

**JOB  
OPPORTUNITY**

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**Teaching Assistant**

*Educating to truth, goodness and beauty.*

Terling Road, Dagenham  
RM8 1JT

Headteacher Ms Clare Cattle

Email: [office@allsaintsschool.co.uk](mailto:office@allsaintsschool.co.uk)

Tel: 020 8270 4242

Fax: 020 8595 4024

## School Mission Statement

We are all one in Christ, our mission and our responsibility is to recognise all individuals in our community as part of the body of Christ and to value them accordingly in our treatment of them, thriving and progressing in a spirit of togetherness.

(1 Cor. 12-29)

Role	Teaching Assistant
Closing Date for Application	Friday, 17 <sup>th</sup> March 2023
Required For	ASAP
Term	Fixed term to Permanent
Salary	4 (Point 7 – 10)
Responsible for:	To assist the Emmaus Centre for Exceptional Needs and Development in promoting the learning and positive wellbeing of students with SEN.

**All applicants must complete a CES application form for this post.**

### School Information

All Saints Catholic School is a large Catholic comprehensive school situated in the London Borough of Barking and Dagenham and within the Diocese of Brentwood, with good transport links to central London.

We are a high achieving 11 -18 mixed school with excellent examination results.

We have received an Educational Outcomes award for being in the top 12 percent of schools in the country for progress.

Our strength in teaching and learning has a positive impact on our students and the exam results for 2019 show that

Progress 8 is 0.55 (well above average), Attainment 8 was 55.85

The School provides excellent professional development opportunities for colleagues in a forward thinking and creative organisation.

Please watch our school videos available at <http://allsaintsschool.co.uk/> to get an insight into life at All Saints. Our core values of respect, understanding, affection and humour underpin all aspects of our pastoral and academic daily routines. Our learning is based on the transcendental values of truth, goodness and beauty. We encourage pupils to discover truth, development of goodness and appreciate beauty.

Our Ofsted report can be found here <http://allsaintsschool.co.uk/ofsted.html> and our full Section 48 report can be found here <http://allsaintsschool.co.uk/section-48.html>

The report says ‘All Saints is an inspirational, Christ-centred community with a strong moral purpose that underpins its life and work.’

### **PURPOSE OF THE TEACHING ASSISTANT ROLE:**

- To uphold the Mission Statement of the School
- To positively contribute to raising expectations and standards within the community
- To promote a positive image of the School
- To provide additional support to students with SEN with particular reference to those with statements with guidance from the Headteacher, SENCO or class teacher and from relevant centrally funded SEN support services

### **RESPONSIBILITIES:**

#### **TO IMPLEMENT THE AIMS AND OBJECTIVES OF THE SCHOOL THROUGH:**

- Upholding the Health & Safety regulations of the School.
- To assist the Emmaus Centre for exceptional needs and Development in promoting the learning and positive well being of students with SEN.

#### **PERSONAL AND PROFESSIONAL CONDUCT:**

All staff have a responsibility to maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- having proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- having an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

#### **RESPONSIBILITIES OF TEACHING ASSISTANT:**

- To set up and facilitate the Year 7 to Year 11 Partnered Reading Scheme.
- To prepare spreadsheets and documentation following examination results analysis.

- To prepare SEN framework following analysis of SEN & Disability data.
- To ensure that IT/technology or mobility aids are ready for daily use and set up for teachers and individual students, as appropriate.
- To contribute to the preparation and updating of the Disability Equality Scheme/Intervention Plans.
- To contribute to the preparation and updating of the departmental SEF
- Prepare and develop SEN support materials for lessons and/or to support activities on IEPs.
- To share and at times take responsibility for students in activities inside and outside the classroom/school where a variety of activities may be available e.g. pastoral support, school visits.
- To work with a small group of students if it is determined that this is part of the overall strategy for the SEN needs of the students with Statements.
- To facilitate the smooth integration of students from KS2 – KS3 by attendance at Transfer Reviews and/or the provision of induction programmes and documentation.
- To contribute to the INSET on Speech and Language and to create programmes for designated students in this category.
- To assist in the preparation and facilitate the Language Enhancement programme under the direction of the City University (ELCISS)
- To prepare, maintain and distribute to whole school information of students on the SEN profile.
- To prepare, maintain and distribute to whole school specialist information on complex SEN conditions.
- Give encouragement and feedback using appropriate mathematical language and vocabulary which the pupil is likely to understand.
- Provide staff with feedback on the progress of targeted pupils.
- To assist with the implementation, under the guidance of appropriate professional staff, behavior programmes including students who may have more challenging behaviour.
- To take responsibility for the induction of student teachers in the processes and procedures for in class support.
- To take responsibility for ensuring that all documentation associated with ITT in respect of SEN disability is completed in liaison with the student teachers.
- To liaise with the Professional Co-ordinating Mentors to ensure that all induction processes meet ITT standards.
- To keep ongoing records of in class support and the student's progress in achieving IEP targets. Contribute verbal/written reports on students with SEN for Review purposes.
- To perform as required lunchtime duties including supervising lunch club in respect of students with SEN as designated by the SEN (without prejudice to the employee's statutory right to a lunch break).
- Promote and develop a good relationship with parent/carers whilst maintaining confidentiality.
- To liaise with professional staff for planning/review/monitoring purposes.
- To develop a knowledge and appreciation of the range of activities, courses, organisations and individuals that could be drawn upon to provide extra support for pupils including those with special educational needs.
- To be conversant with and use information technology equipment available within the school.

- To encourage and enable students to achieve greater independence and self confidence.
- To ensure the students' access to the classroom activities.
- To prepare and distribute to whole school information of students on the SEN profile.
- To prepare, maintain and distribute top whole school specialist information on complex SEN conditions.
- To invigilate all examinations/tests undertaken by identified students on the SEN Profile.
- To assist the SENCO in the collection of information used for Annual and Transition Reviews.
- To maintain display areas in specific teaching rooms associated with the department.
- To administer an Epi pen as required.
- To share responsibility in the school setting for students' health, safety and welfare.
- To carry out, under guidance basic auxiliary nursing activities in respect of a student who may have limited physical independence and/or may require specific medical supervision.
- To provide administration support with regard to reprographics as required by the SENCO.
- To order, check and distribute consumables within the department.
- To ensure that all students with mobility difficulties or otherwise are met from and escorted to all accessible areas of the school.
- To ensure that all students with mobility difficulties or otherwise are met from and escorted to Borough transport.
- To ensure CPD in line with departmental requirements on the Action Plan.
- To carry out other such duties as maybe required by the SENCO/Deputy SENCO to support the individual needs of students with SEN as needs arise

#### **GENERAL RESPONSIBILITIES:**

- To be familiar with the content of and subsequently implement the whole school policies located in the staff handbook thus contributing to the realisation of a safe learning environment for all.
- To help implement and adhere to the school quality procedures and take part, as required, in the review, development and management of activities relating to the School Improvement Plan.
- To play a full part in the life of the school community supporting its distinctive mission and ethos and actively promoting its policies and practices.
- To comply with School routines e.g. attend staff briefings
- To attend meetings identified in the School Calendar.
- To undertake supervision duties according to the published rota.
- To comply with the school's Health and Safety policy and undertake risk assessments as appropriate
- Contributing to the moral, spiritual, cultural and social development of each pupil.
- Making a positive contribution to the pastoral ethos, including specific pastoral duties.
- To promote and implement policies and practices that encourage mutual tolerance and respect for diversity, challenge discrimination and widen pupils' understanding of their contribution to society as outlined in the school Single Equality Duty.

## **STANDARDS:**

Effective performance of tasks will be evaluated in relation to:

- (a) A developing ability to manage time and resources effectively and efficiently.
- (b) Evidence of ongoing development in the range of skills identified with her Line Manager as being required for the post.
- (c) Evaluations of the efficiency and effectiveness of the tasks by the Line Manager.

## **EDUCATION AND TRAINING:**

In accordance with the professional development policies the assistant will;

- a) Review overall performance in the previous year in relation to training received and the changing needs of the job.
- b) Identify probable training and education needs for the following year through a training needs analysis in order to ensure confidence in carrying out required duties.
- c) Participate in the prescribed framework for Review and Development.

The above duties are either exclusive or exhaustive and the post holder may be required to carry out such other appropriate duties as may be required by the Headteacher within the grading level of the post and the competence of the post holder.

This will be carried out within the framework of the school's Staff Development Policy current at the time.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task may not have been identified; therefore employees will be expected to comply with any reasonable request from a manager including undertaking work of a similar level that is not specified in the job description.

The job description is current at the date shown, but, in consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.

