

Behaviour Support Assistant and Lunchtime Lead – TA Level 3, Grade 4



Job Description & Person Specification

Reports to: Headteachers / Behaviour Team/ School Business Officer

Main Purpose of the Job:

- The Behaviour Support Assistant will provide a complementary service to teachers and other staff, addressing the needs of children who require assistance in overcoming barriers to learning in order to achieve their full potential, or accessing the curriculum.
- The Behaviour Support Assistant will work with a range of pupils, but give priority to those who need the most help, especially those experiencing multiple disadvantages including:
 - Children with special or medical needs
 - Challenging behaviour
 - Children with a statement of special educational needs
- To lead, manage, and supervise the lunchtime team, ensuring a safe, calm, and stimulating environment for all pupils during the lunch break.
- The Lunchtime Lead will be responsible for the efficient and effective running of the school dining hall and playground, promoting good behaviour, healthy eating, and positive social interactions.

In particular, you will:

Key Responsibilities

- Improve pupil progress and achievement by helping to minimise barriers to learning and maximise pupil participation.
- Promote the inclusion and acceptance of all pupils.
- Effectively manage pupil behaviour in line with the school's behaviour policy. Implement and model strategies that promote good conduct and respect.
- Work effectively and collaboratively with teachers, support staff and external support as required to ensure effective support provision for all our pupils.

- To work with teaching staff and/or other support staff in devising and implementing individual learning plans to promote pupils' academic, social, emotional and behavioural development.
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities.
- Ensure strategic processes are complied with in order to overcome barriers to learning, including behaviour management strategies.
- To work with individuals & groups both within and outside the class room setting.
- Challenge and motivate pupils, promote and reinforce self-esteem.
- To observe and monitor pupil progress, adapting an agreed approach to meet particular needs, recording and maintaining records of pupils' development and progress.
- Help students to manage and resolve conflict by using and teaching them a variety of strategies.
- Regularly monitor and reward the achievement of children working with you with whom we are working.
- Ensure confidentiality is maintained at all times.
- Any other duties relevant to the work of the postholder as requested by the Senior Leadership Team.

Staff Management (lunchtime)

- Lead and supervise a team of Lunchtime Organisers, including delegation of duties and daily rotas.
- Provide ongoing guidance and training to the team on school policies, behaviour management, health and safety & safeguarding procedures.
- Monitor and evaluate the performance of staff, providing feedback and conducting regular team meetings.
- Act as the primary point of contact between the Lunchtime organisers, teachers and the Senior Leadership Team (SLT).

Student Welfare and Behaviour (Lunchtime)

- Ensure the safety and welfare of all students from the start of the lunch break until the afternoon registration.

- Effectively manage pupil behaviour in line with the school's behaviour policy. Implement and model strategies that promote good conduct and respect.
- Handle and de-escalate conflicts or disputes between pupils calmly and fairly.
- Administer basic first aid where necessary and follow school procedures for accidents and incidents. (training will be given).
- Be aware of & promote school safeguarding procedures and identify to Designated Safeguarding Lead any children at risk
- Be aware of & promote dietary requirements linked to race, religious or physical conditions.

Operational Management

- Dining Hall Operations: Oversee the orderly and efficient flow of pupils through the dining hall, promoting healthy eating habits and ensuring a clean and tidy eating environment.
- Playground Supervision: Organise and supervise activities on the playground, ensuring all areas are safe and pupils are engaged in positive play.
- Resource Management: Manage and maintain lunchtime equipment, including play resources and first aid supplies.
- Record Keeping: Accurately record and report any incidents, accidents, or concerns to the relevant staff members (e.g., class teachers, DSL, SENDCo, or SLT).

Support for the School

- Be aware of and comply with child protection procedures, health and safety and security, confidentiality and data protection, reporting any concerns to the relevant member of staff
- Assist in maintaining high standards of health and safety at all times.
- Maintain good relationships with colleagues and work together as a team.
- Assist in the supervision of classroom and outdoor activities.
- 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.
- Participate in training and other learning activities as required

Other areas of responsibility

A teaching assistant Level 3 may be called upon to provide cover for whole classes e.g. to cover short term teacher absence. During the cover periods, there will be a requirement for the teaching assistant to carry out specified work such as planning, preparation, assessment and reporting.

The post holder will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

Commitment to safeguarding

Chorlton Park Primary School is committed to safeguarding and protecting the children that we work with. As such, all posts are subject to a safer recruitment process, including the disclosure of criminal records and vetting checks. The post holder will be required to complete an enhanced Disclosure Barring Service (DBS) Check with appropriate barred list checks, or the equivalent, and must be eligible to work in the UK

The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

Where the post holder is disabled, every effort will be made to supply all necessary aids, adaptations or equipment to allow them to carry out all the duties of the job. If, however, a certain task proves to be unachievable, job redesign will be fully considered.

Person Specification for Behaviour Support Assistant & Lunchtime Lead

Key: A = Application I = Interview R = Reference

Selection criteria	Method of Assessment	Essential	Desirable
1. Skills & Experience:			
1.1 Experience of working with or caring for children of a relevant age	A, I, R	✓	
1.2 Experience of working with pupils with additional needs	A, I, R	✓	
1.3 Numeracy/literacy skills (at a level equivalent to NQF Level 3)	A	✓	
1.4 NVQ Level 3 for Teaching Assistants or equivalent qualification or experience	A & I	✓	
1.5 Willingness and ability to undertake HLTA Level responsibilities (refer to HLTA standards)	A & I		✓
1.6 Willingness to participate in training, performance management and self-evaluate learning needs and actively seek learning opportunities	A & I	✓	
1.7 Training in the relevant learning strategies and /or in a particular curriculum or learning area, e.g. bilingual	A & I	✓	
1.8 Ability to relate well to children and adults	A, I, R	✓	
1.9 Excellent verbal communication, active listening, and the ability to build strong relationships with children, staff, and parents.	A, I, R	✓	
1.10 Ability to adapt and respond to challenging situations, resolve conflicts, and find solutions	A & I		
1.11 Demonstrated commitment to the safety and wellbeing of children.	A, I, R	✓	
1.12 Ability to work effectively as part of a wider school team and foster a positive environment.	A & I	✓	
1.13 An understanding of the role of the Teaching Assistant and other professionals working in the classroom	A & I	✓	
1.14 Ability to use relevant technology	A		✓
1.15 Effective use of ICT to support learning	A	✓	
1.16 Full working knowledge and understanding of national/foundation stage curriculum and other basic learning programmes/strategic processes and barriers to learning	A & I		✓
1.17 Understanding the principles of child development and learning processes	A & I	✓	
1.18 Ability to organise, motivate and lead a team	A & I	✓	
1.19 Knowledge of strategic processes and barriers to learning, including eg behaviour management strategies	A & I	✓	

1.20 Ability to self-evaluate learning needs and actively seek learning opportunities	A & I	✓	
1.21 Willingness to undertake minor first aid training as appropriate	A	✓	
1.22 Understanding of health and safety regulations and a willingness to carry out cleaning duties.	A & I	✓	

2. Personal Style and Behaviour			
2.1 Tact and diplomacy in all interpersonal relationships with the public, pupils and colleagues at work	A & I	✓	
2.2 Self-motivation and personal drive to complete tasks to the required timescales and quality standards	A & I	✓	
2.3 The flexibility to adapt to changing workload demands and new school challenges	A	✓	
2.4 Personal commitment to ensure that the provision of support is equally accessible and appropriate to meet the diverse needs of the pupils	A & I	✓	
2.5 Personal commitment to continuous self-development	A & I	✓	
2.6 A commitment to school improvement	A	✓	
2.7 Be willing to consent to and apply for an enhanced disclosure to a DBS Check, Self-Declaration and references to include those working with children	A	✓	
3. Values			
3.1 A genuine passion and a belief in the potential of every pupil	A & I	✓	
3.2 Motivation to continually improve standards and achieve excellence above norms.	A	✓	
3.3 Commitment to equality of opportunity and the safeguarding and welfare of all pupils	A	✓	
3.4 Commitment to the Cooperative Values with the ability to demonstrate them in day to day behaviour	A & I	✓	
4. Other			
4.1 Willingness to travel between schools in the Trust	A	✓	
4.2 Willingness to work in schools across the Trust	A	✓	
4.3 Willingness to attend training and CDP opportunities	A	✓	
4.4 Be willing to consent to, and apply for, an enhanced disclosure to a DBS Check, Self-Declaration and references.	A	✓	