

ST MARGARET'S

SCHOOL

Junior School Teaching & Learning Assistant Required for September 2024

Due to growth in numbers, we are looking for a passionate Teaching Assistant to support our young learners across St Margaret's Junior School.

At St Margaret's the teaching & Learning assistants support pupils learning and pastoral care. They support the smooth day-to-day running of the Junior School, through duties and supervision and work with pupils in small groups inside and outside of the classroom, as well as working in classrooms. Our Teaching and Learning Assistants may also take their own phonics groups and intervention groups.

Children at St Margaret's are encouraged to acquire a love of learning in a creative and happy environment. The successful candidate will be passionate and energetic about supporting children and school life. The role will focus on supporting children in Lower Juniors (R-Y2)

The candidate should have a relevant level 3 (or above) qualification.

For further information and to apply for this vacancy, please visit our website: <https://www.stmargarets-school.org.uk/work-with-us>

Application closing date: Monday 1st July

Interviews to be held: during the week of the 8th July

Suitable candidates may be interviewed before the closing date and St Margaret's School reserves the right to withdraw the position if an early appointment is made.

St Margaret's school is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service. St Margaret's School is an equal opportunities employer.

ST MARGARET'S

SCHOOL

Teaching & Learning Assistant Job Description

All teaching & Learning assistants support pupils learning and pastoral care. They support the smooth day to day running of the Junior School, through duties and supervision. They teach small groups inside and outside of the classroom and some Teaching and Learning Assistants will take their own phonics groups and intervention groups.

1. SUPPORT FOR PUPILS

- a. use specialist skills/training/experience to manage and lead intervention groups under the direction of the Academic Support Coordinator.
- b. establish productive working relationships with pupils, acting as a role model and setting high expectations;
- c. support pupils individually or in small groups consistently whilst recognising and responding to their individual needs;
- d. maintain good order and discipline among the pupils, safeguarding their health and safety and encouraging pupil well-being, both when they are on the School premises and when they are engaged in authorised school activities elsewhere;
- e. encourage pupils to interact and work cooperatively with others and engage all pupils in activities;
- f. promote independence and employ strategies to recognise and reward achievement of self-reliance;
- g. Supervise pupils at playtimes, lunchtime and travelling around the school site.
- h. Use emotional literacy support techniques to ensure strong pastoral care.

2. SUPPORT FOR THE TEACHERS

- a. Support an appropriate learning environment, including displays;
- b. promote good pupil behaviour, dealing promptly with incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
- c. Listen to children read and feedback progress and attainment.

3. SUPPORT FOR THE CURRICULUM

1. support pupils to access the curriculum and be stretched by it through additional support.
2. prepare and maintain equipment/resources and assist pupils in their use;
3. accompany teaching staff and pupils on visits and out of school activities as required.

4. SUPPORT FOR THE SCHOOL

Understand the importance of safeguarding, child protection and welfare
be aware of and comply with school policies and procedures;
contribute to the overall ethos/work/aims of the school;
undertake duties as assigned according to the custom of the School;
attend relevant meetings as required;
accompany pupils on trips away from the School;
contribute to the extracurricular life of the School;
attend School functions;
contribute to the maintenance of a stimulating working environment in School;
uphold the ethos and high standards of the School and abide by the rules laid down
by the School from time to time;
cover for absent colleagues;
undertake tasks as reasonably requested by the Headmistress or the Head of the
Junior School.

5. REVIEW, TRAINING AND DEVELOPMENT

- a. review from time to time your working strategies
- b. Actively participate in the School's appraisal process
- c. Participate in arrangements for your professional development.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the School in relation to the post holder's professional responsibilities and duties.

Teaching & Learning Assistant - Person Specification

| QUALIFICATIONS / EXPERIENCE / TRAINING / DEVELOPMENT | ESSENTIAL | DESIRABLE |
|--|------------------|------------------|
| Relevant Level 3 (or above) qualification | √ | |
| Good numeracy and literacy skills, GCSE Grade C minimum or equivalent. | √ | |
| Knowledge of child development | √ | |
| A commitment to further development and learning | √ | |
| A knowledge / understanding of language and communication difficulties | | √ |
| A clear understanding of social and emotional development | | √ |
| Current experience in a school setting. | | √ |
| Experience of wellbeing, pastoral care or emotional literacy | | √ |
| Paediatric First Aid qualified | | √ |
| KNOWLEDGE /SKILLS | | |
| Ability to use a computer to access information | √ | |
| Good communication skills, both orally and in writing | √ | |
| An understanding and respect for confidentiality of information | √ | |
| Ability to work to specific instructions and also able to use initiative | √ | |
| Effective communication and interpersonal skills with the ability to establish and maintain good working relationships with all school staff, parents and pupils | √ | |
| The ability and commitment to encourage and develop pupils to the best of their ability with advice from other professionals | √ | |
| Experience and understanding of use school policies and procedures relating to health and safety, behaviour, and safeguarding. | √ | |
| Ability and enthusiasm to run a co-curricular activity | | √ |
| PERSONAL QUALITIES | | |
| Flexible | √ | |
| Energetic and enthusiastic | | |
| A team player | √ | |
| Enjoys working with children | √ | |
| A professional manner and attitude | √ | |
| Ability to relate to children with understanding in an open, calm and friendly way | √ | |
| Trustworthy, responsible, reliable and punctual | √ | |

| COMMITMENT TO | | |
|--|---|--|
| The School's ethos | √ | |
| High quality care and education | √ | |
| Children getting the best start in life | √ | |
| Playing a full and active role in the life of the school | √ | |