



JOB DESCRIPTION

Teaching Assistant (TA)

Teach the children with all kindness and gentleness possible.'

Marie Madeleine D'Houet (1781 – 1858)

'Lessons are planned and delivered with professionalism. Teachers recognise that every student is unique. They strive to make decisions about teaching and learning that challenge students to uncover and develop their gifts. Rigorous enquiry, deep thinking, questioning and reflection are essential parts of that profound learning which is the foundation of life-long openness to education and the joy of learning. School life is enriched by a variety of extra-curricular activities that are intrinsically linked to our core values of justice, companionship and hope.'

FCJ Education: Our Vision and Values (2013)

Within the context of the FCJ Vision Statement and the School's Mission Statement and its aims and objectives, the post includes the following responsibilities:

1. To exemplify and promote the six FCJ values of excellence, companionship, dignity, justice, hope and gentleness, to demonstrate the Teacher Standards and where appropriate the Standards for Staff on the Upper Pay Spine.
2. To oversee the general academic, spiritual, personal and social development of pupils and Sixth Form students in the classes for which you are responsible and to ensure that they receive the support necessary to cope with the demands of the course. This work should be undertaken within the framework of our *FCJ Education: Our Vision and Values* booklet and the FCJ Education: Curriculum Leadership booklet.

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The following job description is for the guidance of candidates as to the requirements of the post.

PURPOSE:

To support the classroom teacher with their responsibility for the development and progress of all students

To assist in the development of students' learning, the provision of care and the management of students' behaviour under the guidance of teaching staff/senior colleagues/other professionals.

RESPONSIBLE TO: SENDCo

DISCLOSURE LEVEL: Enhanced

MAIN DUTIES

Support for the students

- Promote the inclusion and acceptance of all students.
- Establish constructive relationships with students and interact with them according to individual needs.
- Set challenging and demanding expectations and promote self-esteem and independence.
- Assist with the development and implementation of Individual Education/Behaviour Support Plans, and/or Communication, Sensory and other programmes.
- Encourage students to interact with others and engage in activities led by the teacher.
- Provide feedback to pupils in relation to progress and achievement under the guidance of the teacher.

Support for the teacher

- Assist with the planning of learning activities.
- Use strategies, in liaison with the teacher, to support students to achieve learning goal

Monitor students' responses to learning activities and accurately record achievement/ progress as directed.

- Provide detailed and regular feedback to teachers on student achievement, progress, problems etc.

- • Promote good pupil behaviour, dealing promptly with conflict and incidents within and beyond the classroom in line with established policy and encourage students to take responsibility for their own behaviour.

Administer routine tests, help invigilate exams and undertake routine marking of students' work.

- Create and maintain a purposeful, structured and supportive environment, in accordance with lesson plans and assist with the display of students' work.
- Support teaching/senior staff/therapists with routine administration e.g. photocopying, typing, filing, money, administration of coursework etc.
- Assist external agencies in the writing of communication and sensory profiles of students as applicable and maintain programmes set up by therapists/psychologists etc.

Support for the curriculum

- Assist with the implementation of structured and agreed learning activities/teaching programmes, adjusting activities according to student responses.
- Assist with the implementation of programmes linked to local and national learning strategies e.g. literacy and numeracy strategies recording achievement and progress and feeding back to the teacher.
- Support the use of ICT in learning activities and develop students' competence and independence in its use.
- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use.
- Establish links with departments/faculties.

Support for the school

- Be aware of, and comply with, policies and procedures relating to child protection and safeguarding, health safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of and support difference to ensure all pupils have equal access to opportunities to learn and develop.
- Support the aims and ethos of the school as defined in the staff handbook and school prospectus
- Appreciate and support the role of other professionals.
- Establish positive working relationships with parents/carers.
- Attend and participate in relevant meetings as required including annual EHCP reviews and EHAT reviews.

Assist with the supervision of pupils out of lesson times, including before and after school and at break times.

- Accompany teaching staff and students on educational visits, trips and out of school activities as required and take responsibility for a group under the supervision of a teacher.

- • Attend regular meetings as required.
- Participate in training and other learning activities and performance development as required and agreed by your line manager.
- Whilst every effort has been made to explain the main duties and responsibilities for the post, each individual task undertaken may not be identified, especially in the context of a new and growing school which requires flexibility in all of its employees.
- This job description is current at the date shown but, in consultation with the post holder, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.
- Bellerive FCJ Catholic College is committed to safeguarding and promoting the welfare of children and young people and expects all its staff and volunteers to share this commitment. All post holders are subject to a satisfactory enhanced Disclosure & Barring check.

Person Specification —Teaching Assistant (TA)

Experience

- Working with or caring for children and young people in the 11-18 age range.
- Working with or caring for young people with a range of special educational needs

Qualifications

- Good numeracy and literacy skills, with GCSE C passes or above in both English and Maths.
- Training in relevant learning interventions e.g. literacy or numeracy strategies (desirable).
- First aid training (desirable).
- Accelerated Literacy training (desirable).

Knowledge and skills

- Ability to relate well to children and adults.
- Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these.
- Ability to work with own initiative without supervision.
- Ability to self-evaluate learning needs and actively seek learning opportunities.
- Understanding of relevant policies/codes of practice and awareness of relevant legislation.

General understanding of the National Curriculum and other learning programmes/ strategies.

- Good understanding of child development and learning
 - Effective use of ICT to support learning and communication (desirable).
- Use of other technology; photocopier, inter-active whiteboard.

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- Familiarity with electronic databases e.g. SIMS, Class Charts (desirable).

- Be organised and show initiative

Be a reliable team member with a sense of humour

- Have the desire to make a difference to our most wonderful students

This job description is not exhaustive and will be reviewed regularly. From time to time, the post holder may be asked to carry out other duties, as directed by the Headteacher, commensurate with the grading of the post.

February 2024