



Saint John Houghton Catholic Voluntary Academy

Job Description

Post:	Teaching Assistant – Level 2
Establishment:	Saint John Houghton Catholic Voluntary Academy
Responsible to	SENCO
Liaison with:	Teaching and support staff Teaching Assistants Professional Staff Involved in the Education of Children Parents

Person Specification

Knowledge, Skills and Experience

Good standard of education

Demonstrable levels of numeracy and literacy equivalent to GCSE A* - C

Relevant qualification at a level equivalent to National Qualification Framework Level 2.

General understanding/knowledge of school policies and procedures relating to Health and Safety, behaviour, equal opportunities and child protection.

Effective use of IT to support learning.

The person appointed to this post will:-

- Be totally committed to the safeguarding and welfare of children
- Possess the necessary qualifications, experience and/or skills to discharge the duties associated with this position
- Work in accordance with the school's policies including Health & Safety
- Be capable of maintaining high standards of work at all times
- Be committed to being part of a team but be able to show initiative and be capable of working unsupervised when appropriate
- Have excellent personal organisation and time management skills
- Be honest, reliable and trustworthy

- Be capable of building excellent relationships with others and working as a member of a team.
- Have energy and enthusiasm
- Be calm, precise and patient when dealing with others, including students
- Be punctual to work and have an excellent attendance record
- Be committed to professional self-improvement both by In Service Training and “learning on the job”
- Be an excellent role model for young people

Duties and Responsibilities

Accountabilities	Success Measures
<p>REGISTRATION</p> <p>Provide support to a named form tutor, providing initial pastoral support; distributing information; with uniform and equipment checks and all form activities</p>	<p>Form tutors assisted to successfully comply with school policies and the ethos of the school.</p>

IN CLASS SUPPORT	
Work with pupils on the SEND register	Pupils are supported; encouraged to work to their full potential and enabled to make adequate progress
Clarify pupils' understanding. Have high expectations of the pupils in the class, and to encourage pupils to work independently.	Pupils access curriculum at their level, work independently and the outcome of the lesson is achieved.
Differentiate class work and homework, where appropriate.	Inclusion is achieved and pupils work successfully at a level which is commensurate with their ability.
Feedback progress to class teacher.	Teacher kept up to date with progress and can plan accordingly. Any necessary referrals made.
Support all pupils with internal tests and assessments.	Pupils access mainstream tests and progress is measured against appropriate levels. Evidence is compiled to make necessary applications for access arrangements for GCSEs
Ensure that homework is recorded in planners.	Pupils and parents are aware of homework expectations and deadlines; work is completed to required standard. Pupils have clear instructions for the completion of homework tasks.
Positive input with behaviour issues; withdraw pupils for their own safety and for that of others. Refer to the Pastoral Team as necessary.	The impact on the learning of others is not affected. Behaviour policy is adhered to. All pupils are safeguarded.
Help and support pupils in practical lessons	Pupils can stay safe and achieve success, health and safety policies adhered to, pupils with more complex needs remain included.
Use of specific equipment such as lifts, stair lifts, wheelchairs so that pupils with disabilities move around school safely and access and exit school premises safely.	Safe transition around school premises which facilitates inclusion. Safe evacuation of pupils in fire drills.
Provide access arrangements in internal and external exams for all identified pupils.	All pupils with access arrangements are able to sit mainstream exams, GCSEs.
Contact parents or carers about concerns or arrangements as directed	Parents kept fully informed of any issues.

BREAK	
Complete and distribute homework passes	Pupils attend homework club at lunchtime. Work is completed.
Take messages, answer phone calls and queries.	Continuity of communication over break times and lunches is maintained. Accurate communication recorded as necessary and referred to relevant person/department.
LUNCH	
Escort named pupils to lunch. Provide support to pupils with fine motor skills difficulties.	Pupils kept safe, able to access dining facilities and able to eat their lunch.
Help to facilitate homework club	Additional facility provided for the school. Pupils with difficult home situations able to complete homework. Help and support provided to all pupils. Homework targets and deadlines met.
ADDITIONAL TASKS	
Complete risk assessments prior to supporting school trips	Educational visits and trips policy adhered to. Health and Safety policy adhered to.
Responsibility for pupils on trips. Manage medical issues including diabetic pupils, medication and disability.	Health and Safety, safeguarding, behaviour and inclusion policies and all risk assessments adhered to. Pupils are able to enjoy wider experiences.
Review previous targets and contribute to new targets for children on the SEND register.	New targets produced and monitored.
Contribute to and attend annual reviews of statemented pupils.	Parents are informed of their child's progress towards the objectives on their statement and any other relevant issues.
Liaise with outside agencies as directed	Recommendations and strategies are implemented and regular contact is made
Attend staff and weekly SEND meetings after the end of the school day as directed	Pupils' issues disseminated. Outcomes from staff meeting relayed. Relevant action is taken.
Attend INSET and Twilight sessions	Continued professional development and knowledge updated and utilised in school.
Liaise with pastoral support staff	Concerns referred to relevant personnel
Filing	Pupils files are updated
Meet and escort pupils to and from taxis if needed.	Safe transition from taxi to school and vice versa.
Prepare materials for display purposes.	Display boards enhance the perception of parents/stakeholders during visits to school and provide a visual information source for pupils.
Preparation of resources for withdrawal lessons and in-class support.	Pupils are provided with materials commensurate with their ability. Learning outcomes are met. Pupils are able to make progress.
Support withdrawn pupils in literacy and	Individual programmes of work are supported.

numeracy.

Behaviour managed.