



CHRISTUS CATHOLIC TRUST

ST THOMAS OF CANTERBURY CATHOLIC PRIMARY SCHOOL, GRAYS, ESSEX

Information for Applicants

AIMS OF THE SCHOOL: St Thomas of Canterbury Catholic Primary School is a popular school founded in 1886, boasting an excellent local reputation with facilities that provide an engaging working and learning environment. Our children are always expected to do their best and aim for excellence. St Thomas' is a 3 form entry school, located on an attractive site, catering for around 630 pupils from a community that embraces diversity.

Responsible to: You will be an employee of the Christus Catholic Trust Board and is required to carry out professional duties as detailed in this job description, and in Canon Law, the Trust Deed and Instrument of Government for the school (Articles of Association and Memorandum of Understanding for academies).

1. Introduction

- This appointment is with the Trustees of the Christus Catholic Trust Board under the terms of the Catholic Education Service contract signed with the governors/trust as employers. The Trustees aim to appoint a practising Catholic who, by personal example and professional leadership, will ensure that the Catholic ethos, rooted in the teachings of Jesus Christ and the Catholic Church, permeates all aspects of life in the school.
- This job description may be amended at any time, following consultation between the headteacher and the employee and will be reviewed annually.

Job Description

Job Title	Teaching & Learning Assistant
Grade	Band 3, Point 8-16
Hours	30 Hours per week 8:45am to 3:15 pm 5 days a week (+ 30 mins MDA)
Reports to	Class Teacher/Headteacher/AHT
Liaison	Teaching staff, support staff, Headteacher, pupils.
Job Purpose	To provide effective support for students and to work in partnership with class teachers to assist and support pupils with their learning, including SEN pupils, in line with the national curriculum.

Duties and responsibilities

- To develop a knowledge of a range of learning support strategies and to develop an understanding of the specific needs of the pupils to be supported
- To prepare and clean up/tidy equipment/materials for learning activities
- To assist with reading and activities to support learning outcomes
- To work under direct supervision of class teachers to organise activities and lead structured and agreed learning activities
- To implement planned learning activities/teaching programmes as agreed with the teacher, adjusting activities according to pupils' responses as appropriate
- To supervise and provide particular support for pupils (as directed by the class teacher/SLT ensuring their safety and access to learning activities;
- To contribute to creating a positive, stimulating and purposeful learning environment
- Promote positive pupil behaviour in line with school policies and help keep pupils on task
- To promote the inclusion and acceptance of all children
- To set challenging and demanding expectations and promote self-esteem and independence
- To provide feedback to pupils in relation to progress and achievement under the guidance of the teacher in keeping with the school's *Marking & Feedback Policy*
- Administer routine assessments (when directed) and undertake routine marking & feedback of children's work
- Undertake and lead intervention programmes, recording achievement and progress, and feeding back to the class teacher, SLT and/or SENCo
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use;
- Assist with the preparation and maintenance of equipment/resources required to meet lesson plans/relevant learning activities to support the delivery of an enriched curriculum.
- Be fully supportive of the Catholic ethos of the school.

Whole-school organisation, strategy and development

- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's values and vision
- Make a positive contribution to the wider life and ethos of the school

Health, safety and discipline

- Promote the safety and wellbeing of pupils
- Maintain good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment

Professional development

- Take part in the school's appraisal procedures
- Take part in further training and development in order to improve own practises

Communication

- Communicate effectively with pupils, parents and carers

Working with colleagues and other relevant professionals

- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Develop effective professional relationships with colleagues

Personal and professional conduct

- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality
- Understand and act within the statutory frameworks setting out their professional duties and responsibilities

The duties above are neither exclusive nor exhaustive and the post holder may be required by the Headteacher to carry out appropriate duties within the context of the job, skills and grade.

Person Specification – TLA/LSA

General heading	Detail	Examples
Qualifications & Experience	Specific qualifications & experience	Successful experience working with children in a school/early years environment Have GCSE Maths and English grade C and above Educated to NVQ Level 2 in learning support/early years
	Knowledge of relevant policies and procedures	Basic knowledge of First Aid and understanding of the School
	Literacy	Good reading and writing skills
	Numeracy	Good numeracy skills
	Technology	Knowledge of basic ICT to support learning
Communication	Written	Ability to write basic reports
	Verbal	Ability to use clear language to communicate information unambiguously Ability to listen effectively
	Languages	Overcome communication barriers with children and adults
	Negotiating	Consult with children and their families and carers and other adults
Working with children	Behaviour Management	Understand and implement the school's behaviour management policy
	SEN	Ability to understand and support children with developmental difficulty or disability

	Curriculum	Good understanding of the school curriculum Knowledge of literacy/numeracy strategies
	Child Development	Good understanding of the general aspect of child development Ability to assess progress and performance
	Health & Well being	Understand and support the importance of physical and emotional wellbeing
Working with others	Working with partners	Understand the role of others working in and with the school Understand and value the role of parents and carers in supporting children
	Relationships	Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults
	Team work	Ability to work effectively with a range of adults
	Information	Know when, how and with whom to share information Ability to follow instructions accurately
Responsibilities	Organisational skills	Good organisational skills Ability to remain calm under pressure
	Line Management	Ability to support the work of volunteers and other teaching assistants in the classroom
	Time Management	Ability to manage own time effectively
	Creativity	Demonstrate creativity and an ability to resolve routine problems independently

General	Equalities	Awareness of and commitment to equality
	Health & Safety	Basic understanding of Health & Safety
	Child Protection	Understand and implement child protection procedures
	Confidentiality/Data Protection	Understand procedures and legislation relating to confidentiality
	CPD	Be prepared to develop and learn in the role