



St Joseph's Primary School

A Catholic Voluntary Academy

Job Description

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| CHILDREN AND YOUNG PEOPLE'S HUMAN RESOURCES | <p>This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment</p> |
| SCHOOL | <p>ST JOSEPH'S CATHOLIC PRIMARY SCHOOL</p> |
| POST TITLE | <p>Level 2 or Level 3 Teaching Assistant – FS2 experience essential</p> |
| GRADE | <p>3 or 4 depending on experience</p> |
| RESPONSIBLE TO | <p>Line manager as defined in the staffing structure</p> |
| RESPONSIBLE FOR | <p>As defined in Staffing Structure</p> |
| PURPOSE OF JOB | <p>To work under the guidance of Teacher/Senior Staff and within an agreed supervision, to implement 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. Staff may also supervise whole classes occasionally during the short-term absence of Teachers. The primary focus will be to maintain good order and keep pupils on task. Teaching Assistants will need to respond to questions and generally assist pupils to undertake set activities</p> |
| RELEVANT QUALIFICATIONS | <ul style="list-style-type: none">• Very good literacy/numeracy skills• NVQ 3 for Teaching Assistants or equivalent qualifications or experience of working with FS2 children• Training in the relevant learning strategies e.g. literacy and/or in particular curriculum or learning area e.g.bi-lingual, sign language, dyslexia, I.T, Maths, English, Cache etc• Appropriate First Aid training |

Job Description for post of L3 Teaching Assistant

The post holder must at all times carry out his/her responsibilities within the spirit of the Diocese and School policies and within the framework of the Education Act 2002 with particular regard to the regulations made under Section 133 and the statutory responsibilities of the Governing Bodies of Schools.

MAIN DUTIES AND RESPONSIBILITIES

1 SUPPORT FOR PUPILS

1. Use specialist (curricular/learning) skills/training/experience to support pupils
2. Assist with the development and implementation of Support Plans
3. Establish productive working relationships with pupils, acting as a role model and setting high expectations
4. Promote the inclusion and acceptance of all pupils within the classroom
5. Support pupils consistently whilst recognising and responding to their individual needs
6. Encourage pupils to interact and work co-operatively with others and engage all pupils in activities
7. Promote independence and employ strategies to recognise and reward achievement of self-reliance
8. Provide feedback to pupils in relation to progress and achievement

2 SUPPORT FOR THE TEACHER

1. Work with the teacher to establish an appropriate learning environment
2. Work with the teacher in lesson planning, evaluating and adjusting lessons/work plans as appropriate
3. Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives
4. 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
5. Be responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems/records as requested
6. Undertake marking of pupils' work and accurately record achievement/progress
7. Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
8. Liaise sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/meetings with parents with, or as directed
9. Administer and follow assessment routines
10. Provide general clerical/admin. support e.g. administer coursework, produce worksheets for agreed activities etc.

3 SUPPORT FOR THE CURRICULUM

1. Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs
2. Implement local and national learning strategies e.g. early years and make effective use of opportunities provided by other learning activities to support the development of relevant skills
3. Support the use of ICT in learning activities and develop pupils' competence and independence in its use
4. Help pupils to access learning activities through specialist support
5. Determine the need for, prepare and maintain general and specialist equipment and resources

4 SUPPORT FOR THE SCHOOL

1. 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
2. Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
3. Contribute to the overall ethos/work/aims of the school
4. Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
5. Attend and participate in regular meetings
6. Participate in training and other learning activities as required
7. Recognise own strengths and areas of expertise and use these to advise and support others
8. Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate
9. Undertake planned supervision of pupils' out of school hours learning activities
10. Supervise pupils on visits, trips and out of school activities as required
11. Any other related duties and responsibilities appropriate to this role as they may arise.

St Joseph's Catholic Primary School

PERSON SPECIFICATION

TEACHING ASSISTANT LEVEL 3

| REQUIREMENTS | Method of Assessment |
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| EXPERIENCE | |
| Experience of working in a school setting | AF/I |
| Experience of working as a L3 Teaching Assistant or equivalent | AF/I |
| Experiences of working with students in an FS2 setting | AF/I |
| Understanding of special educational needs and associated social, emotional and behavioural impact | AF/I |
| Experiences of working with a curriculum that is age appropriate to the needs of our students. | AF/I |
| Experience of different approaches and methods to support learning for students with complex needs, such as Intensive Interaction, Attention Autism, Nurture Practice, and Sensory Strategies | AF/I |
| Ability to provide clear expression both verbally and in writing | AF/I |
| Ability to demonstrate good literacy and numeracy skills | AF/I |
| Ability to demonstrate sensitivity to the student needs | AF/I |
| QUALIFICATIONS | |
| NVQ Level 3 qualification or evidence of the equivalent level of knowledge gained through work experience demonstrating excellent literacy and numeracy skills within an FS2 setting | AF/I |
| KNOWLEDGE AND UNDERSTANDING | |
| Understanding of students' needs and the curriculum in order to support them effectively by personalised and differentiated learning. | AF/I |
| Understanding of principles of child development and learning processes | AF/I |
| Knowledge of issues and needs that affect behaviour and strategies to support. | AF/I |
| Understanding principles of de-escalation techniques and managing difficult situations safely and calmly. | AF/I |
| Knowledge of the range of ways that students learn and how to motivate their learning. | AF/I |
| Understand Trauma Informed Practice, and be able to demonstrate empathic listening skills | AF/I |
| Full understanding of the range of multi-agency support required and available to students | AF/I |
| Full working knowledge of relevant safeguarding, equality and health and safety policies, codes of practice and legislation | AF/I |
| SKILLS/APTITUDES | |
| Ability to relate well to children and adults and to build positive relationships | AF/I |
| Ability to use a range of strategies to support positive behaviour and self-regulation | AF/I |

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| Ability to work constructively as part of a team, understanding school roles and responsibilities and your own position within these. | AF/I |
| Ability to deliver pre-planned programmes of work to children using personalised strategies to support reluctant learners to engage and achieve learning goals/objectives. | AF/I |
| Ability to plan and deliver small group learning experiences/interventions for students | AF/I |
| Ability to deputise for the teacher during periods of unplanned absence. | AF/I |
| Ability to respond calmly and use initiative, responding effectively to unexpected or unplanned situations or reactions throughout the school day. | AF/I |
| Have sound speaking and listening skills and ability to adapt communication style to meet the communication needs of individual students | AF/I |
| Effective use of IT to support learning. | AF/I |
| Willingness to supervise and support the personal care needs of students | AF/I |
| Efficiency with the administration and maintenance of student records. | AF/I |
| Have sufficient practical and organisational skills to contribute to the preparation and management of educational resources | AF/I |
| Flexible and able to adapt to change. Ability to support colleagues as and when required | AF/I |
| A pleasant disposition and ability to stay calm under pressure. | AF/I |
| Demonstrate a positive team approach to work. | AF/I |
| To have a willingness to participate in the whole school approach to mentoring students and play an active role as directed by line manager | AF/I |
| Demonstrate an ability to self-evaluate their learning needs and actively seek professional development opportunities. | AF/I |

EQUAL OPPORTUNITIES AND SAFEGUARDING

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| An understanding of safeguarding issues and promoting the welfare of children and young people | AF/I |
| A commitment to safeguarding students | AF/I |
| Suitability to work with children | AF/I |
| A commitment to equal opportunities | AF/I |
| Ability to recognise discrimination and willingness to put Equalities Policies into practice | AF/I |