

## Isle of Anglesey County Council

### Job Description

Job Title: **Teaching Assistant - Level 3 - Behaviour/Guidance/Support**

Post Number:

Directorate: Learning

Service Unit: Schools – Ysgol Gyfun Llangefni

Grade: Grade 3

### Overall Job Purpose:

Working under guidance: provide support in addressing the needs of pupils who need particular help to overcome barriers to learning.

To comply with the local authority's Corporate Safeguarding Policy and the safeguarding duties and responsibilities which that policy places on every employee, aligning with the core values of the Authority which includes supporting children, adults who may be at risk and their families to keep them safe and healthy.

### Principal Accountabilities / Key Tasks:

#### Support for Pupils

- Provide pastoral support to pupils.
- Receive and supervise pupils excluded from, or otherwise not working to a normal timetable.
- Attend to pupils' personal needs and provide advice in their social, health and hygiene development including developing their independence skills.
- Attend to pupil's personal needs and implement related personal programmes, including social, health/medical, physical, hygiene, first aid, toileting, feeding and mobility.
- Following training, administer medication in accordance with the procedures for LEA and school policies.
- Participate in comprehensive assessment of pupils to determine those in need of particular help.
- Assist the teacher with the development and implementation of Individual Education/Behaviour/Support/Mentoring Plans.
- Support provision for pupils with special needs.

- Establish productive working relationships with pupils, acting as a role model.
- Develop one-to-one mentoring arrangement with 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.
- Challenge and motivate pupils, promote and reinforce self-esteem.
- Provide feedback to pupils in relation to progress, achievement, behaviour, attendance, etc.

### **Support for the Teacher**

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

## **Support for the Curriculum**

- Implement agreed learning activities/teaching programmes, adjusting activities according to pupil 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.

## **Support for the School**

- Be aware of and comply with policies and procedures relating to child protection, health, safety and 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.
- 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, including weekly staff 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.

## **Position in the Organisation:**

Reports to: Headteacher of the school

Responsible for Supporting pupils

Staff supervised: Assist in the supervision, training and development of staff

Financial Resources

Level: A,B or C?

Indicative Value £

## Physical Resources

Land and buildings - No./area	Value £
Plant / Vehicles / Equipment – No	Value £
Information Systems – No./volume:	Value £

Delegation

None

### **Demands within the job:**

Physical demands

At times, lift and carry pupils with physical disabilities with the aid of specialist equipment.

Mental demands

At times interruptions and conflicting demands may create an unpredictable environment.

Emotional demands

At times support pupils with severe physical conditions or significant behavioural/social needs.

**Language Requirements:**

<b>Welsh Language Skills (Please see the skills framework attached)</b>						
<b>Listening (Tick one)</b>		Level 1 <input type="checkbox"/>	Level 2 <input type="checkbox"/>	Level 3 <input type="checkbox"/>	Level 4 <input type="checkbox"/>	Level 5 <input checked="" type="checkbox"/>
<b>Reading (Tick one)</b>	Level 0 <input type="checkbox"/>	Level 1 <input type="checkbox"/>	Level 2 <input type="checkbox"/>	Level 3 <input type="checkbox"/>	Level 4 <input type="checkbox"/>	Level 5 <input checked="" type="checkbox"/>
<b>Speaking (Tick one)</b>		Level 1 <input type="checkbox"/>	Level 2 <input type="checkbox"/>	Level 3 <input type="checkbox"/>	Level 4 <input type="checkbox"/>	Level 5 <input checked="" type="checkbox"/>
<b>Writing (Tick one)</b>	Level 0 <input type="checkbox"/>	Level 1 <input type="checkbox"/>	Level 2 <input type="checkbox"/>	Level 3 <input type="checkbox"/>	Level 4 <input type="checkbox"/>	Level 5 <input checked="" type="checkbox"/>
<b>English Language Skills (Please see the skills framework attached)</b>						
<b>Listening (Tick one)</b>	Level 0 <input type="checkbox"/>	Level 1 <input type="checkbox"/>	Level 2 <input type="checkbox"/>	Level 3 <input type="checkbox"/>	Level 4 <input type="checkbox"/>	Level 5 <input checked="" type="checkbox"/>
<b>Reading (Tick one)</b>	Level 0 <input type="checkbox"/>	Level 1 <input type="checkbox"/>	Level 2 <input type="checkbox"/>	Level 3 <input type="checkbox"/>	Level 4 <input type="checkbox"/>	Level 5 <input checked="" type="checkbox"/>
<b>Speaking (Tick one)</b>	Level 0 <input type="checkbox"/>	Level 1 <input type="checkbox"/>	Level 2 <input type="checkbox"/>	Level 3 <input type="checkbox"/>	Level 4 <input type="checkbox"/>	Level 5 <input checked="" type="checkbox"/>
<b>Writing (Tick one)</b>	Level 0 <input checked="" type="checkbox"/>	Level 1 <input type="checkbox"/>	Level 2 <input type="checkbox"/>	Level 3 <input type="checkbox"/>	Level 4 <input type="checkbox"/>	Level 5 <input checked="" type="checkbox"/>

**Working Arrangements and Conditions:**

Working week: Monday – Friday (during the school term – 39.0 weeks)

Contracted hours: 32.5 hours per week, term time

The salary is based on a pro rata contract to 37 hours per week and adjusted for working term time only

Spread:

Identified work base: Ysgol Gyfun Llangejni

Normal work location

- Normally school based
- School based but with some site / home / meeting visits
- Role involves substantial travelling with occasional visits to identified work base

Business Travel

- No business travel
- Some business travel. Postholder may be called upon to provide own vehicle
- Some business travel. Council vehicle may be provided to postholder
- Postholder employed as driver / required to operate specialist machinery

Exposure to disagreeable working conditions

Environmental

- Minimal / normal office environment
- Some
- Significant

Aggressive / difficult clients

- Minimal
- Some
- Significant

Other Conditions:

DBS Check Required:

- Enhanced
- Standard
- Not Applicable

Education Workforce Council Registration:

- Required
- Not Applicable

Work Flexibilities / Restrictions

Politically Restricted Post:

- Yes
- No

:

Home / Mobile Phone provided

- Yes
- No

Protective Clothing provided:

- Yes
- No

## Flexibility

Your attention is drawn to the fact that in some cases particular duties and responsibilities are difficult to define and may vary from time to time without changing the general character of the duties and level of responsibilities entailed. In addition, it is a requirement of all employees that they accept elements of flexibility in duties and responsibilities and when necessary interchange within the organisation which will meet the changing needs and demands of the service. Such a requirement will enable the particular expertise of the postholder to be developed and maximised to the mutual benefit of both employer and employee.

**Date of preparation of this job description document:** 2014

Name of postholder: \_\_\_\_\_

Signature of postholder: \_\_\_\_\_

Date: \_\_\_\_\_

Name of Line Manager: \_\_\_\_\_

Signature of Line Manager: \_\_\_\_\_

Date: \_\_\_\_\_

## **Isle of Anglesey County Council - Person Specification**

### **1. Education and Training**

The minimum educational requirements/professional or vocational qualifications for the post

#### 1.1 Essential

1.1.1 Very good numeracy/literacy skills

1.1.2 NVQ Level 3 for Teaching Assistants or equivalent relevant qualification or experience e.g. braille qualification RNIB, or sign language qualification BSL Level 2.

#### 1.2 Desirable

1.2.1 NVQ Level 4 for Teaching Assistants or equivalent relevant qualification or experience

Any specific training required for the post Incl. Certification

#### 1.3 Essential

1.3.1 Training in relevant strategies to support learning

#### 1.4 Desirable

1.4.1 First aid training as appropriate

### **2. Key Competence Requirements**

Job related knowledge Critical for effective performance

#### 2.1 Essential

2.1.1 Experience of working with pupils with additional needs

2.1.2 Full working knowledge of relevant policies/code of practice and awareness of relevant legislation.

2.1.3 Working knowledge of National Curriculum and other relevant learning programmes.

2.1.4 Understanding of principles of child development and learning processes and, in particular, barriers to learning.

2.1.5 Full understanding of the range of support services/providers.

#### 2.2 Desirable

2.2.1

Specific skills critical for effective performance

#### 2.3 Essential

2.3.1 Effective use of ICT to support learning

2.3.2 Use of other equipment and basic technology, e.g. video, photocopier

2.3.3 Work constructively and flexibly as part of a team, understanding classroom roles and responsibilities and your own position within these.

2.3.4 Ability to plan effective actions for pupils at risk of underachieving.

2.3.5 Ability to self-evaluate learning needs and actively seek learning opportunities.

#### 2.4 Desirable

2.4.1



Managerial skills critical for effective performance

2.5 Essential

2.5.1 Ability to assist in the supervision, training and development of other staff.

2.6 Desirable

2.6.1

### **3. Personal Attributes**

Personal values and characteristics which should be demonstrated in performing the duties of the post

3.1 Essential

3.1.1 Ability to relate well to children and adults

3.1.2 Participation in development and training opportunities

3.1.3 Maintain strictest confidentiality and data protection

3.2 Desirable

3.2.1

### **4. Personal Circumstances**

Job demands which, if not met, could constrain effective performance in post

4.1 Essential

4.1.1

4.2 Desirable

4.2.1

## Language Skills – Workplace Assessment Levels

### (i) Listening

0	No skills
1	Able to understand basic enquiries in Welsh /English
2	Able to understand a basic social conversation in Welsh / English
3	Able to follow routine conversations involving work between fluent Welsh / English speakers
4	Able to follow the majority of conversations involving work including group discussions
5	Able to understand all conversations involving work

### (ii) Reading

0	No skills
1	Able to read basic words and phrases, e.g. signs or short and simple notes
2	Able to read basic material involving work (slowly)
3	Able to read routine material with a dictionary
4	Able to read the majority of material in own area
5	Able to understand all material involving work

### (iii) Speaking

0	No skills
1	Able to conduct a general conversation [greetings, names, saying, placenames]
2	Able to answer simple enquiries involving work
3	Able to converse with someone else, with some hesitancy, regarding routine work issues
4	Able to speak the language in the majority of situations using some Welsh / English words
5	Fluent – able to conduct a conversation and answer questions, for an extended period of time where necessary

### iv) Writing

0	No skills
1	Able to write basic messages
2	Able to answer simple correspondence with assistance
3	Able to draft routine text, with editing assistance
4	Able to prepare the majority of written material related to the area, with some assistance in terms of revision
5	Skilled – able to complete written work without the need for revision