



ST TERESA
of **CALCUTTA**
Catholic Academy Trust



Teaching Assistant - Level 3

Salary:	Grade 5: Scale Points 12-17 Full time Salary: £26,421 - £28,770 Actual Salary (Pro-rated) £20,138.74 – £21,929.21)
Full Time:	32.5 hours 8.30-3.30pm
Term of contract:	Permanent
Required for:	As soon as possible

St Gregory's RC Primary School is seeking to appoint a highly skilled teaching assistant to join our friendly staff team.

The post-holder will be required to support our pupils under the direction of the class teacher.

It is essential that any new members of staff share our aims and have high expectations of all children. The successful candidate would need to be able to work effectively as part of a team and independently, using their own initiative. They will demonstrate a commitment to promote children's achievement.

We will offer you:

- a warm and welcoming school with a strong Catholic ethos that values each individuals' abilities and uniqueness;
- children who are friendly, eager to learn and have a positive attitude to school life;
- an opportunity for you to make a real difference in the lives of young people;
- a genuine commitment to professional development.

This school is committed to safeguarding and promoting the wellbeing of all children, and expects our staff and volunteers to share this commitment. The post will be subject to an enhanced Disclosure and Barring Service check, a Prohibition from Teaching check, all qualifications verified and references will be taken up prior to the time of the interview.

- 1) Support pupils' learning activities
- 2) Help to keep children safe
- 3) Promote positive behaviour
- 4) Develop and promote positive relationships with children, adults and other practitioners
- 5) Support the development and effectiveness of work teams
- 6) Reflect on and develop practice
- 7) Use information and communication technology to support pupils' learning
- 8) Plan, deliver and evaluate teaching and learning activities under the direction of a teacher, including to cover for short-term teacher absence
- 9) Contribute to the planning, delivery and evaluation of teaching and learning activities under the direction of the teacher, including covering for short-term teacher absence.
- 10) Support literacy development
- 11) Support numeracy development
- 12) Observe and promote pupil performance and development
- 13) Contribute to assessment for learning
- 14) Prepare and maintain the learning environment
- 15) Provide displays
- 16) Invigilate tests and examinations
- 17) Contribute to maintaining pupil records
- 18) Monitor and maintain curriculum resources
- 19) Escort and supervise pupils on education visits and out-of-school activities
- 20) Liaise with parents, carers and families
- 21) Promote children's well-being and resilience

OTHER SUPPORT DUTIES

- 22) Support children and young people during transitions in their lives
- 23) Support implementation of the early years curriculum (if required)
- 24) Support teaching and learning in a curriculum area
- 25) Provide literacy and numeracy support to enable pupils to access the wider curriculum
- 26) Contribute to the prevention and management of challenging behaviour in children and young people
- 27) Assist in the administration of medication (if required)
- 28) Enable young people to be active citizens
- 29) Lead an extra-curricular activity

PERSON SPECIFICATION

Job Title

TEACHING ASSISTANT LEVEL 3

MINIMUM ESSENTIAL REQUIREMENTS		METHOD OF ASSESSMENT
SKILLS AND COMPETENCY		
1.	Ability to provide effective support during learning activities through use of appropriate strategies for motivate and challenge pupils	Interview/Application form
2.	Ability to interact with, listen to and positively encourage pupils to learn	Interview/Application form
3.	Ability to deal with respond calmly and promptly to incidents, safeguarding issues and challenging behaviour, in accordance with role and responsibilities	Interview/Application form
4.	Ability to supervise children and young people safely, adapting the learning environment where required according to needs, abilities, and agreed procedures	Interview/Application form
5.	Ability to apply agreed behaviour strategies, responding appropriately to incidents in accordance with role and responsibilities	Interview/Application form
6.	Ability to provide constructive feedback on a range of issues to colleagues and other professionals	Interview
7.	Ability to communicate effectively with children/young people and adults, adapting communications styles and approaches to individual needs, abilities and situations. Ability to foster positive relationships between children/young people and with other adults and to recognise and encourage resolution of issues.	Interview/Application form

MINIMUM ESSENTIAL REQUIREMENTS		METHOD OF ASSESSMENT
8.	Ability to work effectively as part of a team through information-sharing, feedback, problem-resolution and support	Interview/Application form
9.	Ability to use self-evaluation and reflection to learn and develop practice	Interview
10.	Ability to operate ICT resources safely and effectively as a learning resource. Ability to access and use learning programmes and information, and to encourage and support ICT during learning activities, feeding back on pupils' progress and response.	Interview/Application form
11.	Ability to plan and deliver teaching and learning activities to complement, reinforce or extend teaching and learning delivered by the teacher, including when working with the whole class, under the direction of the teacher or accordance with arrangements made by the head teacher	Interview/Application form
12.	Ability to monitor and provide feedback on pupil participation and progress and evaluate own contribution to the learning activity	Interview
13.	Ability to structure learning activities, select and prepare learning resources with due regard for ability, inclusion and diversity and learning objectives	Interview/Application form
14.	Ability to work collaboratively with the teacher, colleagues and other professionals to support teaching, learning, well-being and transitions	Interview/Application form
15.	Ability to identify the purpose of learning displays and devise design and content accordingly. Ability to create the display with due regard for safety and future maintenance, and to evaluate its effectiveness	Interview

MINIMUM ESSENTIAL REQUIREMENTS		METHOD OF ASSESSMENT
Knowledge/Experience/Qualifications/Training etc		
1.	Knowledge and understanding of children and young people (in relevant age groups)'s expected patterns of development including physical development, communication, intellectual development and learning, social, emotional and behavioural development.	Interview/Application form
2.	Knowledge and understanding of the relevant school curriculum and age-related expectations of pupils	Interview/Application form
3.	Awareness of inclusion principles, impact of cultural, social and gender based influences on pupils, and their implications for supporting teaching and learning activities	Interview/Application form
4.	Knowledge and understanding of effective communication strategies and approaches to fostering positive relationships in a variety of settings.	Interview/Application form
5.	Awareness of safeguarding principles and safe working practices	Interview/Application form
6.	Be familiar with and able to set in motion accident/emergency, safety, safeguarding and welfare procedures, according to school/setting policies and procedures	Interview
7.	Knowledge and understanding of a range of professional and educational software packages	Interview/Application form
8.	Knowledge and understanding of procedures for maintaining appropriate pupil records	Interview/Application form
9.	Knowledge and understanding of literacy and numeracy strategies for relevant age groups.	Interview/Application form

10.	Awareness of the SEN Code of Practice and of its implications in practice	Interview/Application form
11.	Holder, working towards or willing to work towards a nationally recognised qualification at Level 2 or above in English/literacy and mathematics/numeracy	Application form
12.	Relevant experience of working with and/or caring for children within specified age range/subject area	Application form
13.	Holder, working towards or willing to work towards an NVQ Level 3, BTEC Level 3 or equivalent in Teaching Assistant or Supporting Teaching and Learning in Schools	Application form

STAGE TWO Will only be used in the event of a large number of applicants meeting the minimum essential requirements

ADDITIONAL REQUIREMENTS		METHOD OF ASSESSMENT
Knowledge/Experience/Qualifications/Training, etc		
1.	Knowledge and understanding of assessment for learning strategies	Interview/Application form
2.	Knowledge and understanding of managing change and transitions with pupils	Interview/Application form
3.	Experience of supporting teaching and learning in specific curriculum areas or leading extra-curricular activities	Interview/Application form

Note to Applicants: **Please try to show in your application form, how best you meet these requirements**