



BISHOP HOGARTH
Catholic Education Trust

We are **HIRING!**

APPLICANT INFORMATION PACK



TEACHING ASSISTANT (LEVEL 3)

Christ at the Centre, Children at the Heart



Proud to be a part of the

DIOCESE OF Hexham & Newcastle

JOB DESCRIPTION

Post Title: Teaching Assistant – Level 3

Reporting to: Headteacher and Senior Leaders

Job Purpose: To work under the direction of teachers and senior staff within an agreed system of supervision, to implement agreed work programmes with both individuals or groups, in or out of the classroom. This will involve assisting the teacher in the whole planning cycle and the management and preparation of resources. This may also involve providing support in addressing the needs of pupils who need particular help in overcoming barriers to learning. You may also be required to supervise whole classes occasionally during the short-term absence of teachers.

Please note that successful applicants will be required to comply with all Trust policies.

The successful applicant will be subject to relevant vetting checks, including a satisfactory enhanced disclosure before an offer of appointment is confirmed. Following appointment the employee will be subject to re-checking as required from time to time by the Trust.

Bishop Hogarth Catholic Education Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.



JOB DESCRIPTION

In co-operation with the teacher and under the agreed educational plan, the post holder will carry out the following duties:

Support to pupils:

1. Implement agreed learning activities and teaching programmes, adjusting activities according to pupils responses and needs.
2. Assist in the planning and evaluation of learning activities with the teacher. Deliver learning activities for individuals and groups of pupils under the professional direction and supervision of a teacher, differentiating and adapting learning programmes to support the needs of pupils.
3. Alongside the teacher, plan and deliver small group interventions, with clear objectives and appropriate learning outcomes.
4. Assist with the development and implementation of EHC plans, behaviour plans and personal care programmes.
5. Establish productive working relationships with pupils, acting as a role model and setting high expectations.
6. Support pupils in their social and emotional well-being in implementing relevant social, health, and physical programmes, including for those with health, social and physical needs.
7. Promote acceptance and inclusion of all pupils.
8. Support pupils consistently whilst recognising and responding to their individual needs.
9. Encourage pupils to interact and work co-operatively with others and engage all pupils in activities.
10. Interact with pupils in ways that support the development of their ability to think and learn, including the use of careful questioning.
11. Provide feedback to pupils in relation to progress and achievement.
12. Support the use of ICT in learning activities and develop pupils competence and independence in its use.

Support to teachers:

12. Work with the teacher to establish an appropriate learning environment.
13. Monitor and record pupil responses and learning achievements and give appropriate feedback to teachers towards the overall assessment of pupil progress and attainment.
14. Support and assist in the development and implementation of appropriate behaviour management strategies.
15. Work with the teacher in lesson planning, evaluating and adjusting lessons and work plans as appropriate.
16. Be responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems and records as requested.

JOB DESCRIPTION

Support to teachers:

17. Undertake marking of pupils work and accurately record achievement and progress.
18. Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with the established policy and encourage pupils to take responsibility for their own behaviour.
19. Liaise sensitively and effectively with parents and carers as agreed with the Teacher within your role and participate in feedback meetings with parents, or as directed.
20. Supervise and assess routine tests and invigilate tests.

Support to school:

23. Have an understanding of both school and Trust policies and procedures.
24. Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection and report all concerns to an appropriate person.
25. Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
26. Contribute to the schools aims and the Trust's virtues, vision and values.
27. Establish constructive relationships and communicate with other agencies and professionals, in liaison with the teacher, to support achievement and progress of pupils.
28. Attend and participate in relevant meetings as required.
29. Recognise own strengths and areas of expertise and use these to advise and support others.
30. Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate.
31. Participate in training and other learning activities including performance development as required.
32. Assist in escorting and supervising pupils on educational visits and out of school activities as required with appropriate responsibility.
33. To safeguard and promote the welfare of children for whom you have responsibility or come into contact with and adhere to all specified policies and procedures.
34. Any other duties of a similar nature related to the post which may be required from time to time.
35. To carry out your duties with full regard to the Trust Equality Policy.
36. Comply with Health and Safety policies and procedures, including reporting any incidents, hazards or accidents and take a pro-active approach to health and safety matters in order to protect both yourself and others.
37. To maintain the Catholic ethos that is inclusive and applies Catholic values and attitudes in all aspects across the school and Trust.

PERSON SPECIFICATION

ESSENTIAL CRITERIA

ESSENTIAL CRITERIA	CRITERIA NO.	ATTRIBUTE	STAGE IDENTIFIED
QUALIFICATIONS & EDUCATION	E1	NVQ Level 3 for Teaching Assistants or equivalent child care related qualification	AF,C
	E2	GCSE A* – C in Mathematics and English or Level 2 Basic Skills (Numeracy and Literacy) or equivalent	AF,C
EXPERIENCE & KNOWLEDGE	E3	Relevant and recent experience of working with children in a learning environment	AF,R,I
	E4	Experience and knowledge of learning strategies and adapting these to individual pupil needs	AF,R,I
	E5	Understanding of classroom roles and responsibilities and Teaching Assistant's role	AF,R,I
	E6	Experience of working with wide range of children including those with specific statements	AF,R,I
	E7	Understanding of principals of child development and learning processes	AF,R,I
	E8	Experience of lesson / activity planning	AF,R,I
	E9	Experience of supervising whole classes and individual pupils for specific learning activities / lessons	AF,R,I
	E10	Experienced in using ICT in learning activities and develop pupils' competence and independence in its use	AF,R,I
SKILLS	E11	Ability to communicate both orally and in writing with a range of different audiences including providing sensitive feedback to parents, other professionals regarding pupil development	AF,R,I
	E12	Ability to self evaluate learning needs and seek learning opportunities	AF,R,I
	E13	Ability and confidence to assist pupils with basic numeracy and literacy in line with learning strategies and national curriculum	AF,R,I
	E14	Ability to work in a team and independently	AF,R,I
PERSONAL ATTRIBUTE	E15	Ability to promote fairness and a positive role model to pupils	AF,R,I

PERSON SPECIFICATION

ESSENTIAL CRITERIA

ESSENTIAL CRITERIA	CRITERIA NO.	ATTRIBUTE	STAGE IDENTIFIED
SPECIAL REQUIREMENTS	E16	To comply with the school's policies	I
	E17	Motivation to work with children	AF,R,I
	E18	Ability to form and maintain appropriate relationships and personal boundaries with children	AF,R,I
	E19	Emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline	AF,R,I
	E20	Suitability to work with children	D
	E21	An ability to fulfil all spoken aspects of the role with confidence.	I

DESIRABLE CRITERIA

DESIRABLE CRITERIA	CRITERIA NO.	ATTRIBUTE	STAGE IDENTIFIED
QUALIFICATIONS & EDUCATION	D1	Higher Level Teaching Assistant Status (HLTA)	AF,C
EXPERIENCE & KNOWLEDGE	D2	Qualified / Trained First Aider	AF,I,C
	D3	Experienced in the delivery of training / presentation to others	AF,R,I
	D4	Knowledge of behaviour management techniques	AF, R, I

Issues arising from references will be taken up at interview. All appointments are subject to satisfactory references.

Key – Stage identified	
AF	Application Form
C	Certificates
T	Tests
P	Presentation
I	Interview
R	References
L	Lesson
D	Disclosure and Barring Check



BISHOP HOGARTH

We are
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Thank you for your interest in our vacancy



www.bhcet.org.uk



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