

**LEVENSHULME HIGH SCHOOL  
GREATER MANCHESTER EDUCATION TRUST**

**Job Description  
Behaviour Support Coordinator  
Teaching Assistant – Level 4  
Grade 5  
Behaviour/Guidance/Support**

The post holder will report to the Assistant Headteacher – Personal Development. Apart from other colleagues in the school, the main contacts of the job are: SLT, teaching staff, other support staff and pupils.

---

**Main Purpose of the Job:**

Take a lead role within the school in addressing the needs of pupils who require particular help to overcome barriers to learning.

---

**Main Duties:**

1. Manage the supervision of pupils excluded from, or otherwise not working to a normal timetable.
2. Provide individual support to pupils in the Behaviour Support Room, take a lead role in managing and delivering pastoral support to pupils.
3. Work with small groups engaged in learning programmes and other intervention programmes.
4. Undertake comprehensive assessment of pupils to determine those in need of particular help.
5. Assist staff with the development and implementation of targets and action plans.
6. Work closely with the Heads of Progress, Pastoral Managers and Manchester United Foundation hub officer to implement effective interventions which lead to improved behaviour.
7. Establish productive working relationships with pupils, taking on role model behaviour plans by presenting a positive personal image and responding appropriately to individual needs
8. Develop 1:1 mentoring arrangements with pupils
9. Provide information and advice to enable pupils to make choices about their own learning/behaviour/attendance
10. Challenge and motivate pupils, promote and re-enforce self-esteem
11. Provide feedback to pupils in relation to progress, achievement, behaviour and attendance

12. Promote the inclusion and acceptance of all pupils
13. Encourage pupils to interact and work co-operatively with others and engage all pupils in activities

**Support for Teachers:**

14. Organise and manage an appropriate learning environment and resources
15. Support pupils' access to learning using appropriate strategies and resources
16. Be responsible for keeping and updating records, information and data, producing analysis and reports as required
17. Provide objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
18. Take the lead role in the development and implementation of appropriate behaviour management strategies
19. Liaise with parents/carers, schools and establish relationships, exchanging information, facilitating their support for their child's attendance, access and learning and supporting home to school and community links
20. Take a lead role in the development, implementation and monitoring of systems, relating to attendance and integration, e.g. registration, truancy, pastoral systems
21. Provide curricular clerical and administrative support e.g. dealing with correspondence, compilation/analysis/reporting on attendance, exclusions  
Support for the Curriculum
22. Actively seek information and utilise the range of activities, courses, organisations, agencies and individuals to provide support for pupils to broaden and enrich their learning

**Support for the School:**

23. Ensure strategic processes are complied with in order to overcome barriers to learning, including e.g. behaviour management strategies
24. Comply and assist with the development of policies and procedures relating to child protection procedures, health and safety and security, confidentiality and data protection, reporting any concerns to the relevant member of staff
25. Supervise pupils on educational visits and out of school activities
26. Assist in maintaining high standards of health and safety at all times
27. Maintain good relationships with colleagues and work together as a team
28. Assist in the supervision of classroom and outdoor activities

29. Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
  30. Contribute to the overall ethos/work/aims of the school
  31. Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support pupil achievement and progress
  32. Attend and participate in regular meetings
  33. Participate in training and other learning activities as required
  34. Recognise own strengths and areas of expertise and use of these to advise and support others
  35. Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate
  36. Be responsible for the provision of out of school learning activities with guidelines established by the school
  37. Contribute to the identification and delivery of appropriate out of school learning activities
- 

All elements of Specified Teaching Work undertaken by the postholder will be within the framework of the school's Scheme of Supervision in line with the 2003 Regulations and (amended Regulation 2007). In addition to HLTA's, the Regulations cover other groups of support staff who undertake 'specified work' at different levels. Specified work may cover a range of activities at different levels – including for some staff, work with whole classes. Headteachers will ensure that the support staff member has the skills, experience and expertise required to carry out 'specified work'. Where more demanding aspects of 'specified work' are carried out by support staff, and particularly where they are working with whole classes, it is strongly recommended that the headteacher should have regard to the standards for HLTAs in determining whether those staff have the necessary level of skills and expertise.

A teaching assistant Level 4 may be called upon to provide cover for whole classes e.g. to cover short term teacher absence. During the cover periods, there will be a requirement for the teaching assistant to carry out specified work such as planning, preparation, assessment and reporting.

The Teaching Assistant must carry out his or her duties with full regard and commitment to the Governing Body and the Education and Leadership Trust Policies.

Where the postholder is disabled, every effort will be made to supply all necessary aids, adaptations or equipment to allow them to carry out all the duties of the job. If, however, a certain task proves to be unachievable, job redesign will be fully considered.

**LEVENSHULME HIGH SCHOOL  
GREATER MANCHESTER EDUCATION TRUST**

**Person Specification  
Behaviour Support Coordinator  
Teaching Assistant – Level 4  
Behaviour/Guidance/Support**

---

For this job we are looking for:

**Experience of working with or caring for children of a relevant age**

Experience of working with pupils with additional needs

Numeracy/literacy skills (at a level equivalent to NQF Level2)

NVQ Level 3 for Teaching Assistants or equivalent qualification or experience

Ability to relate well to children and adults

Willingness and ability to undertake HLTA Level responsibilities (refer to HLTA standards)

Ability to work as part of a team

An understanding of the role of the Teaching Assistant and other professionals working in the classroom

Ability to use relevant technology e.g. Microsoft, Excel, Word and SIMS.

Full working knowledge and understanding of national/foundation stage curriculum and other basic learning programmes/strategic processes and barriers to learning, including behaviour management strategies

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

Ability to plan effective actions for pupils at risk of underachieving

Full understanding of the range of support services/providers

Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation

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

Willingness to undertake first aid training as appropriate

## **Personal Style and Behaviour**

Tact and diplomacy in all interpersonal relationships with the public, pupils and colleagues at work

Self motivation and personal drive to complete tasks to the required timescales and quality standards

The flexibility to adapt to changing workload demands and new school challenges

Personal commitment to ensure that the provision of support is equally accessible and appropriate to meet the diverse needs of pupils

Personal commitment to continuous self-development

A commitment to school improvement

Be willing to consent to and apply for an enhanced disclosure to a DBS (Disclosure and Barring Service) Check