

# Job Description and Person Specification

The purpose of the Job Description and Person Specification is to provide information about the role and the skills a successful candidate must have.

Note for recruiting managers: If you are recruiting for an existing post, reuse the Job Description and Person Specification that already exists for the job.

## Job details

---

Job title: Teaching Assistant – Behaviour/Guidance/Support (Level 3)

---

Directorate: Queensbridge Primary School

---

Reporting to: Headteacher

---

Grade: Scale 5

---

## Job description

- 
- Purpose of the post:
- To work under the guidance of teaching/senior staff and within an agreed system of supervision and complement the professional work of teachers by taking responsibility for agreed learning activities To provide support in addressing the needs of pupils who require particular help to overcome barriers to learning.
  - This may involve planning alongside a teacher, preparing and delivering learning activities for individuals/groups and monitoring pupils and assessing, recording and reporting on pupils' achievement, progress and development. Responsible for the supervision of temporarily assigned or shared Teaching Assistants, including allocation and monitoring of work, and training.

---

Main duties and responsibilities:

### Support for Pupils:

- Provide pastoral support to pupils.
  - Attend to pupils' personal needs and provide advice to assist in their social, health and hygiene development.
  - Assist the teacher with the development and implementation of Individual education/behaviour/support/mentor plans.
  - Support the provision for pupils with special needs.
  - Challenge and motivating pupils, promoting and reinforcing self-esteem.
  - Receive and supervise pupils excluded from, or otherwise not working to, a normal timetable.
  - Participate in the comprehensive assessment of pupils to determine those in need of particular help.
  - 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.
- Provide feedback to pupils in relation to progress, achievement, behaviour and attendance etc.

### **Support for the Teacher:**

- Work with other staff in planning, evaluating and adjusting learning activities as appropriate.
- Support pupils' access to learning using appropriate strategies and resources etc
- 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. Ensure the availability of appropriate evidence.
- Assist in the development and implementation of appropriate behaviour management strategies.
- Liaise with feeder schools and other relevant bodies to gather pupil information.
- Be responsible for keeping and updating records as agreed with other staff, contributing to reviews of systems/records as requested.
- 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/administrative support, including. dealing with correspondence, compilation/ analysis/reporting on attendance and exclusions and making phone calls.

### **Support for the Curriculum:**

- Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs.
- Be aware of and appreciating 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:**

- 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
- Recognise own strengths and areas of expertise and use these to advise and support others.

- Be aware of and comply with policies and procedures relating to child protection, health, safety, security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of and support differences 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.
- 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.

This is a description of the main duties and responsibilities of the post at the date of production. The duties may change over time as requirements and circumstances change. The person in the post may also have to carry out other duties as may be necessary from time to time.

---

General requirements:

- Take part in the school's performance management system.
  - Enhanced DBS Check.
  - Strong commitment to furthering equalities in both service delivery and employment practice.
  - You must promote and safeguard the welfare of children, young and vulnerable people that you are responsible for or come into contact with.
-

|            |   |
|------------|---|
| Job title: | Teaching Assistant – Behaviour/Guidance/Support (Level 3) |
|------------|---|

## Person Specification

[To add extra rows, right-click in the last row and select Insert > Insert Rows Below...]

|  | Essential | Desirable |
|--|-----------|-----------|
| <b>Qualifications</b>  |           |           |
| 1. NVQ 3 for Teaching Assistants or equivalent qualification or willingness to work towards.                                 | ✓         |           |
| <b>Experience</b>  |           |           |
| 2. Experience working with children of a relevant age.   | ✓         |           |
| 3. Experience of working with pupils with additional needs.  | ✓         |           |
| <b>Knowledge</b>   |           |           |
| 4. Full working knowledge of relevant polices/codes of practice and awareness of relevant legislation.                       | ✓         |           |
| 5. Working knowledge of national curriculum and other relevant learning programmes.  | ✓         |           |
| 6. Understanding of principles of child development and learning processes and in particular, barriers to learning.          | ✓         |           |
| 7. Full understanding of the range of support services/providers.  | ✓         |           |
| <b>Skills</b>  |           |           |
| 8. Very good numeracy/literacy skills.   | ✓         |           |
| 9. Ability to plan effective actions for pupils at risk of underachieving.   | ✓         |           |
| 10. Ability to self-evaluate learning needs and actively seek learning opportunities.  | ✓         |           |
| 11. Ability to relate well to children and adults.   | ✓         |           |
| 12. Work constructively as part of a team, understanding classroom roles and responsibilities and own position within these. | ✓         |           |
| 13. Display commitment to the protection and safeguarding of children and young People.                                      | ✓         |           |