

Job Profile

St Modwen's Catholic Primary School				
Job Number	Post Title	Grade	Points	Date
A8485 (formerly A8761)	Teaching Assistant – Teaching and Learning	Grade 3	358 NJC	April 2008

JOB DESCRIPTION

School Purpose and Values

- The post-holder will support the Catholic Ethos of St Modwen's Catholic primary school. In accordance with the document 'Christ at the Centre' the staff of St Modwen's are required to:
- Follow policies that reflect the teaching of Christ and the Catholic Church.
- Attend to the spiritual needs of children and young people as a constant priority.
- Care for the pastoral and special needs of children and young people in accordance with Gospel values and the teaching of the Catholic Church.
- Promote the Catholic ethos of the school by example and ensure that it permeates all aspects of school life
- Take an active part in the Catholic Community, including attendance at INSET day related training and activities.

Statement of Purpose

To work under the direct instruction of teaching staff, usually in the classroom with the teacher. Provide specific support to the teacher in the care of pupils and management of the classroom. Work may be carried out in the classroom or outside the main teaching area. Assist teachers in the following:

Support to Pupils

- Provide pastoral support to pupils within the school environment.
- Assist children in matters of personal needs and their general health including first aid and welfare matters. To participate in school First Aid Rota.
- Provide structured support in accordance with specific work programmes designed and supervised by individual teachers
- To contribute to raising standards by ensuring high expectations are promoted for pupils.
- Involvement in the implementation of Individual Education/Behaviour/Support/Mentoring plans.
- Arrange medical/dental visits as appropriate.
- Provide general support to pupils, ensuring their safety, by complying with good H&S practice.
- Accompany teaching staff and pupils on visits, trips and out of school activities as required.¹
- Encourage pupils to interact with others and engage in activities led by the teacher.

Safeguarding

¹ Every effort should be made to ensure support is within contractual hours

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- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.
- Record and report cause for concerns using school safeguarding systems (CPOMS)

Support to Teacher

- Provide structured support in accordance with specific work programmes designed and supervised by individual teachers.
- Support the teacher in the development and implementation of Individual Education/Behaviour Plans.
- Assist in maintaining classroom discipline through the implementation of the schools behaviour management strategies.
- Provide support to pupils to achieve learning goals, e.g. guided reading.
- Supervise pupils for a particular curriculum activity under the supervision and guidance of a qualified teacher.
- Assist the teacher with the planning of learning activities.
- Assist the teacher in monitoring pupils' responses to learning activities and accurately record achievement/progress as directed.
- Co-ordinate and organise pupils attending extra curricular activities/work experience or other out of school activities under guidance of teacher.
- Provide detailed and regular feedback to teachers on pupils' achievement, progress, problems etc.
- Provide general admin support, for classroom activities e.g. produce worksheets for agreed activities etc.

Support to Curriculum

- To provide support in literacy/numeracy/SEN strategies.
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
- Contribute to curriculum planning, evaluation and implementation.
- Contribute to development of school policies and procedures by participation in working groups.
- Contribute to the development, preparation and dissemination of appropriate materials.

Support for Parents

- To support the maintenance of positive links between home and school by making parents feel welcome, and develop links with other agencies.

Support to School

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.
- Be involved in and contribute to whole school policy development.
- Assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Ensure all pupils have equal access to opportunities to learn and develop.
- Liaise effectively with teachers/parents/guardians, welfare officers and other professional staff as part of the routine consultative process.
- Contribute to the overall ethos/work/aims of the school.
- Attend relevant meetings as required.
- Participate in training and other learning activities and performance development as required.

Catholic Ethos

In accordance with the document 'Christ at the Centre' which outlines the purpose of Catholic schools and the adherence to Canon Law, members of staff in a Catholic school are required to:

- Manifest a Catholic ethos which is evident and open to experience by all who enter the school.
- Follow policies that reflect and embody the teaching of Christ and the Catholic Church.
- Model Gospel values which unite society by promoting a citizenship rooted in a commitment to social justice and the common good.
- Attend to the spiritual needs of children and young people as a constant priority.
- Care for the pastoral and special needs of children and young people in accordance with Gospel values and the teaching of the Catholic Church.
- Engender a culture of vocation.
- Uphold the dignity of the human person through the maintenance and care of school buildings and, through external and internal symbols and displays, manifest the centrality of Christ and the Catholic faith.

Note 1:

The content of this job description will be reviewed with the post holder on an annual basis in line with the School's performance and development review policy. Any significant change in level of accountability that could result in a change to the grade must be discussed with the post holder and the relevant trade union before submitting for re-evaluation.

Person Specification
Teaching Assistant – Teaching and Learning
Level 3

Minimum Criteria for Two Ticks *	Criteria	Measured by
	<ul style="list-style-type: none"> • Qualification – NVQ Level 3 or equivalent in a relevant teaching and learning subject • excellent ICT skills • ability to lead by example in the promotion and modelling of the Catholic ethos and life of the school • commitment to the development of pupils' social, spiritual, cultural, emotional, personal and vocational development • commitment to developing and employing attachment aware and attachment friendly models of behaviour management and other relevant provision • a good, common sense working knowledge of safeguarding, health and safety and parental liaison and able to read/adhere to policies - well established communication and organisational skills, working well as part of a team, sharing resources, ideas and support • able to support the SENDCo on occasion at meetings with professionals visiting a particular child • excellent relationships with parents • ability to motivate others towards a shared goal: the commitment to tackling social injustice, through equal opportunities and ensuring that those children who have barriers to learning or who are marginalised in any way due to deprivation factors (or multiple deprivation factors) have these barriers removed e.g. behavioural needs, SEND who are also entitled to pupil premium, diagnosable difficulties such as dyslexia etc • strong attendance and punctuality • an understanding of the cycle: plan, do, assess, evaluate in terms of teaching children • being a reflective practitioner, able to act on feedback • flexibility and resilience • able to use initiative and also work under direction as the situation depends • able to lead small groups, individuals and whole classes successfully in achieving learning outcomes, with particular ability to ensure that pupils with SEND become as independent as possible • positive, approachable and cheerful disposition 	A/I/T

A = Assessed at Application

I = Assessed at Interview

T = Assessed through Test

Note 1:

In addition to the ability to perform the duties of the post, issues relating to safeguarding and promoting the welfare of children will need to be demonstrated these will include:

- **Motivation to work with children and young people.**

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- *Ability to form and maintain appropriate relationships and personal boundaries with children and young people.*
- *Emotional resilience in working with challenging behaviours and*
- *Attitudes to use of authority and maintaining discipline.*