



HOLY CROSS CATHOLIC PRIMARY SCHOOL

"On a Learning Journey to Fullness of Life"

JOB DESCRIPTION

PostTitle: TeachingAssistant–special responsibilityfor Special Educational Needs

Reports to: SENCo

INTRODUCTION

This job description is founded on the principles as expressed in our Mission Statement.

All staff are employed by the governing body under the terms and conditions of the Catholic Education Service contract.

Members of staff should at all times work within the framework provided by the school's policy statements to fulfil the general aims of the School Improvement Plan.

SPECIFIC RESPONSIBILITIES

Support for the pupil

- Promote the safety and wellbeing of pupils, and help to safeguard pupils' well-being by following the requirements of Keeping Children Safe in Education and our school's child protection policy, ensuring that prompt reporting of any concerns is made to the Designated Safeguarding Lead.
- Work on a one-to-one basis with a child to support them with their Education, Health and Care Plan (EHCP)
- Contribute to written progress records for the child under the direction of the SENCO
- Ensure that the catholic ethos and vision of the school underpins all elements of practice
- Maintain the core values of the school, both inside and outside the classroom
- Support the class teacher to ensure assessment for learning is central to all aspects of children's learning
- Support pupils' in their individual learning and development in order to enable each individual child to fulfil their potential
- Support children and class teachers in providing a stimulating, interactive, engaging environment

- Deliver a variety of intervention strategies to enable pupils to develop their core skills and thus improve their achievement and attainment across the curriculum
- Be actively involved in the planning and assessment process adhering to the school assessment policy
- Provide feedback to pupils in relation to progress and achievement on a regular basis
- Ensure that all pupils progress is closely monitored and feedback to the class teacher and/or parent as required
- Liaise effectively with parents and attend parents evening as required
- Deal with minor incidents and the health and hygiene of the children when required
- To carry out playground duties as required
- Work with SENCO, Lead Behaviour Practitioner and other teachers to develop and implement IEP's and individual targets
- Promote the inclusion and personalised learning within the classroom

Support for the teacher

Support class teachers in a variety of practical ways, when required:

- mounting work
- putting up backing paper
- photocopying
- marking
- tidying up
- filing
- preparing resources
- setting up displays
- preparing school trips
- covering books

Other responsibilities

- Cover for colleagues in their absence
- Attend staff meetings when required
- Participate in the development review system for the appraisal of their own performance, or that of other staff
- Regularly reviews own practice, sets personal targets and takes responsibility for own personal development
- Undertake any other relevant tasks as required by the Head teacher according to the needs of the school

PERSON SPECIFICATION

CRITERIA	QUALITIES
Qualifications and experience	<ul style="list-style-type: none"> ● Level 2 or 3 Certificate in Supporting Teaching and Learning in Schools, Level 3 Diploma in Childcare and Education, or other relevant qualification in nursery work or childcare (or willingness to work towards a qualification if not already held) ● GCSEs at grades 9 to 4 (A* to C) including English and maths ● Experience of supporting children with a range of special educational needs
Skills and knowledge	<ul style="list-style-type: none"> ● Good literacy and numeracy skills ● Good organisational skills ● Ability to build effective working relationships with pupils and adults ● Knowledge of how to help adapt and deliver support to meet individual needs ● Understanding of the educational welfare and social needs of children ● Working knowledge of implementing Individual Provision Plans ● A knowledge of some of the emotional, behavioural and social difficulties that may create a barriers to learning ● Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils ● Excellent verbal communication skills ● Active listening skills ● The ability to remain calm in stressful situations ● Knowledge of guidance and requirements around safeguarding children ● Good ICT skills, particularly using ICT to support learning ● Understanding of roles and responsibilities within the classroom and whole school context
Personal qualities	<ul style="list-style-type: none"> ● Enjoyment of working with children ● Sensitivity and understanding, to help build good relationships with pupils ● An ability to maintaining confidentiality at all times ● An ability to develop positive relationships with children, valuing their diversity, in order to enhance their learning and social development ● Proven written and oral communication skills ● Numeracy and literacy skills to effectively support the pupils ● The ability to form and maintain good working relationships with teachers, pupils and parents and be able to work in a team ● The ability to work with a range of professionals from external agencies ● The ability to remain calm in challenging situations and to ask for help when needed
Commitment	<ul style="list-style-type: none"> ● A commitment to uphold the school's vision, values and staff code of conduct ● A commitment to equal opportunities and assisting the school in raising achievement for all its pupils. ● A commitment to becoming familiar with and applying whole school policies, procedures and standards and be willing to implement them in a consistent manner ● A commitment to attend in-service and external training courses and to develop and update knowledge and skills as required