



Saint Joseph's
CATHOLIC SCHOOL

Teaching Support Professional

Start date: ASAP

www.sjcs.org.uk

WELCOME FROM THE HEADTEACHER

Dear Applicant,

The Governors and I welcome your interest in the position of a Teaching Support Professional at our school.

St Joseph's is a smaller than average school. The warm and welcoming atmosphere is matched by a strong focus on pupil progress and hence improving their life chances.

Our reputation within the community, following year on year improvements in results, has resulted in us becoming oversubscribed and a school of choice for many parents.

Following an extremely pleasing Ofsted inspection in November 2018 we have a clear focus on the areas we need to improve and hence achieve Outstanding grading in all sections. I am thrilled that the Inspectors recognised the tireless hard work, commitment and dedication that occur every day and how the school has improved over time because of the relentless drive for excellence. The school was judged to be Outstanding in the Behaviour and Safety category and Good in the other three, thus giving an overall judgement of Good.

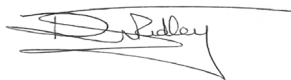
We are looking for an ambitious individual who can inspire pupils. The successful candidate will be a good team player, with a distinct sense of purpose and bring a strong intellectual commitment to their role.

Dates

Application Deadline: 6th May 2022

Interviews: Week commencing 9th May 2022

I very much look forward to receiving your application. Should you have any queries, please do not hesitate to contact me.



Mrs RA Ridley
Headteacher



JOB DESCRIPTION FOR TEACHING SUPPORT PROFESSIONAL

Post:	Teaching Support Professional
School:	St Joseph's Catholic School
Salary Range:	Dependant on experience
Responsible to:	SENCO
Contract Type:	Permanent

1. Supporting pupils learning, either in groups or through 1:1 work.

The exact tasks will depend on the learning support needs of the pupil/s but may include:

- Supporting the development of skills in literacy, numeracy, communication and social and behavioural needs
- Differentiating work for individual pupils to suit their ability
- Using knowledge of pupils learning support needs to suggest appropriate adjustments to lesson plans to Teachers
- To meet the personal needs of pupils whilst encouraging their independence
- Under instruction from teachers and SENCO to support pupils learning. Work will involve assisting the pupils to understand the activities and using appropriate strategies to keep pupils 'on task' and engaged in the work set.
- Developing appropriate resources to support pupils with SEND in their learning across the school
- To contribute to planning, preparing and delivery of agreed support programmes to individual or groups of pupils.
- To monitor and evaluate pupil's with SEND's progress towards individual targets, as part of the 'SEND Assess, Plan, Do, Review' cycle

2. Supporting pupils' self-esteem, inclusion and behavioural development, e.g.

- To promote the inclusion of all pupils, ensuring they have equal opportunities to learn and develop
- Developing methods of promoting/reinforcing the pupil's self-esteem and independence
- Establishing a supportive relationship with pupils
- Reinforcing the school ethos, e.g. expectations of behaviour within class and elsewhere on the school site
- Supervising pupils on outings, school activities

3. Provide physical/personal care to pupils where required, e.g.

- Helping with dressing/toileting
- Undertaking physiotherapy and speech therapy exercises following instruction and advice from a qualified therapist
- Operating/changing oxygen cylinders
- Moving in and out of wheelchairs, operating wheelchairs

4. Supporting the Teacher and SENCO

- Using knowledge and experience of the pupils concerned, to contribute, with the teachers (and other professionals as appropriate), in the development and evaluation of a suitable programme of support for children with SEND.

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- Contribute to the development of SEND Pupil Profiles and Statutory Plans and reviews of pupil progress
- In conjunction with the class teacher (and other professionals as appropriate) to develop system/s of recording pupil progress and contribute to the maintenance of this record
- Providing regular feedback about pupils with SEND to relevant school staff, outside agencies and parents
- To attend relevant meetings and participate in training and development opportunities as appropriate
- Establish constructive relationships and communicate with other agencies/professionals in liaison with the SENCO to support the achievement and progress of pupils with SEND.
- To assist in the development, monitoring and evaluation of programmes of work.
- To upkeep data files, catalogue resources, maintain inventories, photocopy, and use I.T. systems for administration and educational purposes.
- To contribute to systems for review and recording of students' progress, both academic and social.
- Under the direction of the SENCO, to assist in the development of Individual Education Plans (IEPs) for students with special educational needs and contribute to IEPs.

5. Supporting the curriculum

- Support the delivery of the Literacy and Mathematics strategy along with other aspects of both the National Curriculum and the enhanced curriculum offered by the school.

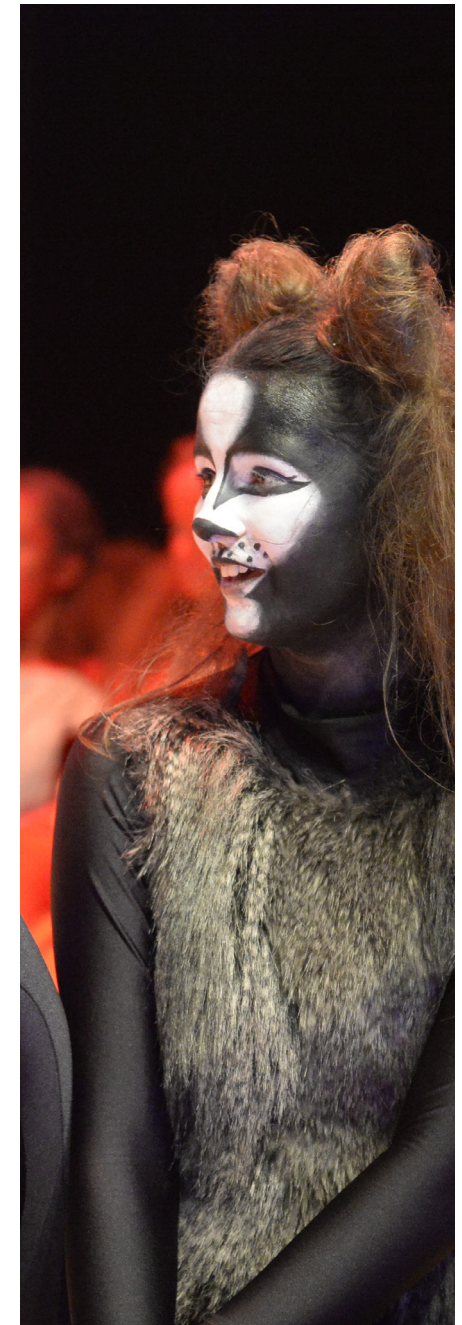
6. Supporting the school, e.g.

- Take responsibility for fostering and developing links between a pupil's home and school
- Helping to ensure the hygiene of the teaching environment in cases of sickness or soiling
- Administering minor First Aid under the guidance of a qualified person

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

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

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



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Supervision and Management	<ul style="list-style-type: none"> The job holder has no regular supervisory responsibility for staff but assists in work familiarisation of peers and new recruits.
Creativity and Innovation (i.e. Problem Solving)	<ul style="list-style-type: none"> The job holder works within school procedures, policies and approved methods but sometimes has to interpret these to deal with a problem e.g. if the pupil supported cannot cope with the task the rest of the class are doing, the jobholder may implement a similar task which will give a degree of success for the pupil.
Key Contacts And Relationships	<ul style="list-style-type: none"> The jobholder has extensive contact with pupils, which involves mentoring, motivating and imparting skills and/or knowledge. Information is exchanged with Teachers and other school staff, school management, parents/carers and at times representatives of other Agencies e.g. SSENS, Educational Psychology, Speech and Language, Health, Social Care
Decision making	<ul style="list-style-type: none"> The jobholder is expected to follow school procedures to resolve routine problems encountered in the job but to seek assistance, or approval to their recommendations, for anything more unusual. Line management and induction for the jobholder is overseen and conducted by the SENCO.
Resources	<ul style="list-style-type: none"> The jobholder is expected to use school resources appropriately and with care, but is not personally accountable for their overall security.
Working environment	<ul style="list-style-type: none"> The jobholder is mainly based in a classroom setting and there is regular background noise. The work involves some crouching, stretching, or working in other constrained or awkward positions e.g. when dealing with pupils. There may occasionally be the need to deal with body fluids when giving personal care to pupils.
Knowledge and skills	<ul style="list-style-type: none"> The role demands that the jobholder has the ability to undertake a range of tasks involving the application of rules, procedures and techniques. The jobholder needs a good standard of practical knowledge of a range of SEND and ways of meeting these. Particular knowledge and experience of supporting pupils with Autistic Spectrum Disorder and ADHD is desirable. Excellent communication skills with both pupils and adults in a range of contexts is required.

SCHOOL ETHOS

St Joseph's Catholic School is a small 11–16 school located in the beautiful city of Salisbury, Wiltshire. It is a vibrant, exciting and caring school where our Catholic ethos is at the heart of everything we do. Our values and ethos permeates everyday life as a community, each child and every adult is treated with the utmost dignity and respect. Consequently, pupils leave us as well-rounded individuals and staff turnover is exceptionally low.

Our school is committed to be a centre of excellence for all faiths and abilities and we are very proud of our successes and our outstanding reputation within the local community.

OVERVIEW OF THE SCHOOL

Our school encourages and guides each of its pupils to develop their own unique gifts and talents. By providing a broad range of learning experiences and a supportive and nurturing environment, our pupils enter the world as confident, rounded individuals, with high expectations of themselves and the self-belief, skills and attributes to achieve their true potential. Everyone in school is here for a purpose, to learn each day, and to widen their knowledge, experience and imaginative understanding.

At both Key Stage 3 and 4, opportunities within the curriculum enable pupils to enjoy, achieve and grow in their learning. Pupils follow a curriculum that is appropriate to their needs, provides challenge and enables them to achieve.

There is a positive atmosphere for learning in lessons at St Joseph's, as teachers and subject leaders are constantly finding innovative and engaging learning experiences for pupils.

ACADEMIC SUCCESS

Over the past five years, St Joseph's Catholic School has exceeded challenging targets, securely placing us, yet again, as one of the best schools in the country and in Salisbury for the progress of pupils. We have received local and national recognition for our GCSE results which places our school as one of the top performing smaller educational establishments in the country.



“Pupils spiritual, moral, social and cultural education is a particular strength of the school”

Ofsted 2018

STAFF WELFARE AND CAREER PROFESSIONAL LEARNING

As a school that values Career Professional Learning for all our staff, we have an extensive range of courses and opportunities on offer which enables our staff to flourish. We offer the NPQML and NPQSL national qualification to all those staff who show leadership potential and wish to move into Senior Leadership in the coming years.

Recently, we have supported four staff to become qualified teachers via SUPA Salisbury and the Assessment Only route.



SAFEGUARDING AND CHILD PROTECTION

The school is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. All new staff within the school will be subject to an enhanced DBS check.

The school has a designated senior member of the leadership team who is responsible for referring and monitoring any suspected case of abuse. All members of staff will receive training in line with our Child Protection policies.



Saint Joseph's
CATHOLIC SCHOOL

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