|  |  |  |
| --- | --- | --- |
| **Role** | **Grade** | **Reports to** |
| Teaching Assistant, Level 4 – Behaviour and Support | Grade 5 | Teacher |

**Main purpose of the job:**

* To complement the professional work of teachers by taking responsibility for agreed learning activities. This may involve planning, preparing and delivering learning programmes and support to individual pupils, small groups and on a short-term basis to whole classes.
* Responsibility for the management and development of a specialist area in school or across a department, and or leading and deploying teaching assistants in addressing the needs of pupils who require help to overcome barriers to learning.

**Key relationships:**

* Work in collaboration with teaching colleagues to co-ordinate and plan schemes of work to be used by teaching assistants undertaking specified teaching work.
* Contribute to Senior Management Team or Departmental Management Team.
* Line management, supervision of support staff, including implementation of performance management procedures.

**Please note that whilst this job description gives an indication of the key responsibilities, it is not intended to provide an exhaustive list.**

**Main accountabilities:**

* 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, including minor first aid and provide advice to assist in their social, health and hygiene development.
* Undertake 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.
* Take a lead role in the provision of support for pupils with special needs.
* Establish productive working relationships with pupils, taking on role model by presenting a positive personal image and responding appropriately to individual needs.
* 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 and the 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 and attendance.
* Promote the inclusion and acceptance of all pupils.
* Encourage pupils to interact and work co-operatively with others and engage all pupils in activities.
* Organise and manage an appropriate learning environment and resources.
* Manage liaison with schools and other relevant bodies to gather pupil information.
* Support pupils’ access to learning using appropriate strategies and resources.
* Work with the teacher in planning, evaluating and adjusting learning activities as appropriate.
* Monitor and evaluate pupil responses to learning activities through observation and planned recording of achievement against predetermined learning objectives.
* Be responsible for keeping and updating records, information and data, producing analysis and reports as required.
* Provide objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
* Take the lead role in the development and implementation of appropriate behaviour management strategies.
* Liaise with parents/carers, schools and establish relationships, exchanging information, facilitating their support for their child’s attendance, access and learning and supporting home to school and community links.
* Take a lead role in the development, implementation and monitoring of systems, relating to attendance and integration, e.g. registration, truancy, pastoral systems.
* Provide curricular clerical and administrative support e.g. dealing with correspondence, compilation /analysis/reporting on attendance, exclusions.
* Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs, including assessment.
* Actively seek information and utilise the range of activities, courses, organizations, agencies 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.
* Ensure strategic processes are complied with in order to overcome barriers to learning, including eg behaviour management strategies.
* Comply and assist with the development of policies and procedures relating to child protection procedures, health and safety and security, confidentiality and data protection, reporting any concerns to the relevant member of staff.
* Supervise pupils on educational visits and out of school activities.
* 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.
* Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support pupil achievement and progress.
* Attend and participate in regular meetings.
* Participate in training and other learning activities as required.
* Recognise own strengths and areas of expertise and use of these to advise and support others.
* Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate.
* Be responsible for the provision of out of school learning activities within guidelines established by the school.
* Contribute to the identification and delivery of appropriate out of school learning activities which consolidate and extend work carried out in class.
* To manage the Teaching Assistant staff within the school or department under the direction of the Headteacher.
* Liaise between managers/teaching staff and teaching assistants.
* Hold regular team meetings with managed staff.
* Represent teaching assistants at teaching/staff/management and other appropriate meetings.
* Undertake recruitment/induction/performance management/training/mentoring for other teaching assistants.
* To converse at ease and provide advice in accurate spoken English is essential for the post.

**All employees in the Trust are expected to:**

* Support the vision, values and objectives of the Trust and demonstrate a collaborative, team working approach to school and Trust improvement https://prospere.org.uk/about-us/vision-values
* Take appropriate responsibility and action for safeguarding, be aware of confidential issues and maintain as appropriate
* Be aware of and comply with policies and procedures relating to child protection reporting all concerns to an appropriate person
* Promote and act in accordance with the Code of Conduct and all school / Trust policies including the Health and Safety Policy, Equality Policy and Data Protection Policy
* Effectively represent the Trust when liaising with contractors and outside agencies/organisations
* Demonstrate tact and diplomacy in all interpersonal relationships with the public, pupils, parents and colleagues
* Take responsibility for personal professional growth and development, keeping up-to-date with national research, engaging proactively with nationally recognised career frameworks and professional organisations
* Attend Trust and school events as required and make a positive contribution during such events
* Attend regular meetings before and after Trust hours, including morning briefings
* Carry out duties other than those listed in the job description under the direction of the headteacher where the post holder has appropriate qualifications and has received appropriate training

All elements of Specified Teaching Work undertaken by the postholder will be within the framework of the school’s Scheme of Supervision in line with the 2003 Regulations and (amended Regulations 2007. In addition to HLTA’s, the Regulations cover other groups of support staff who undertake ‘specified work’ at different levels. Specified work may cover a range of activities at different levels – including for some staff, work with whole classes. Headteachers will ensure that the support staff member has the skills, experience and expertise required to carry out ‘specified work’. Where more demanding aspects of ‘specified work are carried out by support staff, and particularly where they are working with whole classes, it is strongly recommended that the headteacher should have regard to the standards for HLTAs in determining whether those staff have the necessary level of skills and expertise.

A Teaching Assistant Level 4 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 Teaching Assistant must carry out his or her duties with full regard and commitment to the Governing Body and Prospere Learning Trust Policies.

**Where the postholder 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** | **Essential / Desirable** | **Assessment stage** |
| **Qualifications** | | |
| Numeracy/literacy skills with a good level of knowledge and understanding (at a level equivalent to NQF Level 2) | Essential | Application |
| NVQ level 3 for Teaching Assistants or equivalent qualification or experience | Essential | Application |
| **Knowledge and Experience** | | |
| Experience of working with or caring for children of a relevant age and children with additional needs | Essential | Application, Interview |
| Willingness and ability to undertake HLTA Level responsibilities (refer to HLTA standards) | Essential | Application, Interview |
| Willingness to participate in training, performance management and self evaluate learning needs and actively seek learning opportunities | Essential | Application, Interview |
| Training in the relevant learning strategies and /or in a particular curriculum or learning area, eg. Bilingual | Desirable | Application, Interview |
| Ability to relate well to children and adults | Essential | Application, Interview |
| Ability to work as part of a team | Essential | Application, Interview |
| An understanding of the role of the Teaching Assistant and other professionals working in the classroom | Essential | Application, Interview |
| Ability to use relevant technology eg photocopier | Essential | Application, Interview |
| Effective use of ICT to support learning | Essential | Application, Interview |
| Full working knowledge and understanding of national/foundation stage curriculum and other relevant learning programmes/strategic processes and barriers to learning including behaviour management strategies. | Desirable | Application, Interview |
| Ability to organise, motivate and lead a team | Essential | Application, Interview |
| Understanding of statutory frameworks relating to teaching | Desirable | Application, Interview |
| Full understanding of the range of support services/providers. | Desirable | Application, Interview |
| Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation. | Desirable | Application, Interview |
| Understanding of the principles of child development and learning processes and in particular, barriers to learning. | Desirable | Application, Interview |
| Ability to self-evaluate learning needs and actively seek opportunities | Essential | Application, Interview |
| Willingness to undertake first aid training as appropriate | Desirable | Application, Interview |
| The roleholder must have a command of spoken English which is sufficient to enable the effective performance of the role, including the ability to speak with confidence and accuracy and the ability to listen and respond appropriately dependent on the audience. | Essential | Application, Interview |
| **Behaviours and Values** | | |
| Tact and diplomacy in all interpersonal relationships with the public, pupils and colleagues at work | Essential | Interview |
| Self-motivation and personal drive to complete tasks to the required timescales and quality standards | Essential | Interview |
| The flexibility to adapt to changing workload demands and new school challenges | Essential | Application, Interview |
| Personal commitment to ensure that the provision is equally accessible and appropriate to meet the diverse needs of pupils | Essential | Interview |
| Personal commitment to continuous self-development | Essential | Interview |
| A commitment to school improvement | Essential | Interview |
| Be willing to consent to and apply for an enhanced disclosure check to the DBS (Disclosure and Barring Service) | Essential | Interview |

**Review and Amendment:**

This job description is normally reviewed annually as part of the appraisal cycle. If significant changes are required, it may be amended following an individual consultation process.

All staff are expected to carry out their duties with due regard to current and future Trust and school policies, procedures, and relevant legislation. These will be drawn to your attention during the recruitment process, induction, staff handbook, ongoing performance development and through Trust communication.