



St Joseph's Roman Catholic High School

Job Description - **TEACHING ASSISTANT LEVEL 2**

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 and respected

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

Striving for academic excellence and celebrating success in all we do

| | |
|-----------------------------------|--|
| Purpose | To work with and supervise individuals and groups of children under the direction/instruction of teaching &/or senior staff, inclusive of specific individual learning needs, enabling access to learning for all pupils and assistance and support in classroom management and behaviour techniques. |
| Reporting To | <ul style="list-style-type: none"> • Headteacher / SENCo |
| Responsible For | <ul style="list-style-type: none"> • n/a |
| Salary/Grade | <ul style="list-style-type: none"> • GRADE D points 6 -11 |
| Disclosure | <ul style="list-style-type: none"> • Enhanced |
| MAIN DUTIES | |
| Support for Students | <ul style="list-style-type: none"> • Establish good working relationships with pupils, acting as a role model • Be aware of and respond appropriately to individual pupils' diverse learning needs, providing challenging learning opportunities appropriate to their identified level of understanding, and helping them overcome barriers to learning enabling full access to all curriculum opportunities. • Provide specific support to pupils dependent upon their individual needs ensuring their safety whilst supporting access to learning activities • Promote inclusion and acceptance of all pupils • Encourage pupils to interact with others and engage in activities led by the teacher • Promote self-esteem and independence, identifying opportunities for the pupil(s) to work independently where appropriate and at such times to support other pupils in the classroom as appropriate. • Provide feedback to pupils in relation to progress and achievement under guidance and direction of the teacher |
| Support for Teachers | <ul style="list-style-type: none"> • Undertake pupil record keeping as requested and report pupil achievements, progress and issues as appropriate in agreed format • Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans, • In liaison with the teacher, utilise strategies to support pupils in achieving learning goals, evaluating and adjusting lesson/work plans as appropriate, making and adapting resources to enable a pupil to access the learning activity • Provide minimal clerical/administration support (e.g photocopying, typing, filing, collecting money etc) • Assist with the display of children's work • Promote good pupil behaviour, dealing promptly with conflict and incidents and encouraging pupils to take responsibility for their own behaviour in line with established school policy • Establish constructive relationships with parents/carers. |
| Support for the curriculum | <ul style="list-style-type: none"> • Undertake structured and agreed learning activities/learning programmes, taking in to account consideration of pupil learning styles |

| | |
|--|---|
| | <ul style="list-style-type: none"> • Undertake literacy/numeracy programmes, recording achievements and progress and providing appropriate reports and feedback for the teacher • Support the use of ICT in learning activities and develop pupils' competence and independence in its use. • Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use. |
| Support for School | <ul style="list-style-type: none"> • Be aware of and comply with school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection. Report all concerns to the appropriate person (as named in the policy concerned) • Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop • Contribute to the school ethos, aims and development/improvement plans • Appreciate and support the role of other professionals • Attend relevant meetings as required • Participate in training and other learning activities as required • Assist with the supervision of pupils out of directed lesson time, including before and after school if appropriate and within working hours • Accompany teaching staff and pupils on visits, trips and out of school activities as required |
| | <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> | |

PERSON SPECIFICATION

School ST JOSEPHS RC HIGH SCHOOL

Job Title Teaching Assistant Level 2

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

| MINIMUM ESSENTIAL REQUIREMENTS | METHOD OF ASSESSMENT |
|---|-----------------------------|
| 1. Skills and Knowledge | |
| 1.1 Ability to work effectively within a team environment, understanding classroom roles and responsibilities | Application Form/Interview |
| 1.2 Ability to build effective working relationships with all pupils and colleagues | Application Form/Interview |
| 1.3 Ability to promote a positive ethos and role model positive attributes | Application Form/Interview |
| 1.4 Good personal numeracy and literacy skills | Assessment |
| 1.5 General understanding of school curriculum and other basic learning programmes/techniques (within specified age range/subject area) | Application Form/Interview |
| 1.6 General awareness of inclusion, especially within a school setting | Application Form/Assessment |
| 1.7 Effective use of ICT to support learning | Application Form/Interview |
| 1.8 Customer Care - Listen and respond to customer need, seek out innovative ways of consulting service users and engaging partners. Network with others to develop services for the benefit of the service users. | Application Form/Interview |
| 1.9 Valuing Diversity - Listen, support and monitor the diverse contributions made to service development without prejudice. Challenge behaviours and processes which do not positively advance the diversity agenda whilst being prepared to accept feedback about own behaviour. Recognise people's strengths, aspirations and abilities and help to develop their potential. Understand how Valuing Diversity can improve our ability to deliver better services and reduce disadvantage. | Application Form/Interview |
| 1.10 Developing Self and Others - Ability to question, and request right training and development that links to the post, to seek opportunities that add to skills and knowledge, to respond positively to opportunities that arise. And to support others' learning and share learning with others | Application Form/Interview |

| | |
|--|--|
| 2. Experience/Qualifications/Training etc | |
| 2.1 | Minimum of 2 years experience of working with &/or caring for children within specified age range/subject area or NVQ11 or equivalent in teaching assistance |
| 2.2 | Willingness to participate in relevant training and development opportunities |

| | |
|--|---|
| 3. Work Related Circumstances – Professional Values & Practices | |
| 3.1 | Willingness to actively support the Catholic Ethos of the School |
| 3.2 | Ability to build and maintain successful relationships with pupils, treat them consistently, with respect and consideration and demonstrate concern for their development as learners |
| 3.3 | Demonstrate and promote the positive values, attitudes and behaviour they expect from the pupils with whom they work |
| 3.4 | Ability to work collaboratively with colleagues and carry out role effectively, knowing when to seek help and advice |
| 3.5 | Able to liaise sensitively and effectively with parents and carers recognising their role in pupil learning |
| 3.6 | Able to improve their own practice through observations, evaluations and discussion with colleagues. |

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 |
|---|---|-----------------------------|
| 1. Skills and Knowledge | | |
| 1.1 | Experience of resources preparation to support learning programmes | Application Form |
| 1.2 | Understanding of other basic technology – video, photocopier | Application Form |
| . Experience/Qualifications/Training etc | | |
| 2.1 | Minimum of 2 years experience of working with &/or caring for children within specified age range/subject area or NVQ11 or equivalent in teaching assistance within an educational setting | Application Form |
| 2.2 | Training in literacy/numeracy strategies | Application Form |
| 2.3 | Training in special educational needs strategies | Application Form |
| 2.4 | Willingness to undertake appointed person certificate in First Aid | Interview |

Note to Applicants: Please try to show in your application form, how best you meet these requirements

Date Person Specification prepared/updated

June 2018

Person Specification prepared by

R Hawkrigg