



JOB DESCRIPTION

School Based

Job title:	Teaching Assistant – Senior School
Responsible to:	SENCO Deputy Head
Direct supervisory responsibility:	None
Indirect supervisory responsibility:	None
Important Functional Relationships:	Teachers, pupils, support staff, parents

Main purpose of the job

To take a pro-active role in the support of the educational, social and physical needs of the pupils; to support the curriculum and the school through the provision of assistance to the teacher in the practical organisation of class activities and small group work.

Teaching Assistants at St Joseph's provide support to teachers and pupils in a school setting. In the Senior School, this will involve working with pupils from Year 7 to Year 11 in a wide variety of roles. Proven flexibility, adaptability, empathy and a track record of focusing on children as individuals will be key to any successful appointment. This is a school with a proud tradition of academic excellence, but this is built by ensuring that every child is supported to make the very most of themselves, that they gain the confidence necessary to make their way in a fast changing world and that they develop a sense of self-worth that provides them with the firm foundation that is an essential component of the school's ethos.

Duties and responsibilities:

1. To assist individuals and groups of children in developing knowledge, skills and attitudes as defined by the school curriculum. To take into account the learning support involved to aid the children to learn as effectively as possible.
2. To establish supportive relationships with the pupil/s concerned and to encourage acceptance and inclusion of all pupils.
3. To encourage social integration and individual development of pupils. To develop methods of promoting and reinforcing pupils' self-esteem.
4. To assist the teacher in preparing, using and maintaining relevant teaching resources. To ensure that learning objectives and teaching topics are communicated prior to the lesson.



5. To assist with lunch and break time supervision of children on a rota basis in accordance with the School's Policy for Playground Supervision.
6. To accompany children on educational visits and outings as supervised by the Teacher.
7. To assist with the assessment, monitoring and recording of children's progress, health, behaviour and general wellbeing. To feedback any information (including concerns) regarding the well-being and educational needs of children to the Senco, Teacher Deputy Head or Headteacher as appropriate in line with school policy.
8. To be aware of confidential issues linked to home/pupil/teacher/school work and to ensure the confidentiality of such sensitive information.
9. To supervise an individual or small group of children within a class under the overall control of the teacher.
10. To carry out administrative tasks associated with all of the above duties as directed by the teacher.
11. To remain aware and work within all relevant school working practices, polices and procedures.
12. To attend staff meetings and school-based INSET as required. To meet with the SENCO and Deputy Head and other appropriate, staff on a regular basis.
13. To be aware of and work in accordance with the school's child protection policies and procedures, and to raise any concerns relating to such procedures which may noted during the course of duty.
14. To be aware of and adhere to applicable rules, regulations, legislation and procedures including the Schools Equal Opportunities Policy and Code of Conduct, national legislation (including Health and Safety, Data Protection).
15. To undertake other duties appropriate to the post as required.
16. To maintain confidentiality of information acquired in the course of undertaking duties for the department.
17. To meet the needs of pupils with emotional and behavioural difficulties. To control the pupil to prevent harm and disruption to the pupil or others, within the limits of the post holders training and school policies and procedures.
18. To encourage acceptance and inclusion of all pupils.
19. To develop methods of promoting/reinforcing the pupil's self-esteem and to promote independence through the development of self-help skills.



Additional Elements:

Working one-to-one or with small groups of pupils

- Teaching assistants will often be assigned to individual pupils who are in need of additional help, this may be because English is not their first language or because they have learning difficulties and require additional help understanding or completing tasks. You may also be asked to help individual pupils who do not require additional support, but where one to one teaching is necessary – for example listening to pupils reading aloud.
- The TA role will also often involve supporting learning more generally, either by 'floating' and acting as additional support during class activities or by working with specific groups of pupils. Teaching assistants at St Joseph's are expected to quickly become adept at identifying where in the class additional support is needed and there is often some degree of flexibility as teaching assistant and teacher work together to ensure that their time and energy is best spent in a way that optimises learning for the class.

Supporting pupils with learning difficulties or disabilities

- Pupils who have been identified with learning difficulties at St Joseph's will sometimes have a teaching assistant assigned to them for either all or part of the time to support their learning. This support may be necessary because a pupil is physically disabled, hearing or visually impaired and needs additional support accessing the curriculum. Or it may be because they have learning difficulties and need additional support to understand and complete tasks. Teaching assistants at St Joseph's offer invaluable support to pupils, helping them to access our dynamic and diverse curriculum.

Supporting pupils with English as a second language

- At St Joseph's, the nature of the school and its location is such that EAL pupils are rare. However, pupils whose first language is not English may need some additional support accessing the curriculum, and this can form a part of a TA's role.

Preparing the classroom for lessons

- When working within the School, a key role of teaching assistants can be in preparing the classroom for lessons. This may involve a variety of activities such as photocopying worksheets, setting up art equipment, weighing out ingredients, preparing computers, rearranging the furniture for a particular activity and so on. This will be in discussion with the class teacher.

Helping on school outings or at school events

- TAs at St Joseph's may sometimes be asked to help support pupils beyond the classroom. This may be during lessons outside the classroom which may be within the school grounds, or during official school trips or at school events such as school concerts or plays. In these circumstances, the role is more supervisory to ensure children are safe and accounted for, though may also involve finding ways to inspire learning in any situation, so as to continue pupils' education no matter where you are working with them.

Date: July 2019



PERSON SPECIFICATION

Job Title: Teaching Assistant

ATTRIBUTES	ESSENTIAL	DESIRABLE	HOW IDENTIFIED
<u>Relevant Experience</u>	Previous experience of working with children.	Previous experience of working with children within a classroom environment or similar.	Application form. Interview.
<u>Education & Training</u>	Good levels of literacy and numeracy. Attainment of 4 GCSE qualifications (or equivalent), or able to demonstrate equivalent knowledge, skills and aptitude.	Relevant further qualifications appropriate to the position.	Application form. Interview.
<u>Special Knowledge & Skills</u>	Organisational skills. Good communication skills.	Knowledge of issues relevant to education and child development.	Interview. References
<u>Any Additional Factors</u>	Able to prioritise between different demands. Ability to work to deadlines. Self-motivated, and able to work in a team. An interest in children and education. Patient and friendly approach. Displays an awareness, understanding and commitment to the protection and safeguarding of children and young people.	Able to work without supervision.	Interview. References