

<b>Title:</b>	<b>SEN Teaching Assistant Behaviour/Guidance/Support</b>	<b>Grade:</b>	<b>Hays Pay Scale 15 – 20</b>
<b>Reports to: SENCo, Class Teacher</b>			
<b>MAIN PURPOSE</b>			
Working under guidance of teaching staff, provide support in addressing the needs of pupils who need particular help to overcome barriers to learning.			
<b>SUMMARY OF RESPONSIBILITIES AND DUTIES</b>			
<b>SUPPORT FOR PUPILS</b>			
<ul style="list-style-type: none"> <li>• Provide pastoral support to pupils.</li> <li>• Receive and supervise pupils excluded from, or otherwise not working to, a normal timetable.</li> <li>• Attend to pupils' personal needs and provide advice to assist in their social, health &amp; hygiene development.</li> <li>• Participate in comprehensive assessment of pupils to determine those in need of particular help.</li> <li>• Assist the teacher with the development and implementation of individual Education/Behaviour/Support plans.</li> <li>• Support provision for gifted and talented pupils and those with special needs.</li> <li>• Establish productive working relationships with pupils, acting as a role model.</li> <li>• Develop 1:1 mentoring arrangements with pupils and provide support for distressed pupils.</li> <li>• Provide information and advice to enable pupils to make choices about their own learning/behaviour/attendance.</li> <li>• Challenge and motivate pupils, promote and reinforce self-esteem.</li> <li>• Provide feedback to pupils in relation to progress, achievement, behaviour, attendance etc.</li> </ul>			
<b>SUPPORT FOR TEACHERS</b>			
<ul style="list-style-type: none"> <li>• Support pupils' access to learning using appropriate strategies, resources etc.</li> <li>• Work with other staff in planning, evaluating and adjusting learning activities as appropriate.</li> <li>• Monitor and evaluate pupils' responses and progress against action plans through observation and planned recording.</li> <li>• 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.</li> <li>• Be responsible for keeping and updating records as agreed with other staff, contributing to reviews of systems/records as requested.</li> <li>• Assist in the development and implementation of appropriate behaviour management strategies.</li> <li>• 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.</li> <li>• Assist in the development, implementation and monitoring of systems relating to attendance and integration.</li> <li>• Clerical/admin support eg. dealing with correspondence, compilation/analysis/reporting on attendance, exclusions etc., making phone calls etc.</li> </ul>			
<b>SUPPORT FOR THE CURRICULUM</b>			
<ul style="list-style-type: none"> <li>• Implement agreed learning activities/teaching programmes, adjusting activities according to pupil</li> </ul>			

## Human Resources Division

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.
- Be aware of and support diversity and ensure all pupils have equal access to opportunities to learn and develop.

### SUPPORT FOR THE SCHOOL

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security and data protection, reporting all concerns to an appropriate person.
- Be aware of confidential issues linked to home/pupil/teacher/school/work and to keep confidences as appropriate.
- Be aware of and support diversity 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.
- 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.

### **MANAGEMENT AND LEADERSHIP** (finance, resources, performance management, staff supervision and service delivery)

Fully and positively participate in the school's performance appraisal/ performance related pay/performance development scheme in order to develop and enhance personal and service performance.

### **EQUALITIES**

Implementation of the school's equal opportunities policies and its statutory responsibility with regard to other individuals and service delivery.

	<b>Date</b>	<b>Name</b>
1. Date drawn up		
2. Given to Post holder		
3. Confirmed by Line Manager		
4. Evaluated		

## Person Specification

**Title:** Teaching Assistant Behaviour/Guidance/Support **Grade:** Hay Scale 15 - 20

**Reports to:** SENCO and Class Teacher

### KNOWLEDGE/SKILLS (Essential Requirements)

- Full working knowledge of relevant polices/codes of practice and awareness of relevant 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.
- Full understanding of the 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.

### EXPERIENCE (Essential Requirements)

- Experience working with pupils of relevant age.
- Experience of working with pupils with additional needs.
- Experience of supporting pupils with challenging behaviour

### QUALIFICATIONS (Essential Requirements)

Strong numeracy/literacy skills – in exceptional circumstances, support will be provided to develop these academic if the position holder demonstrates compensatory strengths in managing behaviour.

NVQ 3 or equivalent in teaching assistance or equivalent qualifications or experience.