



JOB DESCRIPTION

Post: Teaching Assistant Level 3

Pay Scale: Grade 5 SCP 12-17

Responsible to: SENDCO

Contract Type: 32 Term Time only plus 5.

Core Purpose:

Support pupils to manage their SEMH needs and engage fully with learning, with a focus on reintegration into class. To oversee the provision in the SEND resource room by ensuring pupils are engaged in appropriate work, including GCSE units and monitoring the progress of the students accessing the units.

Core Duties:

SUPPORT FOR THE TEACHER

Provide support for learning activities by:

- supporting the teacher in planning learning activities
- supporting the delivery of learning activities
- supporting the teacher in the evaluation of learning activities

Plan, deliver and evaluate teaching and learning activities by:

- planning teaching and learning activities under the direction of a teacher, differentiating and adapting learning programmes to suit the needs of allocated pupils.
- delivering teaching and learning activities to achieve learning goals, which may include specialist support for pupils with learning, behavioural or communication difficulties, support for pupils where English is not their first language, support for gifted and talented pupils, and/or support within a particular curriculum area.
- assisting with the setting up and ongoing delivery of local and national learning strategies
- being responsible for a class, delivering teaching and learning activities in the absence of the teacher

General Support

- Monitor and maintain resources, plan and support self-directed play, lead an extra-curricular activity.
- Liaise with parents, carers and families.
- Escort and supervise pupils on educational visits and out-of-school activities.
- Support pupils and families through home visiting.

Observe and report on pupil performance and development.

- assessing, recording and reporting on pupil progress and attainment
- undertaking marking of pupil's work and invigilating tests/exams as required



- monitoring pupil achievements, addressing problem areas wherever possible or referring to the teacher so that relevant interventions can be put in place.

Contribute to assessment for learning by:

- using assessment strategies to improve learning.
- supporting pupils in reviewing their own learning

SUPPORT FOR PUPILS

Help to keep children safe by:

- preparing and maintain a safe and hygienic environment.
- dealing with accidents, emergencies, and illness
- supporting pupils during the school day, for example playground and lunchtime duties
- supporting and implementing pupils' personal care programmes

Support literacy and numeracy development by:

- supporting pupils to develop their reading, writing skills, speaking/talking and listening skills.
- supporting pupils to develop numeracy skills and to use and apply maths.
- provide literacy and numeracy support to enable pupils to access the wider curriculum.

Use information and communication technology to support pupils' learning by:

- supporting the inclusion of young people in learning activities

Promote the transfer of learning from outdoor experiences by:

- facilitating learning through individual and shared reflection on experience
- helping participants identify how they can transfer learning to other aspects of their lives.

Support pupils with disabilities or special educational needs and their families by:

- contributing to the inclusion of children with disabilities or special educational needs
- helping pupils to participate in the full range of activities and experiences.
- supporting families to respond to pupil's needs.

Support pupils with physical, emotional, behavioural and social needs by:

- recognising their individual needs
- assisting with medication if required

SUPPORT FOR THE SCHOOL

- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance management as required.
- Assist with the supervision of pupils out of lesson times e.g. clubs, extra-curricular activities.



- Contribute to positive relationships by effectively interacting with and responding to children and adults, communicating with children and adults.
- Provide effect support for your colleagues by maintaining working relationships with colleagues, developing your effectiveness in a support role.

Contribute to the prevention and management of challenging behaviour by:

- working with pupils to identify goals and boundaries for acceptable behaviour.
- supporting pupils to manage challenging behaviour.
- enabling pupils to recognise and understand their behaviour and its consequences.
- promote positive behaviour, implementing agreed behaviour strategies.
- establishing rapport and respect with pupils, acting as a role model and setting high expectations
- promptly addressing any incidents, in line with school policies

Professional standards and development

- Be a role model to students through appropriate personal presentation and professional conduct.
- Support all the School's policies and ethos.
- Establish effective working relationships with professional colleagues both in school and as part of the school's learning community and network.

Health and safety

Responsible for the health, safety and welfare of self and colleagues in accordance with the School's Health and Safety policies and procedures and current legislation

Continuing Professional Development

- Undertake any necessary professional development as identified taking full advantage of any relevant training and development available.
- Maintain a professional portfolio of evidence to support the Performance Management/Appraisal process – evaluating and improving your own practice.
- To undertake other duties as directed by the Headteacher.

Location:

The role will be school based. at St Monica's RC High School

The Trust is committed to the safeguarding and promotion of the welfare of all children and young people in our care. Applicants must be willing to undergo an enhanced Disclosure and Barring Service check and overseas police checks (where applicable). Please see STOC's Safeguarding and Recruitment Policies for further details. All staff have a key role and responsibility in this area and will be subject to an Enhanced Disclosure check.

It is the practice of this Trust to periodically examine employees' job descriptions and to update them to ensure that they relate to jobs as they are being performed, or to incorporate



whatever changes are being proposed. The Trust aims to reach an agreement on any alterations.

Person Specification

		Essential/ desirable	Evidence
Qualifications	To possess GCSE English and Mathematics at grade A*-C, or GCSE Level 9-4, or a qualification in Literacy and Numeracy or CSE Grade 1 in English and Maths	E	A/I/C
	To possess a relevant NQF/QCF/RQF Level 3 qualification OR a Level 3 TA Apprenticeship	D	A I/C
	Trained in relevant learning strategies and/or a particular learning or curriculum area	E	A/I/C
	Willingness to undertake appointed person certificate in first aid administration	D	A/I/C
Skills and Knowledge	Experience of working with children at a relevant age and/or learning need within an educational setting	E	A/ I
	Experience of planning, delivering and evaluating teaching and learning activities effectively	E	A/ I
	Experience of differentiating activities and selecting and developing resources to meet individual's learning needs or group learning programmes	E	A/I
	Experience of working effectively within a team environment and building effective working relationships with pupils and colleagues	E	A/I
	Experience of working within a school's ethos and supporting the aims of the school	E	A/I
	Experience of providing clerical/ administrative support	E	A/I
	Experience of using ICT technology to advance learning e.g. computer, photocopier, interactive whiteboard	E	A/I
	Understanding and working knowledge of principles of child development, learning styles and independent learning	E	A/ I
	Understanding and working knowledge of national curriculum and other learning programmes within specified age range e.g. knowledge of core subject areas	E	A/ I
	Full working knowledge of relevant policies, codes of practice/legislation	E	A/ I



	Working knowledge of how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support	E	A/I
	Knowledge of the school and its setting/community	E	A/I
	Interpersonal skills and the ability to communicate effectively and sensitively with young people and colleagues	E	A/I
	Ability and commitment to work collaboratively with colleagues	E	A/I
	The ability to organise and manage learning activities in ways which keep pupils safe	E	A/I
Skills and Knowledge	The ability to promote a positive ethos, actively encourage and motivate pupils to advance their learning	E	A/I
	Creative skills and resourcefulness to develop and adapt learning activities to meet different objectives	E	A/I
	Able to demonstrate a commitment to improving own knowledge and practice	E	A/I
	Language skills	D	A/I
Special working conditions	Ability to attend occasional meetings outside of school hours	E	A/I
	Ability to provide personal care to pupils – for example assisting with dressing	E	A/I
	Flexible in approach and able to meet the changing demands of the role	E	A/I
	Motivated and keen to develop own knowledge and practice by participating in professional reviews and CPD activities	E	A/I

Key

E Essential
D Desirable
R References



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Catholic Academy Trust

I Interview
C Certificate
A Application