

JOB DESCRIPTION & PERSON SPECIFICATION

ORGANISATION: St Cuthbert's Roman Catholic Academy Trust

SCHOOL: St Mary's Market Weighton

JOB TITLE: Teaching Assistant SEN **GRADE: 4**
Supporting and Delivering Learning

REPORTING TO: Exec Head, Head of School, Classroom Teacher

PURPOSE: To work under the instruction/guidance of teaching/senior staff to undertake work/care/support programmes, to enable access to learning for pupils and to assist the teacher in the management of pupils and the classroom. Work may be carried out in the classroom or outside the main teaching area.

PRINCIPAL ACCOUNTABILITIES: Main Tasks/ Duties/ Responsibilities.

SUPPORT FOR PUPILS

1. Supervises and provides particular support for pupils, including those with special needs, ensuring their safety and access to learning activities.
2. Assists with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes.
3. Establishes constructive relationships with pupils and interacts with them according to individual needs.
4. Promotes the inclusion and acceptance of all pupils.
5. Encourages pupils to interact with others and engage in activities led by the teacher.
6. Sets challenging and demanding expectations and promotes self-esteem and independence.
7. Provide feedback to pupils in relation to progress and achievement under guidance of the teacher.

SUPPORT FOR TEACHERS

8. Creates and maintains a purposeful, orderly and supportive environment, in accordance with lesson plans and assists with the display of pupils' work.
9. Uses strategies, in liaison with the teacher, to support pupils to achieve learning goals.
10. Assists with the planning of learning activities.
11. Monitors pupils' responses to learning activities and accurately records achievement/progress as directed.
12. Provides detailed and regular feedback to teachers on pupils achievement, progress, problems etc.
13. Promotes good pupil behaviour, dealing promptly with conflict and incidents in

	line with established policy and encourage pupils to take responsibility for their own behaviour.
14	Participates in discussions with parents/carers under the general direction of a teacher.
15	Administers routine tests and invigilates exams and undertake routine marking of pupils' work.
16	Provides clerical/admin. support e.g. photocopying, typing, filing, money, administer homework etc.
SUPPORT FOR THE CURRICULUM	
17	Undertakes structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses.
18	Undertakes programmes linked to local and national learning strategies e.g. literacy, numeracy, KS2, KS1, early years recording achievement and progress and feeding back to the teacher.
19	Supports the use of ICT in learning activities and develop pupils' competence and independence in its use.
20	Prepares, maintains and use equipment/resources required to meet the lesson plans/relevant learning activity and assists pupils in their use.
SUPPORT FOR THE SCHOOL	
21	Is aware of and complies with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
22	Is aware of and supports difference and ensure all pupils have equal access to opportunities to learn and develop.
23	Contributes to the overall ethos/work/aims of the school.
24	Appreciates and supports the role of other professionals.
25	Participates in training and other learning activities and performance development as required and attends and participates in relevant meetings as required.
26	Assists with the supervision of pupils out of lesson times, including before and after school and at lunchtime.
27	Accompanies teaching staff and pupils on visits, trips and out of school activities as required and takes responsibility for a group under the supervision of the teacher.

GENERAL:

1. The above principal accountabilities are not exhaustive and may vary without changing the character of the job or level of responsibility.
2. The above duties may involve having access to information of a confidential nature, which may be covered by the Data Protection Act. Confidentiality must be maintained at all times.
3. The postholder must be flexible to ensure the operational needs of the Trust are met. This includes the undertaking of duties of a similar nature and responsibility as and when required, throughout the various work places in the Trust.
4. To promote the Trust's Equal Opportunity Employment Policy.

- | | |
|----|--|
| 5. | The Health and Safety at Work etc. Act (1974) and other associated legislation places responsibilities for Health and Safety on all employees. Therefore, it is the post holder's responsibility to take reasonable care for the Health, Safety and Welfare of him/herself and other employees in accordance with legislation and the Trust's Health & Safety Policy and Programme. Specific details are outlined in the Trust's Health & Safety Policy. |
| 6. | Where the postholder is disabled, every effort will be made to supply all the necessary employment aids, equipment or adaptations to enable him/her to perform the full duties of the job. If, however, a certain task proves to be unachievable then job redesign will be given full consideration. |

CONTEXT:

The Trust has a strong commitment to developing a positive culture of high standards, expectations, achievements and meeting individual pupil needs and aspirations.

The Trust contribution to pupils and community development will be pivotal in achieving city-wide objectives in increasing social inclusion.

Teaching Assistants play a key role in the delivery of broad based and relevant curriculum to meet individual pupil needs.

KNOWLEDGE/EXPERIENCE/SKILLS/QUALIFICATIONS/MENTAL SKILLS:

- | | |
|-----|---|
| 1. | Completion of DfES Teacher Assistant Induction Programme or NVQ 2 for Teaching Assistants or equivalent qualifications or experience. |
| 2. | Experience of working with or caring for children of relevant age. |
| 3. | Good numeracy/literacy skills (Level 2 or above). |
| 4. | Ability to form and maintain appropriate relationships and personal boundaries with children and young people. |
| 5. | First aid training/training as appropriate. |
| 6. | Training in the relevant learning strategies e.g. literacy and numeracy. |
| 7. | Effective use of ICT to support learning. |
| 8. | Use of other equipment technology – video, photocopier. |
| 9. | Understanding of relevant policies/codes of practice and awareness of relevant legislation. |
| 10. | General understanding of national/foundation stage curriculum and other basic learning programmes/strategies. |
| 11. | A knowledge and commitment to safeguarding and promoting the welfare of children and young people. |
| 12. | Motivation to work with children and young people. |

WORKING RELATIONSHIPS:

INTERNAL

All school staff, pupils, parents, Trustees, the community.

EXTERNAL

Educational support staff, educational support services, other schools and educational establishments, the Trust, other public services and community representatives.

DECISION MAKING:

Makes decisions in connection with all principal accountabilities listed, within current school policies and procedures.

CHALLENGES AND KEY FEATURES:

1. To help raise standards of learning for pupils.
2. To develop and maintain positive relations with pupils and parents/carers.
3. To be committed and motivated to the objective of raising achievement in the school.
4. To have a flexible approach to work as the postholder may be required to alter their hours to meet the operational needs of the school.

INTERPERSONAL SKILLS: Caring/training/communication/persuasive/motivating/counselling skills.

1. Basic understanding of child development and learning.
2. Ability to self-evaluate learning needs and actively seek learning opportunities.
3. Ability to establish good professional and effective working relationships with a range of partners/colleagues and pupils at a variety of levels.
4. Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these.

PERSON SPECIFICATION: Teaching Assistant Level 2 Supporting and Delivering Learning – Grade 4

<u>REQUIREMENTS</u>	<u>ESSENTIAL</u>	<u>HOW IDENTIFIED</u>	<u>DESIRABLE</u>	<u>HOW IDENTIFIED</u>
RELEVANT EXPERIENCE	Experience of working with or caring for children of relevant age.	Application Form Interview References	Supporting children with English as an additional language Has undertaken structured teaching programmes adjusting activities according to pupils responses	Application Form Interview References Application Form References
QUALIFICATIONS	First aid training/training as appropriate or willingness to complete	Application Form and Certificates	Level 2 or above in English and Maths Any language qualification Completion of DfES Teacher Assistant Induction Programme. NVQ 2 for Teaching Assistants or equivalent qualifications or experience.	Application Form and Certificates Application Form and Certificates Application Form and Certificates Application Form and Certificates



SKILLS	Ability to form and maintain appropriate relationships and personal boundaries with children and young people.	Interview and References	Ability to work independently with groups of pupils inside and outside the main classroom	Application Form and References
	Motivation to work with children and young people.	Interview		
	Good numeracy/literacy skills.	Application Form Interview and Certificates		

KNOWLEDGE	A knowledge and commitment to safeguarding and promoting the welfare of children and young people.	Interview and References	An awareness of Foundation Stage, Key Stage 1 & 2 curriculum	Application Form and Interview
	Training in the relevant learning strategies e.g. literacy.	Application Form and Interview	An understanding of the challenges EAL children face	Application Form and Interview
	Effective use of ICT to support learning.	Application Form	Training or experience relevant to supporting children with EAL	Application Form Interview and References
	Use of other equipment technology – video, photocopier.	Application Form		
	Understanding of relevant policies/codes of practice and awareness of relevant legislation.	Application form and Interview		
	General understanding of national/foundation stage curriculum and other basic learning programmes/strategies.	Application Form and Interview		

INTERPERSONAL/ COMMUNICATION SKILLS	Ability to establish good professional and effective working relationships with a range of partners/colleagues and pupils at a variety of levels.	Application Form Interview and References	Enthusiasm and commitment to raise standards	Interview
	Basic understanding of child development and learning.	Interview	Good organisational skills	Application Form and References
	Ability to self-evaluate learning needs and actively seek learning opportunities.	Interview and References	Positive approach to behaviour management	Interview and References
	Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these.	Interview and References	Bi-lingual/multi lingual skills	Application form and References
PHYSICAL CHARACTERISTICS (If appropriate)	If there are no relevant requirements this section should be removed from the person spec.			
DISCLOSURE OF CRIMINAL RECORD (Please see attached for	Declaration of full details of everything on candidate's criminal record.	<u>Application Form (after shortlisting).</u>		

	<p>The successful candidate's appointment will be subject to the Trust obtaining a satisfactory Enhanced & Barring List Disclosure from the Disclosure & Barring Service (DBS)*.</p>	<p><u>Disclosure & Barring Service (successful candidate only).</u></p>		
--	--	---	--	--

Prepared by: Nicola Marrow
Designation: St Cuthbert's HR Manager

DISCLOSURE OF CRIMINAL RECORD
Information Sheet

Level of Disclosure For Post	What Information the Trust Requires
<u><i>Declaration of unspent convictions</i></u>	If you have a criminal record, you are required to provide, with your job application form, details of anything on your record which is unspent ¹ under the Rehabilitation of Offenders Act.
Basic	<p>You are required to provide, with your job application form, details of any unspent convictions. You are also required to provide the Trust with details of any prosecutions pending.</p> <p>If you are offered the post, this will be subject to you receiving a satisfactory Basic Disclosure from Disclosure Scotland. As the Trust do not receive a copy of a Basic Disclosure you will be required to present the disclosure to the Recruitment Team.</p>
Standard Disclosure	<p>You are required to provide, with your job application form, full details of everything on your criminal record, including details of all spent¹ convictions. You are also required to provide the Trust with details of any prosecutions pending</p> <p>If you are offered the post, this will be subject to the Trust obtaining a satisfactory Standard Disclosure from the Disclosure & Barring Service (DBS). The DBS will also send you a copy of the Disclosure. This will give details of everything on your criminal record, including cautions, reprimands and final warnings, as well as convictions.</p>
Enhanced Disclosure	<p>You are required to provide, with your job application form, full details of everything on your criminal record, including details of all spent¹ convictions. You are also required to provide the Trust with details of any prosecutions pending.</p> <p>If you are offered the post, this will be subject to the Trust obtaining a satisfactory Enhanced Disclosure from the Disclosure & Barring Service (DBS). The DBS will also send you a copy of the Disclosure. This will give details of everything on your criminal record, including cautions, reprimands, final warnings, convictions and any other information held by the police which is relevant to the position you have applied for.</p>
Enhanced Disclosure & Barring List Check	<p>You are required to provide, with your job application form, full details of everything on your criminal record, including details of all spent¹ convictions. You are also required to provide the Trust with details of any prosecutions pending. A check will be made of the relevant government barred lists (children and/or adults). If you are offered the post, this will be subject to the Trust obtaining a satisfactory Enhanced Disclosure from the</p>

	Disclosure & Barring Service (DBS). The DBS will also send you a copy of the Disclosure. This will give details of everything on your criminal record, including cautions, reprimands, final warnings, convictions and any other information held by the police which is relevant to the position you have applied for.
--	---

Notes:

- 1 The table at the end of this information sheet gives details of what is meant by "spent" and "unspent". If you are still unclear as to what information you should provide, please contact Employee Services for advice
- 2 If a person is convicted of an offence against a child and a qualifying sentence is imposed by a senior court in respect of the conviction, the court must order the individual to be disqualified from working with children, unless, given all the circumstances, the court is satisfied that it is unlikely that the individual will commit any further offence against a child.

The same applies to charges/convictions for equivalent armed forces offences.

The Trust must not knowingly offer work in a regulated position to anyone who is the subject of a Disqualification Order. It is also illegal for anyone who is the subject of a Disqualification Order to apply for work in a regulated position.

- 3 In this context, "satisfactory" means containing no offences relevant to the post, which would render you unsuitable
- 4 The Disclosure & Barring Service (DBS) is a Government agency which handles the Disclosure Service through which criminal record information can be checked by potential employers and other organisations. Further details about the DBS, including their Code of Practice, are available from their website at www.DBS.gov.uk or from: DBS, PO Box 91, Liverpool L69 2UH.

Government Department Lists

The DBS's Standard Disclosure and Enhanced Disclosure include, where relevant, a check against Government Department lists of people unsuitable for work with children and vulnerable adults e.g. Department for Education and Skills' List 99 or Department of Health's Protection of Children Act List (PoCAL)

Obtaining A DBS Disclosure

If you are offered the post, the Employee Services Recruitment team will let you know what needs to be done.



If a Standard or Enhanced Disclosure is required, you will be asked to sign a DBS Disclosure application form and to provide verification of your identity. You will receive a copy of the information the DBS discloses to the Trust.

Costs

The DBS charges a fee for each Disclosure. Where the Disclosure is required by the Trust, the Trust will pay the fee.

SPENT/UNSPENT CONVICTIONS -REHABILITATION PERIODS

The following sentences become spent after fixed periods from the date of the conviction (not the completion of the punishment).

Sentence¹	Rehabilitation Period People aged 17 or under when convicted	Rehabilitation Period People aged 18 or over when convicted
Prison sentences ² of 6 months or less	3½ years	7 years
Prison sentences of more than 6 months to 2½ years	5 years	10 years
Borstal (abolished in 1983)	7 years	7 years
Detention Centres (abolished in 1988)	3 years	3 years
Fines, compensation, probation ³ , community service/community punishment orders, combination orders ⁴ , action plan, drug treatment and testing and reparation orders	2½ years	5 years
Absolute discharge	6 months	6 months

The Crime and Disorder Act 1998 introduced a new custodial sentence for young people with different rehabilitation periods:

Sentence	Rehabilitation Period People aged 12,13 or 14 when convicted	Rehabilitation Period People aged 15,16 or 17 when convicted
Detention and training order of 6 months or less	1 year after the order expires	3½ years
Detention and training order of more than 6 months	1 year after the order expires	5 years

With some sentences the rehabilitation period varies:

Sentence	Rehabilitation period
Probation ⁵ , supervision, care order, conditional discharge and bind-over	1 year or until the order expires (whichever is longer)
Secure training (abolished in 2000) and attendance centre orders	1 year after the order expires
Hospital order (with or without a restriction order)	5 years or 2 years after the order expires (whichever is longer)
Referral order	Once the order expires

¹ Cautions, reprimands and final warnings become spent immediately

² Including suspended sentences, youth custody and detention in a young offender institution

³ For people convicted on or after 3.2.95. Probation orders are now called community rehabilitation orders

⁴ Combination orders now called community punishment and rehabilitation orders

⁵ For people convicted before 3.2.95