



## **ST MATTHEW'S CATHOLIC PRIMARY SCHOOL**

SAFFRON DRIVE, ALLERTON, BRADFORD

WEST YORKSHIRE, BD15 7NE

Telephone: 01274 541737 - Fax: 01274 496152

E-mail: [katycoxatstmatthews@live.co.uk](mailto:katycoxatstmatthews@live.co.uk)

Website: [www.stmatthewscatholic.co.uk](http://www.stmatthewscatholic.co.uk)

Headteacher: Mrs K Cox

3<sup>rd</sup> September 2019

Dear Applicant,

Thank you for your interest in the Teaching Assistant posts at our school.

As you will have seen from the advertisement, we have two vacancies:

Post 1: To work in Year 6: 31.25 hours BAND 5

Post 2: To work across KS1 and KS2: 31.25 hours BAND 3

Both posts are to start as soon as possible.

St Matthew's is an over-subscribed, voluntary aided Catholic Primary school, with a one form entry. We are a diverse community and celebrate that our children come from a wide range of backgrounds and experiences.

Ofsted judged that we continue to be a good school (January 2018) and in our recent Section 48 Inspection, we were judged to be an outstanding catholic school (May 2018).

We are seeking to appoint enthusiastic, conscientious and highly motivated teaching assistants to join our friendly team. We have a track record of supporting TAs who wish to move towards a teaching career and provide excellent professional development for all our staff.

St Matthew's is a member of the Catholic Schools Partnership and a strategic partner of the Teaching Schools Alliance. Further information about the CSP and CSPTSA can be found at [www.csptsa.org.uk](http://www.csptsa.org.uk).

You are most welcome to visit and see us for yourself. Please ring school to make an appointment. I look forward to meeting you soon.

Yours faithfully,

Mrs Katy Cox  
Headteacher



## St Matthew's Catholic Primary School

### Job Description

Post: Teaching Assistant

Hours:

#### Our school motto:

I try to live like Jesus:  
I love; I forgive; I pray.  
'Come follow me' – Be the best that I can be.

The following information is provided to assist staff to understand and appreciate the work content of their post and the role they are to play.

Whilst every endeavour has been made to outline all the duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings therefore may have been used below, in which case all the usual associated routines are naturally included in the job description.

#### **PRIME OBJECTIVES OF THE POST:**

To undertake work/care/support programmes, to enable access to learning for pupils and to assist the teacher in the management of pupils and the classroom. Work may be carried out in the classroom or outside the main teaching area.

#### **SUPERVISION AND GUIDANCE:**

To work under the instruction/guidance of teaching/senior staff, in particular the SENCO.

#### **RANGE OF DECISION MAKING:**

To make decisions using initiative within established working practices and procedures. The postholder will be expected to use good common sense and initiative in all matters relating to:

- the conduct and behaviour of individuals, groups of pupils and whole classes
- the correct use and care of materials by individual and small groups of pupils
- the safety, mobility (if required) and hygiene and well being of the pupils.

#### **RESPONSIBILITY FOR ASSETS, MATERIALS ETC:**

To maintain the confidential nature of information relating to the school, it's pupils, parents and carers.

The provision, use and storage of equipment and materials used by pupils with whom the postholder is working. General responsibility for the care of all equipment and materials within the classroom/designated area of the school.

## **RANGE OF DUTIES:**

### **1. SUPPORT FOR PUPILS**

- 1.1 Supervise and provide particular support for pupils, including those with special needs, ensuring their safety and access to learning activities.
- 1.2 Establish constructive relationships with pupils and interact with them according to individual needs.
- 1.3 Promote the inclusion and acceptance of all pupils.
- 1.4 Encourage pupils to interact with others and engage in activities led by the teacher.
- 1.5 Set challenging and demanding expectations and promote self-esteem and independence.
- 1.6 Provide feedback to pupils in relation to progress and achievement under guidance of the teacher.
- 1.7 Assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes.

### **2. SUPPORT FOR THE TEACHER**

- 2.1 Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of pupils' work.
- 2.2 Provide detailed and regular feedback to teachers on pupils' achievement, progress, problems etc.
- 2.3 Monitor pupils' responses to learning activities and accurately record achievement/progress as directed.
- 2.4 Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
- 2.5 Establish constructive relationships with parents/carers.
- 2.6 Provide clerical/admin. support e.g. photocopying, typing, filing, money, administer coursework etc.
- 2.7 Use strategies, in liaison with the teacher, to support pupils to achieve learning goals.
- 2.8 Assist with the planning of learning activities.
- 2.9 Administer routine tests and invigilate exams and undertake routine marking of pupils' work.

### **3. SUPPORT FOR THE CURRICULUM**

- 3.1 Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses.
- 3.2 Undertake programmes linked to local and national learning strategies e.g. English, Maths, etc, recording achievement and progress and feeding back to the teacher.
- 3.3 Support the use of ICT in learning activities and develop pupils' competence and independence in its use.

- 3.4 Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use.
- 4. SUPPORT FOR THE SCHOOL
  - 4.1 Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
  - 4.2 Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
  - 4.3 Contribute to the overall Catholic ethos and aims of the school.
  - 4.4 Appreciate and support the role of other professionals.
  - 4.5 Attend and participate in relevant meetings as required
  - 4.6 Participate in training and other learning activities and performance development as required.
  - 4.7 Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtime.
  - 4.8 Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher.
  - 4.9 To support, uphold and contribute to the development of the school's equality policy.

#### **SUPERVISORY/MANAGERIAL RESPONSIBILITIES:**

Assisting as a member of the classroom team in the supervision of students on work experience, trainees and voluntary helpers with whom the postholder is working.



St Matthew's Catholic Primary School

Person Specification – Level 2 Teaching Assistant

	Essential requirements	Desirable requirements
Qualifications	<ul style="list-style-type: none"> <li>NVQ 2 for Teaching Assistants or equivalent qualifications or experience.</li> <li>GCSE English and Maths or equivalent</li> </ul>	<ul style="list-style-type: none"> <li>Qualifications relating to post e.g. health, children, practical skills, first aid.</li> <li>Degree or working towards degree</li> </ul>
Experience	<ul style="list-style-type: none"> <li>Experience of working in a school supporting Primary aged pupils</li> </ul>	<ul style="list-style-type: none"> <li>Experience of working in a team situation.</li> <li>Experience of working in a Catholic school</li> <li>Experience of working with pupils with additional educational needs or special educational needs</li> </ul>
Training	<ul style="list-style-type: none"> <li>Willingness to participate in development and training opportunities.</li> <li>Evidence of previous personal development.</li> </ul>	<ul style="list-style-type: none"> <li>Completion of DfE teaching assistant induction programme.</li> <li>Training or willingness to undertake training in the relevant learning and intervention strategies</li> </ul>
Special knowledge		<ul style="list-style-type: none"> <li>An understanding of the issues relating to pupils who have additional learning needs, more able and special educational needs.</li> <li>General understanding of national/foundation stage curriculum</li> </ul>
Disposition – Adjustment and attitude	<ul style="list-style-type: none"> <li>Commitment to the Catholic ethos of the school</li> <li>Ability to relate well to pupils and adults.</li> <li>Ability to work constructively as part of a team.</li> <li>Demonstrate good co-operative, interpersonal and listening skills.</li> <li>Flexibility and willingness to accept change.</li> <li>Willingness to share expertise, knowledge and experience.</li> <li>Approachable, courteous and able</li> </ul>	<ul style="list-style-type: none"> <li>Willingness to support occasional activities out of school hours, e.g. Christmas Fair, after school clubs, special events, etc</li> </ul>

	<p>to present a positive image of the school to callers and visitors.</p> <ul style="list-style-type: none"> <li>• Maintain confidentiality in matters relating to the school, its pupils, parents and carers.</li> <li>• Commitment to equal opportunities and diversity</li> </ul>	
Practical and intellectual skills	<ul style="list-style-type: none"> <li>• Good literacy / numeracy skills.</li> <li>• Ability to use relevant equipment / resources.</li> <li>• Ability to use ICT effectively.</li> </ul>	
Circumstances - personal	<ul style="list-style-type: none"> <li>• Will not require holiday leave during term time.</li> <li>• Must be legally entitled to work in the UK (Asylum and Immigration Act 1996).</li> <li>• No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (DBS check required).</li> </ul>	
Physical / sensory	<ul style="list-style-type: none"> <li>• Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Disability Discrimination Act 1995.</li> <li>• Ability to cope with requirements of the post, which may include working with pupils who have emotional and behavioural difficulties or physical difficulties.</li> </ul>	<ul style="list-style-type: none"> <li>• For posts working with pupils who have physical difficulties, it may be an unavoidable core component of the job for the postholder to be capable of moving, lifting and carrying pupils using equipment, within school policies and practices.</li> </ul>