

JOB DESCRIPTION

Salary / Grade range	Grade 4, point 7 - 11 - £26,403 - £28,142 Actual Pro-rata salary - £21,089.20 32.5 hours per week term time only + 5 training days. There will be some requirement to work during parents evening and opening evening
Relationships	Ultimate Responsibility To the Governors through the Headteacher Immediate Responsibility Head of Inclusion and Deputy Headteacher
Main contacts	All members of the teaching and non-teaching staff, pupils and external agencies

Main purpose of the job

To work with teaching staff to provide support to specified pupils, particularly those defined as 'barrier free' and those on the SEND register

To support the Roman Catholic character of the school, to establish good relationships with pupils and staff and to co-operate with the senior staff responsible for the school

Main tasks

Administrative

- To be responsible for any necessary documentation relating to individual pupils, including one page profiles being completed in a timely manner
- To liaise with teaching staff to help young people reach their targets

Support Role

- Have responsibility for personal and pastoral support for pupils developing good attitudes
- To develop a good, positive relationships with young people in order to remove barriers to learning and to encourage progress
- To engage constructively with young people and to relate to them and to their needs
- To encourage young people to develop their skills and to help them to identify problems and to find solutions
- To work closely with teaching staff to provide additional support for target pupils through preparation of materials and monitoring of pupil work
- To plan, deliver and review targeted interventions
- To meet with and work with parents as required
- To monitor the work and progress of young people
- To report as required on the development of young people being supported

- To work with teaching staff to support the development of personalised teaching and learning strategies for target pupils
- To provide general supervision around the school as part of the staff team
- To have good knowledge of the four areas of need within SEND, the different needs within these areas, and different strategies to support

Professional Responsibilities

- To attend meetings with teachers and other professionals as required to report on the progress of pupils
- To be familiar with child protection issues and other welfare issues which affect children
- To take responsibility for one's own personal development and take part in in-service training as required
- To network with other Learning Support Assistants and to share good practice
- To attend CPD and other Inclusion meetings, as required

Equal opportunities Policy

Promote equal opportunities in all aspects of responsibility according to the school's aims and objectives. In addition to those duties and responsibilities outlined above, the contributions of each member of staff to the work of the school will include the following:

- to play a positive role in the spiritual life of the school community;
- to maintain a high standard of discipline, appearance, punctuality and commitment in all students;
- to promote parental and community involvement in the life and work of the school.

All job descriptions are subject to modification as the needs of the school change and/or circumstances demand. Following consultation between the headteacher and the member of staff concerned, reasonable changes may be made.

This job description should be read in conjunction with the statutory conditions of the latest *School Green book for support staff Pay and Conditions Document*.

PERSON SPECIFICATION

1. Training, Qualifications, Experience:

1.1	experience of working in a teaching and learning environment	D	Application Form
1.2	to have recent experience of professional development and self-awareness of professional needs	E	Application Form
1.3	to have experience or trained phonics	D	Application Form
1.4	to have recognised degree qualifications or experience appropriate to this level of work	D	Application Form

2. Interpersonal Skills:

2.1	good communication skills to suit a range of audiences and contexts	E	Interview
2.2	establishing and maintaining good relationships, in particular with students, parents and colleagues	E	Interview

3. Management and Organisation:

3.1	Being organised and efficient to support positive pupil outcomes both within and outside of the classroom	E	Application Form/Interview
3.2	being adaptable to new demands of the job	E	Application Form/Interview
3.3	being well organised in administration	E	Application Form/Interview
3.4	working as part of a team	E	Application Form/Interview

4. Special Knowledge:

4.1	how to support pupils with special needs under the supervision of a teacher so that they make good progress	D	Application Form/Interview
4.2	the need to be responsible for assessing pupil progress on a daily / weekly basis	D	Application Form/Interview
4.3	how to work independently, with guidance from teaching and other staff as required, in class and away from the classroom	D	Application Form/Interview

'Striving for excellence in all that we do.'

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4.4	the need to be responsible for planning, delivering and reviewing interventions for individuals and groups of pupils	D	Application Form/Interview
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5. Work Related Circumstances

Commitment to:

5.1	the school's Equal Opportunities Policy	E	Application Form/Interview
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