

# Teaching Assistant

Job description and person specification

## Job description

**Post title:** Teaching Assistant (behaviour support)

**Salary:** Grade 4

**Position:** 37 hours, term time only  
Part time working will be considered

**Reports to:** Assistant Principal

Diverse Academies is a multi-academy trust with a vision to inspire, to raise aspirations and to create brighter tomorrows. Across primary, secondary and special settings, we share a common mission to nurture curiosity, develop wellbeing and empower children and young people to go beyond their aspirations. Together, we believe we can make a difference in our diverse communities, and in the lives of those who learn with us and work with us.

We empower. We respect. We care.

### Purpose of the post

To assist with the provision of support for individual pupils with social emotional behaviour difficulties, helping them overcome barriers to learning inside and outside of school, in order to achieve their potential. The Teaching Assistant (behaviour support) will work with children on a one-to-one basis or in small or large groups.

### Main duties and responsibilities

- To establish a supportive relationship with assigned children and their parents and to promote
- and reinforce the child's self-esteem whilst promoting engagement and independent learning.
- To develop strategies and resources to be deployed for the benefit of assigned students and to work with the Assistant Principal and Pastoral Leaders to plan and deliver intervention programmes for individuals and groups of students.
- To monitor the impact on student progress of intervention strategies used and to identify ways of developing practice.
- To keep relevant teaching staff, Assistant Principal, Pastoral Leaders and the SLT fully informed of any issues.
- To attend meetings, conferences and courses to gather and share information essential for the efficient operation of student support and literacy and numeracy development within the academy; specifically, to liaise between teachers, assigned teaching faculties and the Inclusion Team to share good practice, etc.
- To support learning and teaching within the classroom and with small groups as assigned.
- To provide support and care throughout the school day including breaks, lunchtime and after school.
- Pastorally supporting the holistic development of pupils
- Using specialist (curricular/learning) skills/training/experience to support pupils
- Assisting with the development and implementation of the assess, plan, do and review process with Educational/Behaviour/Personal Care Plans
- Establishing productive working relationships with pupils, acting as a role model and setting high expectations
- Supporting pupils whilst recognising and responding to their individual needs
- Encouraging pupils to interact positively and work cooperatively with others and engage all pupils in activities
- Providing feedback to pupils in relation to progress, achievement and social emotional development

- Working with teachers/leaders in lesson planning, evaluating and adjusting lessons/work plans as appropriate
- Monitoring and evaluating pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives
- Providing objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Being responsible for keeping and updating records as agreed with the teacher or other appropriate staff member, contributing to the review of systems/records as requested
- Promoting positive values, attitudes and good pupil behaviour, dealing promptly with conflict through restorative justice
- Liaising sensitively and effectively with parents/carers as agreed with the teacher/other relevant staff member within your role/responsibility and participate in feedback sessions/meetings
- Supporting and assessing routine tests and invigilate exams/tests
- Supporting teaching staff in the carrying out of home visits
- Establishing supportive relationships and communicating with other agencies/professionals, in liaison with teachers/leaders, to support achievement and progress and social emotional development
- Assisting in the development and implementation of appropriate behaviour management strategies
- Facilitating smooth transition between educational phases
- Implementing agreed learning activities, adjusting activities according to pupil responses
- Implementing local and national learning strategies e.g. literacy, numeracy and wellbeing
- Supporting the use of ICT in learning activities and developing pupils' competence and independence in its use
- Helping pupils to access learning activities through specialist support, removing barriers to learning
- Assisting in the training and development of staff as appropriate
- Undertaking planned supervision of pupils' learning activities including those not in a classroom setting
- Supervising pupils on visits, trips and out of school activities as required
- Supporting Extra Curricular Activities under the supervision of a teacher or trip leader
- Willing to undertake continuous professional development

## **Additional**

- We all have a responsibility for providing and safeguarding the welfare of children and young people we are responsible for or come into contact with.
- Collectively, we share and co-develop best practice for the benefit of all our academies.
- We promote the employment of people with disabilities and will make any adjustments considered reasonable to the above duties.
- You will have the opportunity to access the very best professional development and therefore may be required to attend, from time to time, training courses, conferences, seminars or other meetings.
- This job description is not an exhaustive list of duties and the post holder will be required to undertake any other reasonable duties discussed and directed by the line manager.
- We empower our colleagues to enable our students and pupils to meet the highest possible standards, and we recognise that all our staff have a role in improving student outcomes.
- The contents and allocation of particular responsibilities and duties may be amended after consultation from time to time as part of a broader structural review.
- We have an established framework of core principles and practice to which all our academies subscribe, which are developed and agreed on in collaboration.
- It is a condition of your employment you are expected to adhere to our policies, procedures and guidelines.

## Person specification

The following qualities are all deemed fundamental to the requirements of the post. The Trust will, therefore, be seeking evidence of these in the selection process, which will include the application, interview(s) and references.

The Trust is seeking to appoint highly skilled, dynamic, flexible and committed staff with the potential to help us realise our vision and strategic objectives. The appointing panel will, therefore, require sufficient evidence of ability and achievement in each of the following areas in order to make an appointment.

Category	Essential	Desirable	Evidence
<b>Qualifications</b>			
GCSE English and maths at C (or above) Grade (or equivalent)	✓		Application form
Relevant information, communication and technology qualification e.g. ECDL etc.		✓	
NVQ level 3 for Teaching Assistants or equivalent qualification or experience together with a working knowledge of national curriculum and other relevant learning programmes/strategies.	✓		
Working at or towards the professional standards for higher level teaching assistants		✓	
<b>Experience, knowledge and understanding</b>			
Relevant and recent experience of working with young people	✓		Application form
Experience of working with young people with special educational needs and/or disabilities	✓		
A thorough and practical understanding of issues related to improving students' progress and ensuring equality of opportunity both in and out of the classroom		✓	Interview
Experience of supporting young people with improving literacy and numeracy skills as well as development social skills.		✓	Portfolio of work
Good numeracy and literacy skills	✓		References
Confident using technology	✓		
Commitment to the safeguarding and welfare of all students and providing equality of opportunity	✓		
<b>Personal attributes, qualities and leadership skills</b>			
Good interpersonal and communication skills	✓		Application
Able to work constructively as part of a team and as an individual	✓		
Flexibility, empathy and patience	✓		Interview
Able to forge positive relationships with young people	✓		
Good planning and organisational skills with the ability to manage conflicting demands and meet deadlines	✓		Portfolio of work
Friendly and approachable	✓		
Ability to communicate effectively, orally and in writing with pupils and teachers	✓		References
Ability to be self-motivated and work from own initiative	✓		
Shows commitment to a supportive, coaching culture	✓		
Committed to ongoing personal and professional development	✓		
<b>Other</b>			
Able to work flexibly including some travel across the geographic coverage of the Trust		✓	Interview
The post holder will be subject to an enhanced Disclosure & Barring Service check	✓		Pre-employment checks
Prior to confirming an appointment to the Trust, individuals are asked to complete a medical questionnaire in order that the Trusts Occupational Health provider can ascertain their medical fitness for the post	✓		

