



BISHOP HOGARTH
Catholic Education Trust

We are **HIRING!**

APPLICANT INFORMATION PACK



TEACHING ASSISTANT (LEVEL 2)

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 2

Reporting to: Headteacher and Senior Leaders

Job Purpose: To work with teachers and senior staff to support teaching and learning by working with individuals or small groups of pupils under the direction of teaching staff and assist the teacher in the delivery of the curriculum. Work may be carried out in the classroom or outside the main teaching area with access to support and guidance as required.

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. Supervise and provide particular support for pupils, including those with special needs, ensuring their safety and access to learning activities.
2. Support pupils in respect of learning strategies as directed by the teacher.
3. Be aware of and implement EHC plans, behaviour plans and personal care programmes.
4. Establish constructive relationships with pupils and parents and interact with them according to individual needs. Promote and reinforce the child's self-esteem and encourage them to act independently as appropriate.
5. Promote acceptance and inclusion of all pupils.
6. Encourage pupils to interact with others and engage in activities led by the teacher.
7. Set challenging and demanding expectations and promote self-esteem and independence.
8. Provide feedback to pupils in relation to progress and achievement under the guidance of the teacher.
9. Carry out tasks associated with pupils' personal hygiene, including personal intimate care and welfare, including physical and medical needs, whilst encouraging independence.
10. Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
11. Prepare, maintain and use equipment and resources required to meet the lessons plans and relevant learning activity and assist pupils in their use.

Support to teachers:

12. Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of pupils' work.
13. Use strategies, in liaison with the teacher, to support pupils to achieve learning goals.
14. Monitor pupils' responses to learning activities and accurately record achievement and progress as directed.
15. Provide detailed and regular feedback to teachers on pupils' achievement, progression and any concerns which arise.

JOB DESCRIPTION

Support to teachers:

16. Promote 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.
17. Establish constructive relationships with parents or carers under the guidance of the teacher.
18. Provide general administrative support to the teacher or senior staff with regard to lesson planning and resources for lessons and activities.

Support to school:

19. Have an understanding of both school and Trust policies and procedures.
20. 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.
21. Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
22. Contribute to the school's aims and the Trust's virtues, vision and values.
23. Attend relevant meetings as required.
24. Participate in training and other learning activities including performance development as required.
25. Assist in escorting and supervising pupils on educational visits and out of school activities as required.
26. 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.
27. Any other duties of a similar nature related to the post which may be required from time to time.
28. To carry out your duties with full regard to the Trust Equality Policy.
29. 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.
30. 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 2 or equivalent qualification in relevant discipline OR appropriate experience	AF,C
		Willingness to participate in relevant training and development opportunities.	AF,I,R
EXPERIENCE & KNOWLEDGE	E2	Relevant and recent experience of working with children in a learning environment	AF,I
	E3	Understanding of classroom roles and responsibilities of a Teaching Assistants role.	AF,I,R
SKILLS	E4	Good written and verbal communication skills to be able to effectively build relationships with a range of staff, children, young people, their families and carers.	AF,I,R
	E5	Good reading, writing and numeracy skills.	AF,I,R
	E6	General understanding of national curriculum and other learning programmes/strategies/interventions	AF,I,R
	E7	Effective use of ICT to support learning.	AF,I,R
	E8	The ability to manage behaviour of children in a positive and supportive manner.	AF,I,R
	E9	General awareness of inclusion, especially within a school setting	AF,I,R
PERSONAL ATTRIBUTES	E10	Friendly, approachable and professional manner	I,R
	E11	Calm approach	I,R
	E12	A commitment to working as part of the whole school team.	AF,I
	E13	High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic backgrounds; and commitment to raising their educational achievements	AF,I
	E14	Ability to build and maintain successful relationships with pupils; treat them consistently, with respect and consideration, and demonstrate concern for their development as learners	AF,I,R
	E15	Demonstrate and promote the positive values, attitudes, and behaviour they expect from the pupils with whom they work	AF,I,R
	E16	Ability to liaise sensitively and effectively with parents and carers, recognising role in pupils' learning	I,R
	E17	Able to improve their own practice through observations, evaluation and discussion with colleagues	R
	E18	The ability to converse at ease with pupils/public bodies and provide advice in accurate spoken English is essential for the post	R

PERSON SPECIFICATION

ESSENTIAL CRITERIA

ESSENTIAL CRITERIA	CRITERIA NO.	ATTRIBUTE	STAGE IDENTIFIED
SPECIAL REQUIREMENTS	E19	To comply with the school's policies	I
	E20	Motivation to work with children	AF,R,I
	E21	Ability to form and maintain appropriate relationships and personal boundaries with children	AF,R,I
	E22	Emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline	AF,R,I
	E23	Suitability to work with children	D
	E24	An ability to fulfil all spoken aspects of the role with confidence	AF, I

DESIRABLE CRITERIA

DESIRABLE CRITERIA	CRITERIA NO.	ATTRIBUTE	STAGE IDENTIFIED
QUALIFICATIONS & EDUCATION	D1	Relevant NVQ Level 3	AF,C
	D2	Appropriate first aid training	AF,C
EXPERIENCE & KNOWLEDGE	D3	Experience of working in a school environment	AF,I,R
SKILLS	D4	Understanding of basic technology – computer, video, photocopier etc	AF,I,C

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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