

Northumberland County Council  
**JOB DESCRIPTION**

<b>Post Title:</b> Teaching Assistant – Behaviour, Guidance and Support ( Level 4)	<b>Director/Service/Sector:</b> Children’s services		<b>Office Use</b>
<b>Band:</b> 5	<b>Workplace:</b>		JE ref: SG21 HRMS ref:
<b>Responsible to:</b> Line manager managing support staff/senior teaching staff	<b>Date:</b>	<b>Manager Level:</b>	
<b>Responsible for:</b> The management and supervision of TAS Level 1-3 within a supervisory and line management framework			
<b>Job Purpose:</b> To work under an agreed system of supervision and take the lead role within the school to address the needs of pupils who need particular help to overcome barriers to learning.			
<b>Resources</b>	Staff	Supervision of other TA’s	
	Finance	Not Applicable	
	Physical	Responsibility for equipment and materials relating to role.	
	Clients	‘One to One’ classes and support to relevant school pupils.	
<b><u>Duties and key result areas:</u></b>			
<b>Support for Pupils</b>			
1. Take a lead role in managing and delivering pastoral support for pupils.			
2. Manage the supervision of pupils excluded from, or otherwise not working to, a normal timetable			

2. Within an agreed system of supervision, plan challenging teaching and learning objectives and evaluate and adjust learning plans as appropriate.
3. Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against agreed, predetermined, learning objectives.
4. Provide the teacher with accurate and objective feed back on pupil progress and other matters, ensuring the availability of supporting evidence.
4. Manage the maintenance of pupils' records and accurately record achievement.
5. Support the teacher in the management of pupil behaviour.
7. Establish constructive relationships with parents and carers and participate in feedback sessions as directed.
8. Take a lead role in the development, implementation and monitoring of systems relating to pupil attendance and reintegration.
9. Provide administrative support to teacher in the preparation of reports on pupils with special educational needs including:
  - Dealing with correspondence
  - Analysis of attendance data
  - Compilation of data
  - Making telephone calls

5. Attend and participate in regular meetings
6. Take the initiative, as appropriate, in developing multi agency contacts to support the learning and development of children.

**Line management responsibilities**

1. Manage other teaching assistants
2. Liaise between managers or teaching staff and teaching assistants
3. Undertake the following activities:
  - Recruitment of staff
  - Induction of staff
  - Appraisal of staff
  - Staff training
  - Mentoring and coaching of staff
4. Hold regular meetings with managed staff.
5. To undertake other duties and responsibilities, as required, commensurate with the grade of the post.

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**PERSON SPECIFICATION**

<b>Post Title:</b> Teaching Assistant – Behaviour, Guidance and Support ( Level 4)	<b>Director/Service/Sector:</b> Children's Services	<b>Ref:</b> SG21
<b>Essential</b>	<b>Desirable</b>	<b>Asses s by</b>
<b>Knowledge and Qualifications</b>		
<p>Excellent numeracy and literacy skills( at least NVQ 2 Qualification);</p> <p>Meet the National Standards for HLTAs or equivalent qualification</p> <p>HSAW First Aid Certificate or equivalent;</p> <p>Participated in training related to various national strategies e.g. literacy and numeracy</p>	<p>NNEB or <u>equivalent</u> (First/Primary Middle) or Specialist Degree (Middle/High)</p>	<p>(a), (i)</p> <p>(t)</p>
<b>Experience</b>		
<p>Working with children of the relevant age</p> <p>Basic clerical skills</p>	<p>Supervising small groups of children</p> <p>Counselling</p>	<p>(a), (i)</p>

Deleted: STA

<p>Good understanding of the principles of child development and the learning process Can work as a member of a team, understanding their role in the classroom and associated responsibilities.</p>		
<b>Physical, mental and emotional demands</b>		
<b>Other</b>		
<p>Willingness to participate in training and personal development</p>	<p>Evidence of participating in learning outside of work</p>	<p>(a), (i)</p>

Key to assessment methods; (a) application form, (i) interview, (r) references, (t) ability tests (q) personality questionnaire (g) assessed group work, (p) presentation, (o) others e.g. case studies/visits