

JOB DESCRIPTION



*In the Light of Jesus
we Learn to Shine*

TITLE: Teaching Assistant – 2 –

SCHOOL: St. Joseph's Catholic Primary School

RESPONSIBLE TO: The Governors, Head teacher, SENCo

GRADE: L3 Point 6 to Point 8

PURPOSE OF POST: Responsible to the Head Teacher, Year leader (SLT) and/or SENCo as appropriate to support the class teacher in all aspects of teaching and enhance learning opportunities for pupils in EYFS, bringing to bear knowledge and practical experience gained through working with pupils (e.g. behavioural difficulties/ or English as an additional language).

To develop and maintain professional relationships with pupils, colleagues, families and other approved external agencies where appropriate.

To implement the Mission Statement and contribute to the ethos and development of the school through personal example, having due regard for its status as a Catholic school. To maintain and develop the Catholic character of the School, supporting the ethos, aims and vision.

ORGANISATION CHART: Head teacher, Deputy Head teacher, Assistant Head, Year Leader, SENCo, Teaching Assistant

CONTRACT: The post is subject to: CES/LA contract and regulations; Conditions of Service (green book).

PRINCIPAL RESPONSIBILITIES:

1. Under the direction of the Year Leader in EYFS, SENCo / class teacher, following agreed lesson plans, support the teaching and learning of individual or groups of pupils, using support strategies appropriate to the needs of pupils, providing feedback according to school practice and liaising over problems. To assist teachers in the management and preparation of resources and liaise with other professionals to support children in their educational and general development.

Where appropriate contribute to the intellectual and social development of pupils and work with individual children to support the achievement of their targets as directed by the Personal Learning Support Plan (PLSP) or EHC Plan. Prepare, maintain and deploy appropriate learning aids, materials and equipment.

2. Contribute significantly to the planning of teaching and learning for the whole class and/or individual pupils in EYFS. Contribute to the planning of lessons and work programmes, the devising of activities and target setting as appropriate (i.e. learning intervention programmes).
3. Contribute to the monitoring, recording and assessment of pupil progress through observation and questioning, against pupil targets and Personal Learning Support Plan (PLSP) where relevant keeping detailed records of individual's progress according to school practice. To photocopy materials teaching staff require for teaching and the assessment of pupils. To file materials teaching staff require for teaching and the assessment of pupils.
4. Contribute to the development of a purposeful working atmosphere and implement and monitor the school's behaviour and any related policies and procedures. To

implement confidentiality with regard to policy decisions taken by the Governing Body.

5. Under the direction of the Head teacher, SLT, Class Teacher, SENCO develop and maintain supportive relationships with parents, carers and others of the pupil's community. Work collaboratively with other agencies and professionals, as necessary, including educational psychologists, health professionals, and education welfare officers, to meet the personal and educational needs of individual pupils. **To respect the confidentiality of all information relating to pupils and their families.**
6. Contribute to the care, health and welfare of pupils in accordance with the school's health and safety and related policies. This may include carrying out agreed daily hygiene routines, the administration of medicines, medical and dietary procedures and assisting pupils in eating at lunchtimes. Accompany children to home or hospital, as appropriate to school policy.
7. Contribute to the development of school policies and practices, the school improvement plan and activities, which support the wider aspirations, and values of the school, working collaboratively and supportively with colleagues.
8. As required, contribute to specific aspects of teaching, learning and personal development. Assist in classroom preparations and presentations, organise resources, teaching and learning displays, changing reading books, collecting and returning computers and visual aids, Contribute to the order and cleanliness of the classroom and cloakroom environment. This may involve cleaning and sterilising classroom equipment, tidying the classroom, cleaning up spills etc. Assist in the supervision of pupils during break time duty as directed by the SLT/Head teacher.
9. Develop and maintain professional knowledge and understanding, including contributing to and participating in INSET.

Review, Further Training and Development:

- 1 Reviewing from time to time your methods of support and programmes of work.
- 2 Participating in arrangements for your further training and professional development as a member of the support team.

Discipline, Health and Safety:

Maintaining good order and discipline among pupils and safeguarding their health and safety both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere.

Supervisory Responsibility:

- 1 **Pupils:** To have a supervisory responsibility for the pupils entrusted to your care and a general responsibility for all pupils in the school; undertaking such general supervision as may be necessary and such supervision as may be reasonably directed.
- 2 **Supervision Received:** General supervision will be received from the Head Teacher, other members of the School Leadership Team, class teachers and your reviewer.

MUTUAL REVIEW: Aspects of the post may be subject to review as part of the performance management process or at the end of the academic year, taking into account the changing needs of the school and the member of staff's own professional development. Any fundamental changes following such a review will be subject to due consultation.

DIMENSIONS:

Supervisory Management: None

Financial Resources: None

Physical Resources: Classroom/outdoor materials, equipment and resources

Other:

CONTEXT: All support staff are part of a whole school team. They are required to support the values and ethos of the school and school priorities as defined in the School Improvement Plan. This will mean focussing on the needs of colleagues, parents and pupils and being flexible in a busy pressurised environment. A Teaching Assistant at this level could be deployed to support pupils for whom English is an additional language, to support named children with special educational needs (behavioural or medical), or generally, according to school priorities and policies.

Because of the nature of this job, it will be necessary for the appropriate level of criminal record disclosure to be undertaken. Therefore, it is essential in making your application you disclose whether you have any pending charges, convictions, bind-overs or cautions and, if so, for which offences. This post will be exempt from the provisions of Section 4 (2) of the Rehabilitation of Offenders 1974 (Exemptions) (Amendments) Order 1986. Therefore, applicants are not entitled to withhold information about convictions which for other purposes are 'spent' under the provision of the Act, and, in the event of the employment being taken up, any failure to disclose such convictions will result in dismissal or disciplinary action by the Authority. The fact that a pending charge, conviction, bind-over or caution has been recorded against you will not necessarily debar you from consideration for this appointment.

Disclosures are handled in accordance with the CRB Code of Practice, which can be accessed from the Children and Learning Department, HR Division or at www.disclosure.gov.uk

Physical Effort: The job may involve the lifting of children and equipment. The job is likely to involve some lifting of equipment and resources required to support teaching and learning. Training will be provided consistent with developing skills relevant to duties and responsibilities.

Working Environment: May be required to help clear up after a pupil has been ill or had a spillage/toileting accident.

Person Specification

This acts as selection criteria and gives an outline of the types of person and the characteristics required to do the job
 Essential (E):- without which candidate would be rejected, Desirable (D):- useful for choosing between candidates.

Please make sure, when completing your application form, you give <u>clear examples</u> of how you meet the essential and desirable criteria.				
Attributes	Essential	How Measured	Desirable	How Measured
Experience	Some experience in the care and/or education of children in EYFS Some experience of planning, monitoring and assessment of pupils' work. Have a good knowledge of the expectations of good quality Early Years provision. Have a knowledge and understanding of the EYFS curriculum and Early Years Profile.	1,2 1,2 1,2	Some experience of working with people with a range of special needs.	1,2
Skills/Abilities	Able to contribute constructively to and work effectively as a member of a team. Able to work on own initiative with parents/carers and the child's community within an agreed framework and set of objectives. Able to communicate effectively at a range of levels, e.g. with children, parents, other professionals, etc. Able to relate observations to records and planning. Willingness to contribute to the support of children in all areas of personal development and hygiene including toileting programmes. Able to keep accurate records. Able to plan play activities to support learning. Able to converse with ease with members of the public and provide effective help or advice in accurate and fluent spoken English.	1,2 1,2 1,2 1,2 1,2 1,2 1,2	Basic information technology skills, e.g. word-processing, databases, spreadsheets.	1,2
Competencies	Able to demonstrate appropriate motivation to work with young people. Able to form positive relationships with young people. Emotional resilience in working with challenging behaviours. Appropriate attitudes to use of authority and maintaining discipline.	1,2 1,2 1,2 1,2		
Equality Issues	Able to recognise common forms of discrimination and to report this if detected. Some understanding of the issues in an urban multi-cultural context.	1,2 1,2		
Specialist Knowledge	Some knowledge of child development, the Early Years curriculum and the Early Years Foundation Stage	1,2 1,2		

Education and Training	Able to commit to relevant job training. National Occupational Standard Level 2, or equivalent, or working towards this. Willing to undertake First Aid training and to apply this in the school.	1,2 1,2,4 1,2		
Other Requirements	Willing to be flexible in scheduling where/when work will take place between home/school/other environments. To be able to contribute constructively to the work of the EYFS team whilst remaining calm in difficult circumstances.			

(1 = Application Form 2 = Interview 3 = Test 4 = Proof of Qualification 5 = Practical Exercise)

We will consider any reasonable adjustments under the terms of the Disability Discrimination Act (1995), to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

The Job-holder will ensure that Luton Borough Council's policies are reflected in all aspects of his/her work, in particular those relating to; Equal Opportunities, Health and Safety, Data Protection Act (1984 & 1998).