

Clovelly House Person Specification and Job Description – Teaching Assistant

Responsible to: Lead teacher & Principal.

Job Purpose: The role of the Teaching Assistant is to work with school staff, carers, therapists and other agencies to provide support to children who need help overcoming barriers to learning, and where behaviour and attendance issues are a cause for concern.

The intention is to bring about sustained change with individual pupils, to support them to improve their academic achievement, behaviour, attendance and social skills.

Job Description

General	Responsibilities	Desirable	Essential	Comments
1. To support the education team to maintain order and acceptable standards of behaviour in school	<p>To adhere to the organisational and school policies and procedures for behaviour management and health and safety</p> <p>To engage in training in positive behaviour strategies and to implement these in school</p> <p>To work with individual pupils as requested by the behaviour manager to support their learning and behaviour management</p> <p>To respond effectively to any behaviour incidents that take place</p> <p>To use physical intervention to manage behaviour according to agreed company policy when appropriate and necessary</p> <p>To support the education team in writing up and reporting incidents</p> <p>To create and maintain effective, immediate intervention strategies for behaviour incidents</p> <p>To maintain an accurate account of behaviour incidents and to use this information to inform the development of proactive intervention strategies/action plans for sustainable improvement</p> <p>To undertake to complete daily monitoring sheets, behaviour reports and incident reports as required and to disseminate these to relevant stakeholders</p>		/	
2. To participate in the assessment of all pupils who need extra help in overcoming issues relating to progress, attendance, behaviour and following a period of exclusion	<p>To read all paperwork required to gain insight into issues and to understand the individual difficulties experienced by pupils</p>		/	

	<p>To contribute to behavioural assessment records for each child</p> <p>To work in partnership with all staff in drawing up and implementing an action plan for each pupil in need of support</p> <p>To work in partnership with all school staff responsible for the pupils receiving support and intervention, seeking to reach acceptable outcomes that meet the needs of the pupil, and overcoming the behaviours and attitudes that inhibit their progress at school</p>			
<p>3. To work in partnership with all school staff responsible for the pupils receiving support and intervention, seeking to reach acceptable outcomes that meet the needs of the pupil, overcoming barriers that inhibit their progress at school</p>	<p>To support pupils in the classroom when required</p> <p>To deliver intervention packages to pupils on request from the class teacher</p> <p>To undertake 1:1 learning support for pupils where requested</p> <p>To work in partnership with teachers to develop effective strategies to remove barriers to learning</p> <p>To be proactive in working together with the teacher to source and identify activities and courses to enhance the alternative curriculum</p> <p>To develop knowledge and appreciation of the range of programs, activities, course, opportunities and individuals that could be drawn upon to provide extra support for pupils 'at risk'</p>		/	
<p>4. To develop a 1:1 mentoring relationship with pupils receiving support, aimed at achieving the goals defined in their individual action plan</p>	<p>To understand the principles of positive behaviour management</p> <p>To be able to use positive relationships to motivate and encourage pupils to work at school</p> <p>To advocate for pupils to secure provision to meet their needs</p>			
<p>5. To support pupils who are doing education work off-site</p>	<p>To liaise with all relevant staff in the management of pupils who are being educated off site</p> <p>To support pupils in off-site education when requested</p> <p>To be proactive in providing opportunities for pupils who are being educated off-site</p>			

	To support the re-integration of pupils who are working off-site because of behavioural difficulties			
6. To work in partnership with staff and professionals to secure positive family/carer support and involvement by maintain regular contact with families/carers of pupils receiving support/intervention	To work in partnership with all members of the education team to support the pupils To develop and maintain positive relationships with carers and parents for the benefit of the child To develop professional working relationships with external agencies to plan and provide good outcomes for pupils			
7. To promote equality and diversity in the school and encourage 'pupil voice'	To challenge discriminatory practice and encourage pupils to respect diversity To work in partnership with the teachers and the pupils to develop appropriate structures for pupil voice in implementing prevention strategies			
8. To undertake professional development in line with the requirements of the role and the company	To have an enhanced awareness and training to implement the highest standards of safeguarding to promote the well-being of pupils To attend staff meetings and INSET training as required To attend supervision with line manager and to engage with the process to support personal development To use the appraisal system to identify areas for further professional development			
9. To undertake any duties in line with the demands of the role	To support at lunch and during breaks as required To invigilate examinations as requested To undertake a range of other duties that the Head teacher requests from time to time.			
10. To maintain the highest standards of confidentiality and data-protection at all times	To maintain confidentiality about pupils in all areas of personal life and to only share information with those who need to know To be aware of data-protection and to protect information about the company, colleagues and children at all times			

Person specification

Specification		Desirable	Essential	Comments
1. To have relevant qualifications for the role	GCSE maths and English at Grade C or above To have or be working towards level 3 qualification as a 'Teaching Assistant'	/		
2. To have experience in working in a similar setting	To have worked in a school setting To have knowledge of working with young people of 10-18	/		
3. To have a driver's licence and own transport	To be able to get to work and to transport young people in the home's car when necessary	/		
4. To be able to work independently and also have the ability to work within a team.	To be able to take the initiative in completing tasks alone To have good team building and communication skills To be able to work within a team environment, understanding classroom roles and responsibilities To have the ability to build effective working relationships with colleagues and with pupils		/	
5. To have the knowledge and experience in line with the requirements of the role	To be able to understand the Curriculum and alternative learning programs To have an understanding of principles of child development, learning styles and independent learning To have the ability to complete documentation and record keeping to a professional standard To have a working knowledge of relevant policies, codes of practice legislation To be able to effectively use ICT to support learning and record behaviours To have experience of appropriate resources to support learning To have the ability to work co-operatively with inter-disciplinary services	/		
6. To be innovative, creative and flexible, and have an open mind and a willingness to learn.	To be able to work flexibly To be able to adapt to the demands of the role To be proactive in sourcing solutions to the challenges of the post		/	
7. To be able to demonstrate empathy, sensitivity, self-awareness and acceptance of others.	To be able to work positively with children who have had negative experiences in life To be able to work with all pupils regardless of specific individual needs and identify learning styles as appropriate To be able to promote and reinforce pupil self-esteem, independence and participation in education activities		/	
8. To be willing to embrace the role and develop own skills	To be keen to work with the young people and to be willing to learn the		/	

	skills necessary To have the ability to be a positive role model To be competent numeracy and literacy skills			
9. To have a good record of attendance and reliability	To understand the importance of regular attendance and punctuality To understand the impact that absence causes for the young people and the team		/	
10. To have good health in order to be able to fulfil the demands of the role	To understand that this is a demanding role and requires a good level of personal fitness		/	

I have read the job description and the person specification.

I understand that this list note exhaustive and there may be additional tasks which I am requested to perform.

I accept this job description as a definition of the key responsibilities I will be expected to perform whilst I am in the employ of Clovelly House School.

Signed (employee) Date: