



BISHOP HOGARTH
Catholic Education Trust

We are **HIRING!**

APPLICANT INFORMATION PACK



SENIOR TEACHING ASSISTANT

Christ at the Centre, Children at the Heart



Proud to be a part of the

DIOCESE OF **Hexham & Newcastle**

JOB DESCRIPTION

Post Title: Senior Teaching Assistant

Job Purpose:

To collaborate with pastoral leads and SEND teachers in planning and delivering programmes of social, emotional and mental health interventions. The primary focus is to undertake SEMH interventions with individuals, groups or whole classes within a framework agreed with and under the direction and supervision of the SENDCo.

The jobholder will provide specific and specialised support in areas of SEMH support and provision as defined by the school.

Note: Roles at this level deliver 'specified work' as defined by Section 133 of the Education Act 2002.

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

Responsibilities:

To provide SEMH interventions to individuals and/or groups of pupils in the learning environment.

In addition to carrying out the main functions of a Senior Teaching Assistant, the Specialist Senior Teaching Assistant will have acquired specialist knowledge and skills via professional development and practice, as determined by the needs of the school, pupils and relevant outside agencies such as CAMHS, EP service and Early help.

Working Under the Direct Supervision and Guidance of a Teacher:

- Liaising closely with teaching staff, pastoral staff and parents to assess the needs of pupils and assisting in the preparation, development and implementation of Individual Development Plans and/or other personalised learning plans.
- Use SEMH assessments to plan, evaluate and adjust lessons/work plans as appropriate within an agreed system of supervision.
- Plan, prepare and deliver specified SEMH interventions to individuals, groups of pupils and whole classes modifying and adapting activities and the approach as necessary.
- Recording and reporting on the progress and achievement of pupils and participating in reviews of pupils' progress, development and attainment.
- Assess the SEMH needs of pupils and use knowledge and specialist skills to support pupils' emotional wellbeing.
- Providing feedback to pupils and parents/carers in relation to progress, achievement, behaviour, attendance and other relevant areas related to emotional wellbeing.
- Liaising with education, health and other specialists and outside agencies to develop multi-agency approaches to support pupils.
- Providing advice, information and demonstrations to classroom and teaching assistants and pastoral teams to assist in the development of their skills.
- It is an expectation of the role that jobholders will engage with all pupils as directed by the school in line with the overall goals of the school and the needs of all pupils.
- Promote high standards of behaviour, employ effective de-escalation strategies, and where necessary, exercise appropriate physical intervention.
- Support pupils in emotional and social wellbeing, reporting problems to the SENDCo or safeguarding teams as appropriate.

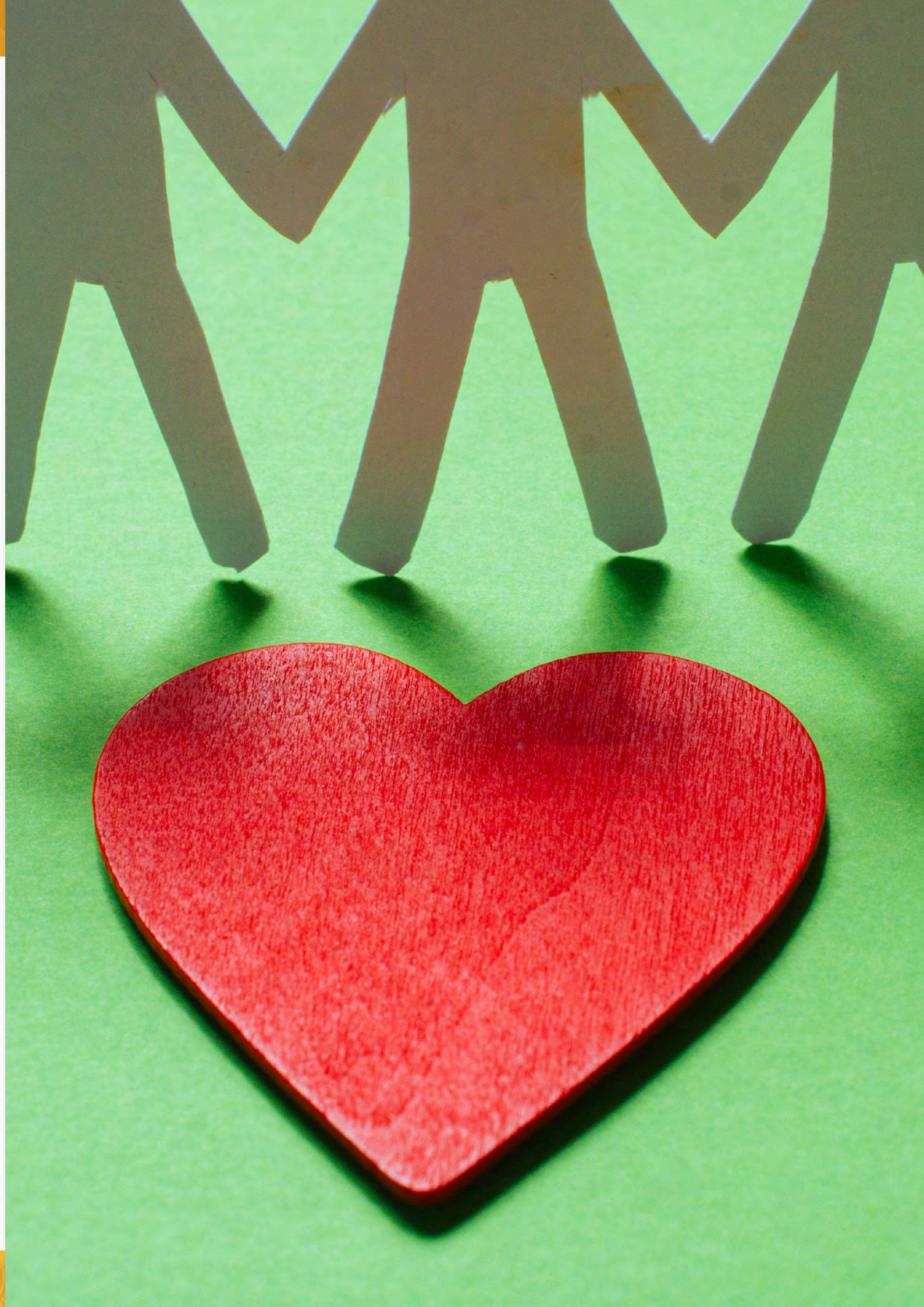
JOB DESCRIPTION

Working Under the Direct Supervision and Guidance of a Teacher:

- Provide specialist support to pupils in any or all of the following areas; pupils with learning, behavioural, communication, social, sensory or physical difficulties, pupils where English is not their first language, pupils who are not working to the normal timetable, or specific curriculum areas.
- Within defined parameters and guidelines, share information concerning pupils with staff, parents/carers/guardians, internal and external agencies as appropriate.
- Support independent learning and the inclusion of all pupils.
- Support the raising of educational aspiration in all pupil/parent contact and provide constructive feedback on pupil attainment, learning and achievement.
- Assist in the creation of individual development plans as required by the SENDCo.
- Support the work of volunteers and other support staff in the setting.
- Select, prepare and clear up materials used in the learning environment ensuring that they are available for use as directed by the teacher, including photocopying, filing and the presentation and display of the pupils work.
- Support pupils in their social, emotional and personal development.
- Contribute to the development of policy and procedure.
- Provide short term cover supervision of classes.
- It is an expectation of the role that jobholders will engage with all pupils as directed by the school in line with the overall goals of the school and the needs of all pupils.
- Deliver CPD on specific SEMH needs to pastoral teams and teaching staff.
- Support LSO's to plan and deliver SEMH interventions.
- Liaise with local universities to deliver in house counselling programs delivered by graduates.

Indicative Knowledge, Skills, Experience:

- Working at or towards the competency standards for Higher Level Teaching Assistants.
- Awareness of policy, procedures and legislation relating to child protection and health and safety.



JOB DESCRIPTION

Professional Standards for Teaching and Learning Support Staff

All Support Staff engaged in teaching and learning should adhere to, and uphold, the following standards.

Personal and professional conduct:

- Uphold the ethos, policies and practices of the school.
- Through positive attitude, values and behaviours, develop and sustain effective relationships within the school family.
- Have due regard for the need to safeguard pupil wellbeing by following relevant statutory guidance in addition to school policy and practice.
- Recognise differences and respect cultural diversity.
- Ongoing commitment to practice development through self-evaluation and awareness.

Knowledge and Understanding:

- Be willing to acquire the appropriate skills/qualifications/experience required for the role.
- Demonstrate expertise and skill in understanding the needs of all pupils, and know how to adapt and deliver support to meet individual needs setting high expectations in doing so.
- Increase personal effectiveness in the setting through reflective practice and ongoing CPD ensuring that knowledge and understanding are current in doing so.
- Understand the role and responsibilities within the learning setting and whole school context in the knowledge that those responsibilities extend beyond a direct support role.

Teaching and Learning:

- Promote, support and facilitate inclusion by encouraging participation of all pupils in all learning and extracurricular activities.
- In line with school policy and procedure, consistently apply effective behaviour management strategies.
- Contribute to effective assessment and planning by monitoring, recording and reporting pupil progress.
- Communicate effectively and sensitively with pupils to adapt to their needs and support their emotional wellbeing.
- Through organising and managing physical learning space and resources, support the maintenance of a stimulating and safe learning environment.

JOB DESCRIPTION

Working with Others:

- Through effective liaison, communication and partnership working, recognise, value and respect the role and contribution of other professionals, parents and carers.
- Keep other professionals accurately informed of progress or concerns they may have about pupils that they work with.
- Through an appreciation of the role and responsibilities, work in partnership with classroom teachers and colleagues by ensuring that their knowledge is able to inform planning and decision making.
- Communicate specialist understanding to other school staff and education professionals to facilitate consistent decision making on intervention and provision.

School Ethos:

- Be aware of and support difference and ensure equal opportunities for all.
- Contribute to the overall ethos/work/aims of the school.
- Develop constructive relationships and communicate with other agencies/professionals where appropriate to the role.
- Attending meetings and liaising and communicating with colleagues in school, parents/carers and internal/external agencies.
- Share expertise and skills with others.
- Participate in training and other learning activities and performance development as required.
- Recognise own strengths and areas of expertise and use these to advise and support others.
- Demonstrate and promote commitment to equal opportunities and to the elimination of behaviour and practices that could be discriminatory.
- To be aware of requirements in respect of confidentiality, child protection procedures, health and safety, behaviour management, equal opportunities, special educational needs and other policies of the governing body and/or local education authority.
- As and when required as directed by teaching staff, to escort pupils' home with an appropriate colleague.
- Be an effective role model for pupils by demonstrating and promoting the positive values, attitudes and behaviour expected from pupils.
- Carrying out tasks for the domestic care and general welfare of pupils in respect of toileting, at meal times and changing using specialist equipment where necessary.

PERSON SPECIFICATION

ESSENTIAL CRITERIA

ESSENTIAL CRITERIA	CRITERIA NO.	ATTRIBUTE	STAGE IDENTIFIED
PERSONAL	E1	Christian Values & willingness to support the Christian ethos of the school	AF/I/R
	E2	Team player	R
QUALIFICATIONS AND EDUCATION	E3	Good degree in relevant subject	AF/C
	E4	Good IT Skills	AF/C
EXPERIENCE & KNOWLEDGE	E5	Understanding of current teaching methodologies	I/R/L
SPECIAL REQUIREMENTS	E6	Committed and dedicated to the demands of teaching	R/I
	E7	Understanding of the central need for high levels of literacy and oracy	AF/R
	E8	Understand the centrality of reading for progress and pleasure	R/D/I/L
	E9	Suitability to work with young people	R/D/L
	E10	Application form completed fully and legibly	A/F
	E11	The ability to converse at ease with pupils/public/public bodies and provide advice in accurate spoken English is essential for the post	R/I/L

DESIRABLE CRITERIA

DESIRABLE CRITERIA	CRITERIA NO.	ATTRIBUTE	STAGE IDENTIFIED
PERSONAL	D1	Practising Roman Catholic	AF
SPECIAL REQUIREMENTS	D2	Able to make a contribution to the extracurricular life of the college and willingness to contribute to enrichment	AF/I
	D3	Experience of leading/ supporting school plays/ drama / reading clubs / public speaking	AF/I

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





BISHOP HOGARTH

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Thank you for your interest in our vacancy



www.bhcet.org.uk



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