

- Manage a team of support staff
- Liaise between managers/teaching staff and support staff
- Hold regular team meetings with managed staff
- Represent support staff at teaching staff/management/other appropriate meetings

- Undertake recruitment/induction/appraisal/training/mentoring of other support staff
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Arrangements for appraisal of performance:

There is an annual appraisal cycle carried out by line managers which seeks to acknowledge success, resolve problems and identify training/development needs.

Experience	<ul style="list-style-type: none"> • Experience working with children of relevant age • Experience of working with pupils with additional needs • <i>Several years experience working in a relevant discipline in a learning environment</i>
Qualifications	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 • Effective use of ICT to support learning • Use of specialist equipment/resources
Equal Opportunities	<ul style="list-style-type: none"> • Commitment to the implementation of the school's equal opportunities policy
Continuing Professional Development	<ul style="list-style-type: none"> • Willingness to undertake additional training/staff development as appropriate • Ability to reflect on your own professional practice

