Appendix 11

JOB DESCRIPTION and PERSON SPECIFICATION

ACADEMY	Hull Collaborative Academy Trust	**POSITION NO:**	
SECTION:		**GRADE: 4**	
JOB TITLE:	Achievement Support Assistant (Generic, SEN, EAL, EYFS)	**DATE PREPARED:** January 2015	
EVALUATION DATE:		**JE NUMBER:**	

DIGNITY AT WORK: To show, at all times, a personal commitment to treating all stakeholders and colleagues in a fair and respectful way, which gives positive regard to people's differences and individuality (for example, gender, gender identity, nationality or ethnic origin, disability, religion or belief, sexual orientation, age). Assists in ensuring equal access to services and employment opportunities for everyone and promotes the Equal Opportunities in Employment Policy adopted by the school/trust.

PURPOSE:

To work under the instructions and guidance of teaching staff within and outside the classroom to:

- Provide effective support as required
- Support the academic, social, emotional and development of individuals and groups of pupils understanding clearly how pupils' learn
- Provide effective support to maximise the attainment and accelerate the progress of individuals and groups of pupil

PRINCIPAL ACCOUNTABILITIES: ***Please note decision making must be included within the Principal Accountabilities***	
Support for pupils	
A	Be proactive in the promotion of safeguarding and the welfare, health and safety of children and young people, including assisting in the maintenance of a safe environment for pupils and staff
B	Supports teaching staff with routine administration
C	Supervises and provides particular support for individuals and groups of pupils, including eg those with SEN, disabilities, personal needs, EAL ensuring their safety and access to learning activities
D	Assists with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes
E	Supports children's growth and intellectual development
F	Establishes constructive relationships with pupils and interacts with them according to individual needs
G	Promotes the inclusion, engagement and participation of all pupils
H	Support pupils in their learning and development eg through the acquisition of cognitive and learning skills by speaking clearly and eloquently

I	Sets challenging and demanding expectations and promotes self-esteem and independence
J	Provide feedback to pupils in relation to progress towards academic, social, behavioural and learning to learn skills
K	Provide support via coaching and mentoring and modelling an enthusiasm for improving personal performance
L	To liaise closely with appropriate staff in relation to safeguarding, behaviour and wellbeing issues
Support for Teachers	
M	Creates and maintains a purposeful, orderly and supportive environment
N	Develops displays within and outside the classroom
O	Assists with the planning of learning activities
P	Assists in the monitoring of pupils' responses to learning activities, makes use of the school's tracking data and completes accurate records
Q	Provides detailed and regular feedback to teachers on pupils attainment, progress, behaviour and attitudes to learning
R	Contributes to planning and evaluation of learning and assists in the recording of pupils' progress
S	Encourages pupils to develop as independent learners with a thirst for learning
T	Promotes good pupil behaviour, dealing promptly with conflict and incidents in line with School procedures and encourage pupils to take responsibility for their own behaviour using a restorative approach
Support for the curriculum	
U	Undertakes structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses
V	Under the direction of senior staff delivers bespoke intervention and enrichment programmes e.g. literacy, numeracy, Guided Reading, phonics, spelling, Language Development, Early Years, social skills recording achievement and progress and feeding back to the teacher.
W	Supports the use of ICT in learning activities and develop pupils' competence and independence in its use.
X	Prepares, maintains and use equipment/resources required to meet the lesson plans/relevant learning activity and assists pupils in their use.
Support for the school	
Y	Awareness of and complies with all school policies and procedures, including those relating to child protection / safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
Z	Awareness of the diverse needs of pupils to ensure equal access to opportunities to learn and develop.
Aa	Supports and challenges high levels of attendance and punctuality
Bb	Attends training events and / or planning meetings including the participation in performance development as required
Cc	Contributes to the overall ethos/work/aims of the school.
Dd	Appreciates and supports the role of other professionals.
Ee	Undertakes the supervision of pupils out of lesson times, including before and after school, at lunch times and at break times
Fe	Leads out of school learning activities
Gg	Accompanies teaching staff and pupils on visits and out of school activities as required and takes responsibility for a group under the supervision of the teacher.
Hh	Participates in discussions with parents/carers under the general direction of a teacher.

GENERAL:
The above principal accountabilities are not exhaustive and may vary without changing the character of the job or level of responsibility. The post-holder must be flexible to ensure the operational needs of the academy are met. This includes the undertaking of duties of a similar nature and responsibility as and when required, throughout the various work places in the academy and before and after the school day.

DIMENSIONS:
All sections should be completed – if there aren't any state 'none'

1. Responsibility for Staff:
None.

2. Responsibility for Stakeholders/Clients:
Under the direction of the teacher responsibility for an identified group of pupils.

3. Responsibility for Budgets:
None.

4. Responsibility for Physical Resources:
Safe use, moving and storage of all equipment used in the course of the role.

WORKING RELATIONSHIPS:
All sections should be completed – if there aren't any state 'none'

1. Within Service Area/Section:
Responsible for pupils in their daily care, colleagues within the school, parents and governors

2. With Any Other Areas (where applicable)
Educational support staff and educational support services
Other schools and educational establishments

3. With External Bodies to the Academy
Responsible for engaging in training
Public Services
Community Representatives
Local Authority

ORGANISATION CHART:

Headteacher

Associate Headteacher

Deputy Headteacher

SLT

Class Teachers

Achievement Support Assistants

	Tick relevant level for each category						
	Not applicable	**Low**	**Moderate**	**High**	**Very High**	**Intense**	**Supporting Information (if applicable)**
PHYSICAL DEMANDS: Physical Effort and/or Strain – (tiredness, aches and pains over and above that normally incurred in a day to day office environment).		√					
WORKING CONDITIONS: Working Conditions **–** (exposure to objectionable, uncomfortable or noxious conditions over and above that normally incurred in a day to day office environment).		√					
EMOTIONAL DEMANDS: Exposure to objectionable situations over and above that normally incurred in a day to day office environment.			√				Occasional rudeness and confrontational behaviour from pupils and very rarely, parents

Achievement Support Assistant (Generic, SEN, EAL, EYFS) **PERSON SPECIFICATION**		**Tick relevant column**		**List code/s***
The information listed as essential (the column that is shaded) is used as part of the job evaluation process. The requirements identified as desirable are used for recruitment purposes only. **Codes: AF = Application Form, I = Interview, CQ = Certificate of Qualification, R = References (should only be used for posts requiring DBS's), T = Test/Assessment, P = Presentation*		**Essential**	**Desirable**	**How identified**
1.	**Qualifications:**			
	(1.1) GCSE English and maths Grade A-C (or equivalent – eg Certificate in Adult Literacy / Numeracy Level 2)	√		AF
	(1.2) NVQ Level 2 Teaching Assistant Qualification		√	AF
	(1.3) Restorative Practice training – intro & circles		√	AF
	(1.4) Safeguarding Level 1		√	AF
	(1.5) First Aid / Paediatric First Aid		√	AF
	(1.6) Bespoke training relevant to role, including First Aid, Speech and Language		√	AF
2.	**Relevant Experience:**			
	(2.1)Experience of working with or caring for children of relevant age	√		AF/R
	(2.2) Assisting teachers in accurately assessing the performance of pupils and providing appropriate feedback to the teacher		√	R/I
	(2.3) Experience of assisting in the maintenance of pupils' records		√	AF/R

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	(2.4) Involvement in teaching of phonics in whole class and small group activities		√	AF/R
	(2.5) Effective use of ICT to support teaching and learning	√		AF/R/I
	(2.6) Led out of school learning / activities		√	AF/R/I
	(2.7) Delivered intervention with positive measurable impact	√		AF/R/I
3.	**Skills (including thinking challenge/mental demands):**			
	(3.1) Ability to be flexible to adapt to changing workload demands and new school challenges	√		AF/R/I
	(3.2) Motivation to work with children and young people.	√		R/I
	(3.3) Competent ICT skills	√		R/I
	(3.4) Ability to form and maintain appropriate relationships and personal boundaries with children and young people.	√		R/I
	(3.5) Effective restorative practitioner	√		R/I
4.	**Knowledge:**			
	(4.1) Understanding of child development and how children learn	√		AF/I
	(4.2) A knowledge and commitment to safeguarding and promoting the welfare of children and young people	√		R/I
	(4.3) Understanding of National Curriculum, EYFS Guidance and other codes of practice eg SEN, Equalities	√		AF/R/I
	(4.4) Sound knowledge of phonics and guided reading within school in order to raise attainment in reading		√	R/I
	(4.5) Working knowledge of ICT including use of Ipads, Microsoft Office and email			
	(4.6) Knowledge of Health and Safety requirements	√		AF/I
	(4.7) A knowledge of and commitment to the of the principles of Restorative Practice		√	R/I
5.	**Interpersonal/Communication Skills:** **Verbal Skills**			
	(5.1) Relates well to children	√		R/I
	(5.2) Ability to interact well using courtesy, tact and diplomacy and negotiation skills as required by an ,Restorative Academy,	√		AF/R
	(5.3) Ability to establish professional, effective working relationships with a range of partners/colleagues and children and young people.	√		R/I
	(5.4) Speaks clearly and accurately using grammatically correct spoken English	√		R/I
	(5.6) Ability to work constructively and proactively as part of a team, understands classroom roles and working within this position as part of a team	√		R/I
	(5.7) Effective communication skills to model good practice for pupils and stakeholders	√		R/I
	Written Skills			

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	(5.8) Highly competent written skills, including spelling and grammar , including use of ICT	√		AF/R
The requirements listed below are not considered during the job evaluation process, but are essential requirements for the role that will be assessed during the recruitment process.				
	Additional Requirements:			
	(6) Maintains high levels of confidentiality at all time	√		R/I
	(7) Makes a commitment to the wider life of the school including going the extra mile	√		R/I
	(8) Ability to present a smart professional image in line with the Dress Code of the Academy	√		R/I
	(9) Engage in additional training and development including being proactive in identifying own development needs	√		AF/R/I
	(10) Self-motivation and personal drive to complete tasks to the required time scales and quality standards	√		AF/R/I
	(11) Strives for excellence and ways to improve their own performance and the performance of the school	√		AF/R
	Disclosure of Criminal Record:			
	The successful candidate's appointment will be subject to the academy obtaining a satisfactory Enhanced and Barring List Disclosure from the Disclosure and Barring Service (if ticked as an essential requirement).	√		DBS Disclosure
	If the post-holder requires a DBS disclosure the candidate is required to declare full details of everything on their criminal record.	√		AF(after short listing)
	If the post-holder does not require a DBS disclosure the candidate is required to declare unspent convictions only.		N/A	AF(after short listing)