



*Saint Joseph's*  
CATHOLIC SCHOOL

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# Teaching & Learning Support Assistant

*"Excellence for the sake of the Gospel"*

**HIGH ASPIRATIONS – HIGH EXPECTATIONS – HIGH STANDARDS**

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CANDIDATE INFORMATION



## Welcome from the Headteacher

Dear Candidate,

Thank you for expressing interest in the position of Teaching & Learning Support Assistant at St Joseph's Catholic School.

St Joseph's is a secondary comprehensive school with approximately 600 students on roll. We work as part of the Clifton Diocese and in partnership with other local catholic schools. The warm and welcoming atmosphere is matched by a strong focus on student progress and improving our student's life chances.

New staff joining the school will be welcomed by a warm, supportive environment, along with excellent professional opportunities to expand your personal growth.

We actively encourage and welcome visits to our school prior to application. Please contact Mrs K Snell, our HR Officer on [ksn@sjcs.org.uk](mailto:ksn@sjcs.org.uk) or 01722 335380.

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

**Mr McParland**  
Interim Headteacher



## Key Information

Post:	<b>Teaching &amp; Learning Support Assistant</b>
Salary Range:	<b>Grade E</b>
Responsible To:	<b>SENCo</b>
Contract Type:	<b>Permanent, 32.5 hours p/w (term time only)</b>

## Dates

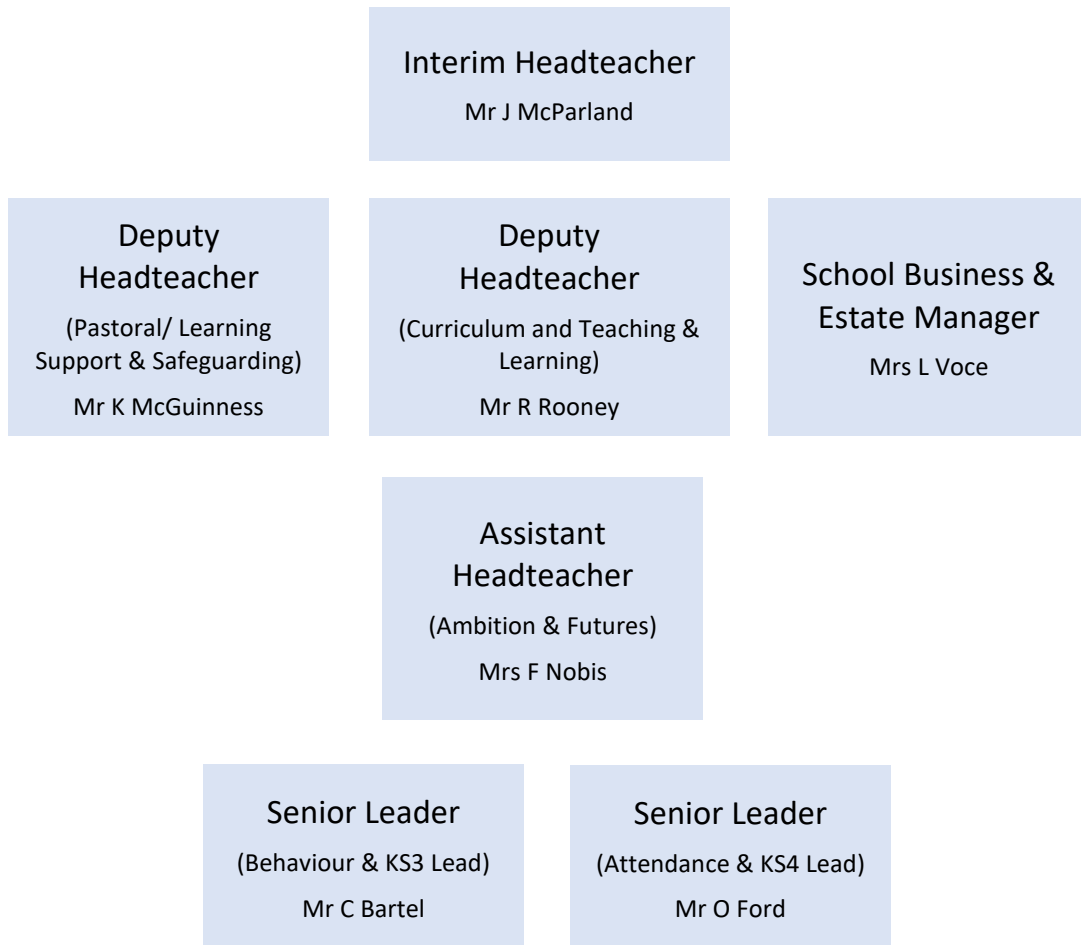
Application Deadline:	<b>11<sup>th</sup> July 2024</b>
Interviews:	<b>Week commencing 15<sup>th</sup> July 2024</b>
Start Date:	<b>September 2024</b>

“Pupils feel welcome and included at St Joseph’s. Kindness, tolerance and respect permeate all aspects of school life. Pupils know that they are valued as individuals, whatever their faith or background.”

*Ofsted 2024*



# Senior Leadership Team Structure



# Responsibilities & Key Tasks for Teaching & Learning Support Assistant

## **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 pupils with SEND's progress towards individual targets, as part of the 'SEND Assess, Plan, Do, Review' cycle.
- Managing an online learning application, EdClass, to support pupils' education.
- Supporting and managing pupils in our Inclusion / Pastoral areas.

## **Supporting pupils' self-esteem, inclusion and behavioural development**

- 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 and school activities.

## **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.
- Contribute to the development of SEND Pupil Profiles and Statutory Plans and reviews of pupil progress.
- 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.
- 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.

- 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.

### **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.

### **Supporting the school**

- 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.

**We are 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.**

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.





“Before I came to St Joseph’s I was very close to giving up on teaching as I had many knock backs in my first school... but it turns out I just hadn’t found the right school. I will be forever grateful for the support I received on a professional level, but also on a personal level when I needed it most.”

*Former Teacher of English*

“You really have been a wonderful team to work with. You are all so patient and kind which really makes a difference. You are all part of an amazing team and the students at this school are very lucky to have you all.”

*Former Teacher of Maths*



“Pupils spiritual and moral development are integral to all that the school does. Pupils show tolerance and respect to those from different faiths and cultures. They exemplify the school’s message that they are ‘all God’s children’.”

*Ofsted 2024*

## Person Specification for Teaching & Learning Support Assistant

<b>Supervision and Management</b>	The job holder has no regular supervisory responsibility for staff but assists in work familiarisation of peers and new recruits.
<b>Creativity and Innovation (i.e. Problem Solving)</b>	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.
<b>Key Contacts and Relationships</b>	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
<b>Decision making</b>	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.
<b>Resources</b>	The jobholder is expected to use school resources appropriately and with care, but is not personally accountable for their overall security.
<b>Working environment</b>	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.
<b>Knowledge and skills</b>	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.



# About St Joseph's Catholic School

*"Excellence for the sake of the Gospel"*

St Joseph's is a co-educational, 11-16 Catholic voluntary-aided school in the diocese of Clifton and the county of Wiltshire. Our aim is to provide a caring educational environment where each person is valued and is given the dignity due to a child of God.

## Our School Ethos

**St Joseph's Catholic School is an 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 permeate everyday life as a community. Each child and every adult are treated with the utmost dignity and respect. Consequently, students leave us as well-rounded individuals and staff turnover is exceptionally low.

Our Catholic school is committed to being 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 students to develop their own unique gifts and talents.**

By providing a broad range of learning experiences and a supportive and nurturing environment, our students 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 and experience and imaginative understanding.

At both Key Stage 3 and 4, opportunities within the curriculum enable students to enjoy, achieve and grow in their learning. Students 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 students.





## Academic Success

St Joseph's has recently re-evaluated the academic focus of the school and is making strides in ensuring that the pupils' academic experience and outcomes are the best that they can be. Over the past two years GCSE outcomes have seen improvement year on year as a result of this renewed focus.



## Staff Welfare & 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 a suite of NPQ national qualifications to all those staff who show leadership potential and wish to move into leadership roles in the coming years.

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



## Safeguarding & Child Protection

The school is committed to ensuring all aspects of safeguarding and child protection are of the highest standards. During the recruitment process, all candidates will be subject to the Safer Recruitment checks including but not limited to; The Disclosure and Barring Service, employment history continuity, full reference checks and social media/online presence.

Due to the nature of the post, we would also seek evidence of your role as a practising Catholic through your parish Priest / Diocese.



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Thank you for your interest –  
we look forward to hearing  
from you soon.

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