

Teaching Assistant

The role

We have an exciting opportunity for a Teaching Assistant to join our school. The successful candidate will be passionate in working with our children and families to make a difference for them to our children. We are looking to recruit a colleague with both the commitment and relevant skills to embody our culture, enthuse students, and help to raise standards throughout the school. The successful candidate will join the school at an exciting time. Having been judged as 'Good' by Ofsted in December 2021, we are eager to continue on our school improvement journey – and we look forward to having you on this journey.

The successful candidate will:

- Be able to work collaboratively with teaching staff and work with other support staff to enhance the development and education of children in accordance with the aims and policies of the school.

Our School

The Catholic High School, Chester is an academy where we all strive for excellence. We have a real sense of community, and being part of the community is incredibly important to us. As part of our school improvement journey, we have clear plans to ensure that outcomes continue to improve. Our team approach is evident in everything that we do, and this has been a key factor in securing school improvement in recent years.

We firmly believe in the importance of all of our students achieving a Quality First Education, which in turn enables our students to believe that they can achieve whatever they want to with hard work, determination and self-motivation.

What we offer

You will be part of the school's SEND team, supporting the SENCO and Teaching Staff to enable the student to get the best out of their time at school, to support them throughout their journey to reach their full potential.

As part of The Catholic High School, Chester you will be open to opportunities to develop as an individual within the school through our Training Programme. The value of being part of our team should not be underestimated, joining The Catholic High School, Chester will mean that you will be part of a supportive and dedicated group of staff who will invest in your professional development. This is a fantastic opportunity to develop your abilities and knowledge whilst working in a supportive environment in conjunction with other very dedicated and professional staff.



The role is Permanent Role over 39 weeks a year (Term Time) paid over 12 months. 32.5 hours a week 8.15am to 3.15pm

Pay – Grade 6 SCP 11 – 17 £24,054 - £26,845 fte (pro rata for 39 weeks £18,643 -£20,806) depending on experience

For further information, please have a look at our website www.christofidelis.org.uk

Closing date: 3pm Tuesday 5th December

Interviews will take place in the week following this

Further details and an application pack are available from the vacancies page on our website:

[Vacancies - The Chester Catholic High School \(christofidelis.org.uk\)](http://www.christofidelis.org.uk)

Applications should be returned via email to: Andrew Kilcoyne, Business Manager
kilcoynea@christofidelis.org.uk

The Catholic High School, Chester is committed to safeguarding and promoting the welfare of all of our students, and expect all staff and volunteers to share this commitment. An enhanced DBS check applies to all roles.

The Catholic High School Job Description

Job Title:	Teaching Assistant – Grade 6 Specialist skills
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BASIC JOB PURPOSE: To work collaboratively with teaching staff and work with other support staff to enhance the development and education of children in accordance with the aims and policies of the school.

	Main Responsibilities
1	Undertake a specialist role using relevant expertise (for example in subject based areas or in relation to pupils with particular needs) to deliver and implement learning activities and programmes.
2	Plan and implement agreed learning activities for individual and groups of pupils, in collaboration with the teaching staff, to ensure that learning objectives and individual learning targets are achieved.
3	Co-ordinate the work of individuals or groups of teaching assistants so that the needs of particular projects and shared objectives for supporting individual or groups of pupils are met.
4	Observe and monitor individual pupils to provide accurate assessments of progress and problem areas for the compilation of reports, and to provide appropriate feedback to pupils, parents and other staff.
5	Liaise with parents/carers and other professional staff and outside agencies to ensure effective communication concerning the maintenance of pupils' well being
6	Access and update the full range of pupil records to facilitate assessment of pupils' progress.
7	Prepare and maintain classroom resources (including control of stock within the classroom) so that they are readily available for use.
8	Display and present the pupils' work and displays so that it enhances the school / classroom environment and celebrates achievement.
9	Supervise the activities of individual or groups of pupils, both in and out of the classroom (including educational visits), to ensure their safety and facilitate their physical and emotional development in accordance with the school's managing behaviour strategies.
10	Attend staff and other meetings and participate in staff training development work and staff reviews as required.
Notwithstanding the detail in this job description, in accordance with the School's Flexibility Policy the job holder will undertake such work as may be determined by the Headteacher/Governing Body from time to time, up to or at a level consistent with the Main Responsibilities of the job.	

RESPONSIBILITY FOR SUPERVISION / DIRECTION / COORDINATION OF EMPLOYEES

Employees directly supervised by jobholder

Not applicable

Other Employees supervised by jobholder (not in a direct line relationship)

Number and FTE	Levels / grades	Types of work	Where based
Whole TA team	Teaching Assistants and other school staff	Supporting the individual pupils in the classroom. Training and support provided where applicable	Within the same school

What does the supervision of these employees involve? (Demonstrating, guiding and training)

The jobholder is responsible for devising and organising programmes of work within the specialist area of expertise. The jobholder allocates tasks and checks the quality of work output to support the delivery of pupil learning activities within the classroom.

Also, shared contribution as part of the school induction for providing practical instruction and guidance in school procedures, the individual requirements of pupils, and support in initial classroom routines and procedures - this can also include supply teaching staff.

Does the job involve supervision, direction or management of people who are not employees? *e.g. contractors, students on secondment*

No and FTE	Levels / grades	Types of work	Where based
Various placements of a few weeks duration throughout the year	Trainees: student teachers and NVQ level 2/3 Teaching Assistants	Classroom duties	Same classroom

What does the supervision of these employees involve?

Trainees: Jobholder has shared role to allocate tasks and check the quality and output of work, offers guidance and information on individual pupils including any special educational needs, and provides positive student encouragement during the placement together with verbal feedback to the line manager regarding the students' progress.

Does the jobholder develop policy or provide advice and information which impacts on the supervision / direction / coordination of employees?

No

2 RESPONSIBILITY FOR FINANCIAL RESOURCES

Financial responsibility	Value of the financial resource (p.a.)	How often is the duty performed?
Occasionally source resources to support students' academic and / or emotional wellbeing	N/A	N/A

Does the jobholder develop policy or provide advice and information which impacts on financial resources?

Yes

If yes, give details

Shared responsibility for making materials / resources expenditure recommendations within specialist subject area.

3 RESPONSIBILITY FOR PHYSICAL RESOURCES

4 RESPONSIBILITY FOR IMPACT ON PEOPLE

Task/Duty	Who benefits?	How they benefit?
<p>Undertake a specialist role using relevant expertise (for example in subject based areas or in relation to pupils with special needs) to deliver and implement differentiated learning activities in collaboration with teaching staff. This includes the preparation and implementation of individual, group and some whole class learning activities, pupil/small group class withdrawal for learning reinforcement and lesson adaptation across a variety of subject areas.</p> <p>Compile Individual Education Plans and Pupil Passports in conjunction with teaching staff/Special Education Needs Co-ordinator; ensure that individual learning targets and step expectations are achieved; monitor the needs and development of pupils and undertake pupil assessment. Report on pupil progress, liaise and meet with parents or carers to provide educational feedback and/or discuss special needs and behavioural issues encountered.</p>	<p>Parents, carers and pupils</p>	<p>To achieve the most appropriate learning outcomes and to develop the potential of all children in accordance with school policies and statutory requirements</p>
<p>Supervise the activities of individuals and groups of pupils both in and out of the classroom - e.g. break and lunchtime supervision of students in the Autism Resource Base, Trinity area, organised activities off site etc. Provide effective pupil support and ensure that behavioural corrective action is taken promptly.</p>	<p>All pupils</p>	<p>Ensure the safety and well being of pupils at all times</p>
<p>Liaise with external agencies, i.e. medical and health professionals, Social Workers, Education Welfare Officers, Speech and Language therapists, Hearing and Visually Impaired etc.</p>	<p>Pupils</p>	<p>Ensure effective communication as part of the multi-agency support for pupils</p>

Does the Jobholder develop policy or provide advice and information which impacts on people?

Yes

If Yes, give details:-

The jobholder contributes to the development of school practices and procedures which impact on the well being of children by providing guidance from own specialist subject area and by making suggestions and assisting in the monitoring, and evaluating of learning, behavioural and care practices.

5 KNOWLEDGE

Type of knowledge	What knowledge is essential?	Why are these needed?	How is it normally acquired?
Specialist Knowledge	<p>Specialist subject knowledge.</p> <p>To understand the underpinning principles of child development, differentiated rates of pupil progress, national curriculum requirements across Key Stages 3/4, assessment techniques, supervision and individual pupil requirements.</p> <p>Medical conditions e.g. autism, sensory impairment, epilepsy, asthma, diabetes, ADHD etc.</p> <p><i>Individual education/behaviour plans and student targets, inclusion statements and objectives.</i></p> <p>Communication techniques where appropriate e.g. Makaton, PECS, British Sign Language</p>	<p>To plan, develop and deliver differentiated learning programmes in a specialist subject area including the preparation and selection of appropriate learning resources.</p> <p>Understand the specialist needs of the pupils, adopt appropriate techniques, assess, monitor and record pupil progress and development.</p>	<p>NVQ level 3 or equivalent experience, in-service training and briefing.</p> <p>Specialist training in subject area.</p>
Organisational and service based knowledge	<p>Understand the role and contribution of other services e.g. medical and health professionals, Social Workers, Education Welfare Officers, Speech and Language therapists. Knowledge of confidentiality and information exchange protocols between agencies and educational institutions</p>	<p>Liaise with other professionals to ensure effective communication as part of the multi-agency support for pupils.</p>	<p>Experience and in-house training</p>
Equipment	<p>Specialist subject equipment, learning facilities and educational resources</p>	<p>Safe usage and operation, provide pupil instruction and supervision in safe usage, and carry out frequent visual checks of equipment and learning facilities</p>	<p>Experience induction and makers' instructions</p>
School procedures	<p>An understanding of school practices and procedures which impact on pupil supervision and care. This includes special educational needs policies and the provision of additional pupil support, e.g. readers for exams.</p>	<p>To follow school procedures and practices to meet legislative and external requirements</p>	<p>Experience and in-house training</p>
Legislation	<p>An awareness of Child protection, Health and Safety, and care legislation</p>	<p>Compliance with school standards and legislative requirements</p>	<p>Experience, in-house training and induction</p>

IT Skills	The use of ICT to support and enhance learning activities	Maintain pupil records, prepare worksheets and learning materials, set up ICT and audio visual equipment etc.	Experience and short courses
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How long would it take for a jobholder to become fully operational?

Total of 4-6 years incorporating 2-3 years experience in a school environment to acquire basic qualifications and an additional 2-3 years experience and training in specialist subject area.

6 MENTAL SKILLS

a) **What sort of situations/problems does the jobholder typically have to deal with?**

Give two examples of typical problems solved on a regular basis.

Example: Negotiate with teachers the precise parameters of learning programmes.

Interpret and translate exercises into practical learning activities, deliver and implement those programmes employing a range of approaches to learning, assess children’s responses and record progress for each individual pupil. Adjudge when to withdraw a pupil from the classroom for learning reinforcement, liaising with the classroom teacher first and foremost and the SENCO and remain sensitive to the principles of inclusive education.

Example: To respond to pupil behavioural problems.

Assess the potential for physical or emotional harm to the children, select the appropriate moment for intervention and adopt the correct approach in keeping with knowledge of the individual pupil. This can include physical restraint or removing the perpetrator in conjunction with other staff subject to the seriousness of the incident. Apply the most appropriate sanctions or censure to the circumstances and on all occasions, evaluate and record each incident.

b) **Give an example of the most difficult or demanding situation/problem the jobholder has to solve.**

Example: Deliver learning activities designated by teaching staff

Determine and select the most appropriate learning materials and resources to supplement an agreed learning exercise including differentiated work within a group. Plan the lesson content and sequence, determine the appropriate level of complexity taking into account pupils' ability and implement individual, group and some whole class learning activities. Adopt different learning

styles in order to achieve appropriate learning outcomes for each child in accordance with individual education plans. Encourage and motivate pupils to keep them on task and determine those in most need of individual attention. Evaluate and monitor pupil's responses throughout the learning exercise in order to determine whether to revise the level of complexity and provide input into future work programmes. It is important to be aware of the group dynamic as well as individual pupils and ensure that health and safety is maintained at all times.

c) *Approximately how often would the example in (b) occur?*

Ongoing

Mental Skill	Why Needed?
Judgment	To respond in the most appropriate manner and determine the most appropriate moment for intervention.
Planning	Prepare lesson worksheets and resources that take into account differentiated pupil abilities and learning outcomes.
Analytical	Undertake pupil assessment using appropriate techniques. Evaluate and monitor pupil's responses throughout learning exercises in order to determine whether to revise the level of complexity, which also provides input into future work programmes.
Research	Undertake regular research into specialist subject area, pupils' progress and special needs.

7 INTERPERSONAL AND COMMUNICATION SKILLS ESSENTIAL FOR THE JOB

Skill	Used for?	With whom?
Specialist Communication Skills Verbal and intuitive communication. This can include Makaton, PECs, British Sign Language	Deliver specialist programmes of learning, interpret and respond to individual and differentiated learning needs.	Pupils, and responding intuitively to the needs of professional teaching staff
Leadership	Provide clear class direction and instruction in order to achieve the maximum educational attainment of the pupils	Pupils and teaching assistants
Training	Plan and deliver programmes of differentiated learning to achieve necessary individual learning outcomes and for the educational and social development of pupils	Pupils
Influencing/persuading	To encourage the adoption of appropriate standards of behaviour, defuse any	Pupils

	potential confrontation and achieve given learning activities and outcomes	
Caring and counselling	As the first point of contact for pupils, provide informal pastoral support for pupils presenting a range of problems and/or referral to the appropriate teaching staff member	<i>Pupils</i>
Advice and guidance	Provide feedback on pupil progress and assist in the development of the precise parameters of learning programmes and adapt accordingly for the pupils	Medical and health professionals, Social Workers, Education Welfare Officers, Speech and Language therapists etc
Written	Accurately record pupil achievement/ progress as directed and contribute to annual pupil assessment reports	Parents, pupils, and to satisfy Ofsted requirements

8 PHYSICAL SKILLS ESSENTIAL FOR THE JOB

Physical skill	Used for?	Any precision/speed requirements?
Hand-eye co-ordination and manual dexterity	Use of a PC to locate learning materials and resources. Provide instruction and demonstrate safe usage of educational materials and subject specific equipment E.g. Food technology, ICT, Design Technology, Art materials and tools	Proficient use of basic ICT equipment and computer programmes

9 INITIATIVE AND INDEPENDENCE

Allocation of work

a) How is work allocated to the jobholder? The school timetable provides the basis for daily and weekly routines and support. The jobholder is required to prepare and deliver lesson activities in collaboration with school teaching staff in order to meet school learning programmes - this includes the withdrawal of small groups of pupils from the classroom for independent working and under the direct charge of the jobholder. The jobholder must also respond to requests from the Headteacher, other professionals and parents in order to meet ongoing school requirements.

b) What is a typical cycle for allocating work to the jobholder **eg hourly, daily, weekly?**
Weekly / daily for structured class activities.

Scope for initiative

c) How much freedom/discretion does the jobholder have to change:

the way work is done? (*e.g. recommending changes in policy, procedures, resources*)

To select the most appropriate resources, plan and adapt learning programmes and develop classroom procedures based on the learning capacities of special needs pupils and subject requirements.

The jobholder contributes to the development of school practices and procedures which impact on the well being of children by providing guidance from own specialist subject area and by making suggestions and assisting in the monitoring, and evaluating of learning, behavioural and care practices.

to allocate their time to duties?

To prepare, plan and implement programmes of learning in accordance with the weekly timetable.

d) *What is the level of guidance/instruction available?*

School policies and procedures, health and safety, guidance particular to specialist subject area, briefing and guidance from the school senior management team.

e) *What sort of direction, management or supervision is given to the jobholder?*

Meet regularly with teachers to discuss learning activities. Regular staff meetings and briefings including Inset activities.

f) Give three examples of problems or decisions the jobholder would be expected to deal with themselves without reference to a supervisor/manager. How often do these occur?

Expected problem	Nature of available guidance	Typical Frequency
To revise learning activities in response to pupils' progress and reactions	In accordance with specialist training and experience	<i>At least daily</i>
Pupil behavioural issues	School procedures and pupil behavioural plan	Daily

Unexpected problem	Nature of available guidance	Typical Frequency
Respond to parents' concerns and/or liaise with other professionals on aspects of pupil's special needs and learning.	In accordance with specialist training and knowledge of the individual pupil	<i>Weekly</i>

g) Give two examples of problems or decisions the jobholder would be expected to refer to their supervisor/manager. How often do these occur?

Problem or decision	Point of referral	Typical Frequency
To develop and review a programme of work to meet changes in the curriculum	To discuss the implications with line manager	Termly
Complaints received from a parent	Line manager	Several times per year
Inept or inappropriate teaching practice by school and/or supply teaching staff.	Line manager	1/2 times per year

10 PHYSICAL DEMANDS

Physical Demand	Typical Duration	How often?	Other details (e.g. how heavy?)
Pulling and pushing - pupils equipment, rearranging tables and classroom equipment	Short bursts	Several times throughout the working week	Awkward movement of bulky items

Leaning, bending and stretching whilst arranging displays, checking work and keeping pupils on task	Short bursts	Throughout the working day	
Assisting pupil participating in physical education/ exercises	1/2 hours	<i>Weekly</i>	
Pupil physical restraint	Couple of minutes	Several times per year	

11 MENTAL DEMANDS OF THE JOB

Nature of task	Mental Demand	Duration	Frequency
Prepare lesson plans with built-in contingency arrangements and reinterpret, adapt and deliver specialist learning activities	Concentration and attention to detail	<i>One hour</i>	Several times daily
Monitor and assess pupils' progress and keep them on task.		One hour	Several times daily
To access and update the full range of pupil records to facilitate assessment of pupils' progress. Prepare classroom for lesson activity and tidy away equipment after lesson activity.		Short periods	<i>Daily</i>
		Short periods	Daily
Awareness of needs of children with limited communication, medical, physical, and emotional difficulties. Supervise the activities of individual or groups of pupils, both in and out of the classroom (including educational visits) to ensure their safety	Alertness and general awareness	Short periods	Throughout the working day

To what extent is the job subject to work-related pressures e.g. regular deadlines, frequent interruptions, conflicting demands?

Nature of pressures / interruptions	Source	For how long?	How often?
<p>Interruptions - an inherent part of the job.</p> <p>Deadlines</p> <p>Conflicting demands</p>	<p>Individual requests from pupils, teaching staff, parents, external professionals etc</p> <p>To devise learning programmes and the preparation of resources/materials for timetabled lessons.</p> <p>To maintain pupil progress records.</p> <p>To mentally switch between the differentiated needs of pupils and to juggle pupil needs against statutory curriculum expectations</p>	<p>Few minutes</p>	<p>Throughout the working day</p>

12 EMOTIONAL DEMANDS

Nature of the task being performed by jobholder.	Behaviour / source of the emotional demand	Frequency (per day/wk/ month)
<p>To provide care, reassurance and dignified support to pupils, and to deal with inappropriate behaviour in accordance with school behaviour plans and policies. The jobholder is required to interpret student</p>	<p>Dealing with demanding behaviour, to work in a one to one relationship with special needs children and the application of sensitive and intimate child background knowledge.</p>	<p>Daily</p>

behaviour and address their personal needs/ stresses.		
Pupils openly confiding sensitive personal and domestic details.	Exposure to the intimate and disturbing detail of child abuse and protection issues, and to provide emotional support for staff colleagues.	Once or twice per year

13 WORKING CONDITIONS

Location of work	Proportion of time
Classroom	90%
Educational visits and outdoor activities	10%

- a) If the jobholder works outside, are they expected to work regardless of the weather or are alternative arrangements made e.g. work on other duties?

Possibly on educational visits

- b) What unpleasant environmental working conditions or behaviour from other people are met in performing the job? (See guidance notes for examples)

Working Condition or Behaviour from other people	How long does it last at any one time?	How often does it typically occur?
Rude, abrasive and uncooperative pupils and inappropriate behaviour.	Several minutes	Several times daily
Abusive and threatening behaviour from parents	Couple of minutes	Several times per year