



St Joseph's Roman Catholic High School

Job Description

Teaching Assistant Level 4 Mathematics Intervention

School Mission Statement

"Jesus Christ is our family role model

Opening our hearts and minds to dream the impossible and achieve beyond our wildest imagination.

Everybody is valued, nurtured and respected.

Young and old will journey together to build God's Kingdom.

Striving for academic excellence and celebrating success in all we do."

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| Purpose | <p>This post is primarily to contribute to the development and wellbeing of children and young people by supporting their learning and progress. The post holder will boost attainment of Pupil Premium Pupils and Most able pupils from year 7 to GCSE.</p> <p>The post holder will take responsibility for individuals, small groups or whole classes when the teacher is not present-</p> |
| Reporting To | Head of Department |
| Responsible For | N/A |
| Salary/Grade | GRADE F |
| Hours of work | 30 hours per week term time plus 5 days |
| MAIN DUTIES | |
| Principal Responsibilities | <p>To work under the direction/guidance of the Head of Department to support particular pupil(s) to access the curriculum in the most effective way, appropriate to their needs and understanding.</p> <p>Have high expectations of children and young people with a commitment to helping them fulfil their potential through planning, monitoring and delivering teaching and learning activities</p> <p>To work under direction and support of teacher to provide short term cover for absent colleagues within the department.</p> <p>Establish fair, respectful, trusting, supportive and constructive relationships with children and young people</p> <p>Demonstrate the positive values, attitudes and behaviour expected from children and young people</p> <p>Communicate effectively and sensitively with children, young people, colleagues, parents and carers</p> <p>Recognise and respect the contribution that parents and carers can make to the development and well-being of children and young people</p> <p>Demonstrate a commitment to collaborative and cooperative working with colleagues</p> <p>Improve own knowledge and practice including responding to advice and feedback</p> <p>Contribute to effective personalised provision by taking practical account of diversity</p> <p>Use area(s) of expertise to contribute to the planning and preparation of learning activities, including own role in learning activities</p> |

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| | <p>Devise clearly structured activities that interest and motivate learners and advance their learning in numeracy</p> <p>Plan how the inclusion of children and young people in learning activities will be supported</p> <p>Contribute to the selection and preparation of resources suitable for children and young people's interests and abilities</p> <p>Monitor learners' responses to activities in numeracy withdrawal/intervention and modify the approach accordingly</p> <p>Monitor learners' progress in numeracy withdrawal /intervention in order to provide focused support and feedback to Head of Maths</p> <p>Support the evaluation of learners' progress using a range of assessment techniques</p> <p>Contribute to maintaining and analysing records of learners' progress</p> <p>Use effective strategies to promote positive behaviour</p> <p>Recognise and respond appropriately to situations that challenge equality of opportunity</p> <p>Use ICT skills to advance learning</p> <p>Advance learning when working with individuals, small groups, and whole classes without the presence of the assigned teacher</p> <p>Organise and manage learning activities in ways which keep learners safe</p> <p>Direct and check the work, where relevant, of other TA's , to support mathematics interventions</p> <p>Develop and maintain working relationships with other practitioners</p> <p>Provide learning opportunities for colleagues</p> <p>Support learners by mentoring in the workplace</p> |
| <p>Safeguarding of children and young people</p> | <p>The post holder is responsible for promoting and safeguarding the welfare of all children and young people he/she comes into contact with</p> |
| <p>Support for School</p> | <p>Be aware of and comply with policies and procedures relating to child protection, health and safety and security and confidentiality, reporting all concerns to an appropriate person.</p> |

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| | <p>Contribute to the overall ethos/work/aims of the school.</p> <p>Attend and participate in regular meetings as required.</p> <p>Recognise own strengths and areas of expertise and use these to advise and support others.</p> |
| | <p><i>The post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated from time to time.</i></p> |
| <p>Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task may not be identified.</p> <p>This job description details duties and responsibilities but does not indicate the amount of time to be spent carrying them out. No part of it may be so construed.</p> <p>This job description is current at the date shown, but, in consultation with the post holder, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.</p> <p>July 2018</p> | |

PERSON SPECIFICATION

School ST JOSEPHS RC HIGH SCHOOL

Job Title TA4 (Mathematics Intervention)

STAGE ONE Disabled Candidates are guaranteed an interview if they meet the essential criteria

MINIMUM ESSENTIAL REQUIREMENTS

| MINIMUM ESSENTIAL REQUIREMENTS | | METHOD OF ASSESSMENT |
|--------------------------------|--|----------------------------|
| SKILLS AND COMPETENCY | | |
| 1 | Ability to plan, monitor, support delivery and deliver teaching and learning activities/intervention to pupils up to and including GCSE level. | Interview/Application form |
| 2 | Ability to set and promote high standards of behaviour and handle potentially difficult situations | Interview |
| 3 | Ability to engage children and young people and increase participation in activities through appropriate differentiation, taking into account diverse and individual needs of learners | Interview/Application form |
| 4 | Ability to model and demonstrate positive attitudes and behaviours and to utilise a range of activities to practise and reinforce social and emotional skills | Interview |
| 5 | Ability to adapt communication styles to needs and situations, and to establish effective communication processes with teachers, colleagues, parents and carers. | Interview/Application form |
| 6 | Ability to engage parents and carers and maximise their involvement in meeting children's needs in relation to attainment, well-being or personal development | Interview/Application form |
| 7 | Ability to work effectively as part of a team, supporting colleagues and professionals from external agencies | Interview/Application form |
| 8 | Ability to reflect on own performance, agree development needs and evaluate learning achieved, as well as plan and evaluate improvement of knowledge in area of expertise | Interview/Application form |
| 9 | Ability to reflect pupils' age and developmental needs in selecting and supporting planning and the design of teaching strategies and materials and review materials according to progress | Interview/Application form |
| 10 | Ability to provide appropriate/graduated methods of support for children and young people with SEN | Interview/Application form |
| 11 | Ability to provide clear and constructive feedback | Interview/Application form |
| 12 | Ability to take action to ensure safe and proper use of resources and to intervene where necessary to ensure safe learning | Interview |

| MINIMUM ESSENTIAL REQUIREMENTS | | METHOD OF ASSESSMENT |
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| Knowledge/Experience/Qualifications/Training etc | | |
| 1. | Understanding of key factors affecting children and young people's learning and progress | Interview/Application form |
| 2. | Have sufficient understanding of numeracy to support the development, learning and progress of children and young people | Interview/Application form |
| 3. | Knowledge of how to use ICT to support professional activities | Application form |
| 4. | Knowledge of how statutory and non-statutory frameworks and the school curriculum relates to the age and ability ranges of the learners being supported | Interview/Application form |
| 5. | Understanding of the main features of the SEN Code of Practice and current disabilities legislation to support learners in accessing the curriculum | Interview/Application form |
| 6. | Knowledge and understanding of how frameworks that support the development and well-being of children and young people impact on practice, including safeguarding, Child Protection and Health & Safety | Interview/Application form Interview/Application form |
| 7. | Knowledge and understanding of national benchmarks for achievement and links to planning of work. | |
| 8. | Knowledge and understanding of how engagement and interest in learning can be maximised. | |
| 9. | Knowledge and understanding of strategies to monitor learner progress and of the range of records used for learners | Interview Interview/Application form |
| 10. | Relevant experience of working with children in an educational setting (within specified age range/subject area) | Interview/Application form |
| 11. | Holder of a nationally recognised qualification at Level 2 or above in English and mathematics | Application form |

| MINIMUM ESSENTIAL REQUIREMENTS | | METHOD OF ASSESSMENT |
|--|--|-----------------------------|
| Work Related Circumstances | | |
| St Joseph's R.C. High School is a Smoke-free Employer | | Interview |
| The nature and demands of the post holder's time are not always predictable and there will be an expectation that work will be required outside normal hours from time to time | | Interview |
| Relationships | | Application form /interview |
| Ability to form and maintain appropriate relationships and personal boundaries with children and young people | | |

STAGE TWO

Will only be used in the event of a large number of applicants meeting the minimum essential requirements

| ADDITIONAL REQUIREMENTS | | METHOD OF ASSESSMENT |
|------------------------------|---|----------------------------|
| Skills and Competency | | |
| 1. | Ability to use area(s) of expertise to lead and advance learning | Interview |
| 2. | Ability to use ICT to engage learners, including selecting appropriate tools and sources of information | Interview/Application form |
| 3. | Ability to draw on area of expertise to impact on the learning of a whole class | Interview |

| ADDITIONAL REQUIREMENTS | | METHOD OF ASSESSMENT |
|--|---|----------------------------|
| Knowledge/Experience/Qualifications/Training, etc | | |
| 1. | Knowledge and understanding of strategies to support learners with English as an Additional Language | Interview/Application form |
| 2. | Knowledge and understanding of how to support children newly arrived in the UK | Interview |
| 3. | Knowledge and understanding of how to carry out risk assessments with regards to relevant learning activities | Interview |
| 4. | Knowledge and understanding of how to direct the work of other adults to support learning | Interview/Application form |
