

TEACHING ASSISTANT – SEND BEHAVIOUR/GUIDANCE/SUPPORT (LEVEL 4) Grade 8

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.

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.

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.

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

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, 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 as required
- Recognise own strengths and areas of expertise and use these to advise and support others
- 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 WHERE APPROPRIATE

- Manage other teaching assistants
- Liaise between managers/teaching staff and teaching assistants
- Hold regular team meetings with managed staff
- Represent teaching assistants at teaching staff/management/other appropriate meetings
- Undertake recruitment/induction/appraisal/training/mentoring for other teaching assistants

	Essential	Desirable
Experience	Experience working with children of relevant age · Experience of working with pupils with additional needs	Experience of adapting class curriculum to meet the needs of individual children Planning learning tasks based on the class curriculum
Qualifications/Training	· Meet Higher Level Teaching Assistant standards or equivalent qualification or experience · Excellent numeracy/literacy skills – equivalent to NVQ Level 2 in English and Maths	Formal qualification for Higher Level Teaching Assistant Current Team Teach training
Knowledge/Skills	· 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 · Ability to self-evaluate learning needs and actively seek learning opportunities · Ability to relate well to children and adults	· Understand range of support services/providers

	<ul style="list-style-type: none">· Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these	
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