



Brighton & Hove

JOB DESCRIPTION

JOB TITLE: Teaching Assistant – Behaviour/Guidance/Support - Level C

SECTION: Schools

Please note; this is a National Generic Job Description. It describes the level of responsibility that you will be required to undertake. Within this role you will be required to carry out the majority of the tasks listed, and your line manager will advise you of those that are not applicable.

Text in bold font indicates the key level responsibilities for this role.

PURPOSE OF JOB

Working under guidance, provide support in addressing the needs of pupils who need particular help to overcome barriers to learning

PRINCIPAL ACCOUNTABILITIES

Support for the Pupils

- Provide pastoral support to pupils
- Receive and supervise pupils excluded from, or otherwise not working to, a normal timetable
- Attend to pupils' personal needs and provide advice to assist their social, health and hygiene development
- Participate in comprehensive assessment 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
- Support provision for pupils with special needs
- Establish productive working relationships with pupils, acting as a role model
- Develop 1:1 mentoring arrangements with pupils and provide support for distressed pupils

- Promote 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

- Liaise 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
- Be responsible for keeping and updating records as agreed with other staff, contributing to reviews of systems / records as requested
- Assist 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
- Assist in the development, implementation and monitoring of systems relating to attendance and integration
- Provide clerical / admin support e.g. dealing with correspondence, compilation / analysis / reporting on attendance, exclusions, making phone calls, etc.

Support for the Curriculum

- Implement agreed learning activities / teaching programmes, adjusting activities according to pupil responses / needs
- Be aware of and appreciate a 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

- Be aware of and comply with 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 and performance development as required
- Recognise own strengths and areas of expertise and use these to advise and support others
- Assist in the supervision, training and development of staff
- Implement planned supervision of pupils out of school hours
- Supervise pupils on visits, trips and out of school activities as required

The list of duties in the job description should not be regarded as exclusive or exhaustive. There will be other duties and requirements associated with your job and, in addition, as a term of your employment you may be required to undertake various other duties as may reasonably be required.

Your duties will be as set out in the above job description but please note that the Council reserves the right to update your job description, from time to time, to reflect changes in, or to, your job.

You will be consulted about any proposed changes.

PERSON SPECIFICATION

POST TITLE: Teaching Assistant – Behaviour, Guidance, Support Level C

CRITERIA	ESSENTIAL CRITERIA
Job Related Education and Qualifications and Knowledge	<ul style="list-style-type: none">• NVQ 3 for Teaching Assistants or equivalent relevant qualification or experience• Full working knowledge of relevant policies / codes of practice and awareness of relevant legislation• Working knowledge of the EYFS and the National Curriculum and the New National Curriculum• Good understanding of the principles of child development and learning processes and in particular, barriers to learning• Good understanding of the range of support services
Experience	<ul style="list-style-type: none">• Minimum of two years experience of working with children across the Primary age range and their families, preferably in paid employment in a school• Experience of working with pupils with disaffected children and children with additional needs
Skills/Abilities	<ul style="list-style-type: none">• An ability to empathise with and effectively support individual children's social and emotional needs• Excellent interpersonal skills and an ability to relate well to all members of the school community• Ability to assist with the development and implementation of specific programmes for individuals and groups who are at risk of not achieving their potential• Ability to self-evaluate learning needs and actively seek learning opportunities• Good numeracy, literacy and ICT skills• Ability to be proactive and take a lead role in ensuring a

calm and purposeful school learning environment

- An ability to work collaboratively with colleagues and to use their own initiative within the classroom, playground and the wider school community
- An ability to 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

Equalities

- To be able to demonstrate a commitment to the principles of Equalities and to be able to carry out duties in accordance with the Council's Equalities Policy.