



Holy Family Catholic Multi Academy Trust

Job Description

Job Title:	Level 3 Learning Assistant (Support for Reading)
Location	St John Plessington Catholic College
Responsible To:	SEND CO
Salary Grade:	Band F, Scale point 12-17 £19,191-£26,421-£28,770 FTE (£22,927-£24,965 Actual).
Contract:	This is a fixed-term contract initially until 31/08/2024, 36 hours a week, 39 weeks per year.
Start Date:	As soon as possible

Key Purpose of Job

To complement teachers' delivery of the national curriculum and contribute to the development of other support staff, pupils, school policies and strategies. To work both independently and collaboratively with teaching staff in the whole planning cycle and the management/preparation of resources. Also to deliver learning to individuals, small groups and whole classes as and when required within agreed systems of supervision. To provide support for pupils, the teacher and the school in order to raise standards of achievement for all, by utilising advanced levels of knowledge and skills when assisting with planning, monitoring, assessing and managing classes. To encourage pupils to become independent learners, to provide support for their welfare, and to support the inclusion of pupils in all aspects of school life.

Duties and Responsibilities Support for Pupils, Teachers and the Curriculum

- Collaborate with the classroom teacher to deliver engaging and effective lessons.
- Provide support during classroom activities, including individual and group work, ensuring students' understanding and progress.
- Supervise and monitor students during class sessions, breaks, and other school activities, but not as a Supervisory Assistant.
- Maintain a safe and inclusive learning environment by addressing behavioural issues, resolving conflicts and promoting positive behaviour management strategies.
- Assist in the implementation of IEPs and differentiated instruction for students with special educational needs or learning difficulties.
- Work closely with the special education team to support students' specific learning goals, accommodations, and modifications.
- Support teachers in assessing students' academic progress.
- Provide feedback and guidance to students, promoting self-reflection and improvement.
- Maintain accurate records of student performance and progress, contributing to formal and informal reports.



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- Support classroom management strategies by promoting discipline, order and a positive learning atmosphere.
- Assist in maintaining classroom routines, procedures, and transitions, ensuring an organised and productive learning environment.
- Assist in the preparation and organisation of teaching resources, including lesson materials, visual aids, displays, and technology equipment.
- Maintain an inventory of educational resources and materials, ensuring they are readily available for classroom use.
- Foster effective communication and collaboration with teachers, other teaching assistants, and school staff.
- Participate in team meetings, sharing insights, observations, and strategies to enhance student learning and development.
- Promote inclusivity and diversity in the classroom, ensuring all students' needs are addressed. Collaborate with teachers and other professionals to create an inclusive learning environment that values and respects individual differences.
- Demonstrate and promote commitment to equal opportunities and to the elimination of behaviour and practices that could be discriminatory.
- Plan, prepare and deliver learning to individuals, small groups and/or classes modifying and adapting activities to advance pupils' learning as necessary within agreed systems of supervision.
- Be aware of and work within school policies and procedures.
- Assess the needs of pupils and use detailed knowledge and specialist skills to support and advance pupils' learning.
- Plan and implement strategies to support pupils in their social development and their emotional well-being, dealing with and following the school's policy on reporting problems as necessary.
- Provide support to pupils in more specialist areas of learning.
- Teaching Assistants at this level are expected to undertake at least one of the following and be seen as a specialist in that area, with responsibility for identifying and planning appropriate interventions as required.
 - a. Provide specialist support to pupils with learning, behavioural, communication, social, sensory or physical difficulties (SEND).
 - b. Provide specialist support to pupils where English is not their first language.
 - c. Provide specialist support to gifted and talented pupils.
 - d. Provide specialist support to all pupils in a particular learning area (e.g. ICT, literacy, numeracy, reading and National Curriculum subjects).
- Establish and maintain relationships with parents, carers and other professionals, e.g. speech therapists.
- Develop and implement Support plans for pupils including Education Health Care Plans and Including attendance at, and contribution to, reviews if necessary.



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- Support the role of parents/carers in pupils' learning and contribute to meetings with parents/carers to provide constructive feedback and specialist advice/knowledge e.g. pupil progress/achievement.
- Take responsibility for pupils on visits, trips and out of school activities as required.
- Contribute to the development of school policies and procedures.
- Manage the work and development of other classroom support staff where appropriate.
- Maintain a clean, safe and tidy learning environment.
- Liaise with external agencies as required.
- Be responsible for pupils who are not working to the normal timetable.
- Assist pupils with eating, dressing and hygiene, as required and in line with School Policy, whilst encouraging independence where possible.
- Utilise advanced levels of knowledge and skills when assisting the teacher with planning, monitoring, assessing and managing classes.
- Provide basic first aid, if appropriate, ensuring timely referral to health service in emergency situations.
- Administer medication subject to agreement and in line with school policy.
- Invigilate examinations and tests.
- To actively participate in the Ofsted process with regard to specialisms.
- Support the use of ICT in the curriculum Support for the School.
- Be aware of and comply with policies and procedures relating to child protection, confidentiality and data protection, reporting all concerns to an appropriate person.
- Show a duty of care and take appropriate action to comply with health and safety requirements at all times.
- Contribute to the overall ethos, work and aims of the school.
- Maintain good relationships with colleagues and work together as a team.
- Appreciate and support the role of other professionals.
- Demonstrate and promote commitment to equal opportunities and to the elimination of behaviour and practices that could be discriminatory.
- To implement agreed work programmes with individuals/groups, in or out of the classroom. This could include those requiring detailed and specialist knowledge in particular areas and will involve assisting the teacher in the whole planning cycle and the management/preparation of resources. Also to deliver learning to individuals, small groups and whole classes as and when required within agreed systems of supervision.
- To provide support for pupils, the teacher and the school in order to raise standards of achievement for all, by utilising advanced levels of knowledge and skills when assisting with planning, monitoring, assessing and managing classes.
- To encourage pupils to become independent learners, to provide support for their welfare, and to support the inclusion of pupils in all aspects of school life.



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The above is not exhaustive and the post holder will be expected to undertake any duties which may reasonably fall within the level of responsibility and the competence of the post as directed by the Head Teacher.

Working Environment & Conditions of the post

Normal office/ site environment

Other Duties

- a) To undertake additional duties as required, commensurate with the level of the job.
- b) To contribute to the effective working of the HFCMAT.
- c) Maintain positive, professional relationships with students, parents / carers and teachers.
- d) To participate in induction training, staff review processes and professional development opportunities
- e) All staff must commit to Equal Opportunities and Anti-Discriminatory Practice.
- f) The Trust operates a Smoke-Free Policy and the post-holder is prohibited from smoking in any of the Trust buildings, enclosed spaces within the curtilage of buildings, and School vehicles.
- g) The post-holder will be expected to have an agreed working pattern to ensure that all relevant functions are fulfilled.
- h) The post-holder is expected to familiarise themselves with and adhere to all relevant Trust Policies and Procedures.
- i) The post-holder must comply with the Trust/School's Health and Safety requirements specifically for the school they are based
- j) The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

As this post meets the requirements in respect of exempted questions under the Rehabilitation of Offenders Act 1974, all applicants who are offered employment will be subject to an Enhanced Disclosure and Barring Service Check (DBS) before the appointment is confirmed. This will include details of ALL cautions, reprimands or final warnings as well as convictions, whether "spent" or "unspent". Criminal convictions will only be taken into account when they are relevant to the post

The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment and individually take responsibility for doing so.



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Person Specification

Area	Job requirements	Essential/Desirable	Evidence
A. Qualifications and Professional Development	Level 3 Teaching Assistant qualification or equivalent	E	A, C
	Demonstrable levels of numeracy & literacy equivalent to GCSE (A-C)	E	A, I, C
	Attend induction training; training as appropriate and training relevant to the post, including behaviour management and Child Protection training	E	A, I
	Training in relevant learning strategies e.g. literacy	D	A, I
B. Experience	A minimum of two years' experience of working with children in a paid capacity, preferably in an education setting	E	A, I, R
	Evidence of specialism in specific curriculum areas or areas of particular learning difficulty	D	A, I, R
C. Knowledge/ Skills	High level of personal motivation, organisation and drive	E	A, I, R
	Initiative	E	A, I, R
	Dynamic quality of teaching and use of innovative methods	E	A, I, R
	Ability to work as part of a team	E	A, I, R
	Ability to challenge and motivate young people	E	A, I, R
D. Communication	Ability to communicate with, and manage, a wide range of people and abilities	E	A, I, R



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E. Personal Qualities	Ability to work flexibly according to the needs of the service	E	A, I, R
	Ability to work on own initiative	E	A, I, R
	Strong commitment to the ethos of the College	E	A, I, R
F. Technology/IT Skills	Use of Microsoft Office software	E	A, I, R
	Ability to learn new IT software quickly	E	A, I, R
H. Physical	Able to carry out the duties of the post with reasonable adjustments where necessary	E	A, I, R

Key to Evidence:

A – Application Form & Letter

C - Certificates

I – Interview

R - Reference