



Achievement Support Assistant

Brompton Hall School

Job Description & Person Specification



JOB TITLE:Achievement Support
Assistant**GRADE:** 4**EVALUATION DATE:** 11 Oct 2018

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 Venn's Equal Opportunities in Employment Policy.

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 pupils

PRINCIPAL ACCOUNTABILITIES:

Please note decision making must be included within the Principal Accountabilities

Support for pupils

- | | |
|----|---|
| 1 | Be proactive in the promotion of the welfare, health and safety of children and young people, including assisting in the maintenance of a safe environment for pupils and staff |
| 2 | Supports teaching staff with routine administration |
| 3 | Supervises and provides particular support for individuals and groups of pupils, including e.g. those with SEN, disabilities, personal needs, ensuring their safety and access to learning activities |
| 4 | Assists with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes |
| 5 | Supports children's growth and intellectual development |
| 6 | Establishes constructive relationships with pupils and interacts with them according to individual needs |
| 7 | Promotes the inclusion, engagement and participation of all pupils |
| 8 | Support pupils in their learning and development eg through the acquisition of cognitive and learning skills by speaking clearly and eloquently |
| 9 | Sets challenging and demanding expectations and promotes self-esteem and independence |
| 10 | Provide feedback to pupils in relation to progress towards academic, social, behavioural and learning to learn skills |
| 11 | Provide support via coaching and mentoring and modelling an enthusiasm for improving personal performance |
| 12 | To liaise closely with appropriate staff in relation to safeguarding, behaviour and wellbeing issues |

Support for Teachers

- | | |
|----|--|
| 13 | Creates and maintains a purposeful, orderly and supportive environment |
| 14 | Develops displays within and outside the classroom |

15	Assists with the planning of learning activities
16	Assists in the monitoring and marking of pupils' responses to learning activities, makes use of the school's tracking data and completes accurate records
17	Provides detailed and regular feedback to teachers on pupils' attainment, progress, behaviour and attitudes to learning
18	Contributes to planning and evaluation of learning and assists in the recording of pupils' progress
19	Encourages pupils to develop as independent learners with a thirst for learning
20	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
Support for the curriculum	
21	Undertakes structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses
22	Under the direction of senior staff delivers bespoke intervention and enrichment programmes e.g. literacy, numeracy, Guided Reading, phonics, spelling, speech and language development, social skills recording achievement and progress and feeding back to the teacher.
23	Supports the use of ICT in learning activities and develop pupils' competence and independence in its use.
24	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	
25	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.
26	Awareness of the diverse needs of pupils to ensure equal access to opportunities to learn and develop.
27	Supports and challenges high levels of attendance and punctuality
28	Attends training events and / or planning meetings including the participation in performance development as required
29	Contributes to the overall ethos/work/aims of the school.
30	Appreciates and supports the role of other professionals.
31	Undertakes the supervision of pupils out of lesson times, including before and after school, at lunch times and at break times
32	Leads out of school learning activities
33	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.
34	Participates in discussions with parents/carers under the general direction of a teacher.
35	The Health and Safety at Work etc. Act 1974 and associated legislation places responsibilities for health and safety on Schools, as your employer and you as an employee. In addition to the Schools overall duties, the post holder has personal responsibility for their own health and safety and that of other employees; additional and more specific responsibilities are identified in the Schools Health and Safety policy.
36	Promotes good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage to take responsibility to take for their own behaviour.
37	Participates in discussions with parents and 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:**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:**1. Within the school/ setting:**

Responsible for pupils in their daily care, colleagues within the school, parents and governors

2. With Any Other Areas within Venn

Educational support staff and educational support services

Other schools and educational establishments

2. With External Bodies to Venn

Responsible for engaging in training

Public Services

Community Representatives

Local Authority

ORGANISATION CHART:

Head of School

Deputy / Assistant Headteachers

Class Teachers

Achievement Support Assistants

	Tick relevant level for each category					Supporting Information (if applicable)
	Not applicable	Low	Moderate	High	Very High	Intense
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

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, EOI = Expression of Interest Form, 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/EOI
1.2	NVQ Level 2 Teaching Assistant Qualification		√	AF/EOI
1.3	Safeguarding Level 1		√	AF/EOI
1.4	First Aid / Paediatric First Aid (willingness to be trained is essential)		√	AF/EOI
1.5	Bespoke training relevant to role, e.g. Speech and Language, Team Teach, Mental Health First Aid (willingness to be trained and keep training up to date is essential)		√	AF/EOI
2.	Relevant Experience:			

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, EOI = Expression of Interest Form, CQ = Certificate of Qualification, R = References (should only be used for posts requiring DBS's), T = Test/Assessment, P = Presentation		Essential	Desirable	How identified
2.1	Experience of working with children with challenging behaviour and special needs.	√		AF/EOI
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		√	R/I
2.4	Involvement in teaching of phonics in whole class and small group activities		√	AF/EOI
2.5	Effective use of ICT to support teaching and learning	√		R/I
2.6	Led out of school learning / activities		√	AF/EO
2.7	Delivered intervention with positive measurable impact	√		R/I
2.8	Successful experience of using behaviour management			
3.	Skills (including thinking challenge/mental demands):			
3.1	Ability to be flexible to adapt to changing workload demands and new school challenges	√		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
4.	Knowledge:			
4.1	A knowledge and commitment to safeguarding and promoting the welfare of children and young people	√		R/I
4.2	Understanding of National Curriculum, EYFS Guidance and other codes of practice eg SEN, Equalities	√		R/I
4.3	Sound knowledge of phonics and guided reading within school in order to raise attainment in reading		√	R/I
4.4	Working knowledge of ICT including use of Ipads, Microsoft Office and email	√		R/I
4.5	Knowledge of Health and Safety requirements	√		I
5.	Interpersonal/Communication Skills:			
	Verbal Skills			
5.1	Ability to interact well using courtesy, tact and diplomacy and negotiation skills	√		R/I
5.2	Ability to establish professional, effective working relationships with a range of partners/colleagues and children and young people.	√		R/I
5.3	Speaks clearly and accurately using grammatically correct spoken English	√		R/I

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, EOI = Expression of Interest Form, CQ = Certificate of Qualification, R = References (should only be used for posts requiring DBS's), T = Test/Assessment, P = Presentation		Essential	Desirable	How identified
5.4	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
5.5	Effective communication skills to model good practice for pupils and stakeholders	√		R/I
Written Skills				
5.6	Highly competent written skills, including spelling and grammar , including use of ICT	√		AF/EOI
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.				
6	Additional Requirements:			
6.1	Maintains high levels of confidentiality at all times	√		R/I
6.2	Makes a commitment to the wider life of the school	√		R/I
6.3	Ability to present a smart professional image in line with the Dress Code of the School	√		R/I
6.4	Engage in additional training and development including being proactive in identifying own development needs	√		AF/EOI
6.5	Self-motivation and personal drive to complete tasks to the required time scales and quality standards	√		AF/EOI
6.6	Strives for excellence and ways to improve their own performance and the performance of the school	√		AF/EOI
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/EOI (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/EOI (After short listing)

Policy Statement on the Recruitment of Ex-offenders (Source www.gov.uk)

1. As an organisation assessing applicants' suitability for positions which are included in the Rehabilitation of Offenders Act 1974 (Exceptions) Order using criminal record checks processed through the Disclosure and Barring Service (DBS), this school complies fully with the DBS [code of practice](#) and undertakes to treat all applicants for positions fairly.
2. This school undertakes not to discriminate unfairly against any subject of a criminal record check on the basis of a conviction or other information revealed.
3. This school can only ask an individual to provide details of convictions and cautions that it is legally entitled to know about. Where a DBS certificate can legally be requested (where the position is one that is included in the Rehabilitation of Offenders Act 1974 (Exceptions) order 1975 as amended, and where appropriate Policy Act Regulations as amended) this school can only ask an individual about convictions and cautions that are not protected.
4. This school is committed to the fair treatment of its staff and potential staff, regardless of race, gender, religion, sexual orientation, responsibilities for dependents, age, physical/mental disability or offending background.
5. This school has this written policy on the recruitment of ex-offenders, which is made available to all DBS applicants at the start of the recruitment process.
6. This school actively promotes equality of opportunity for all with the right mix of talent, skills and potential and welcome applications from a wide range of candidates, including those with criminal records. Candidates are selected for interview based on their skills, qualifications and experience and criminal record information is only requested from short-listed candidates.
7. A disclosure is only requested from the DBS after a thorough risk assessment has indicated that one is both proportionate and relevant to the position concerned. For those positions where a criminal record check is identified as necessary, all application forms, job adverts and recruitment briefs will contain a statement that a DBS certificate will be requested in the event of the individual being offered the position.
8. This school ensures that all those who are involved in the recruitment process have been suitably trained to identify and assess the relevance and circumstances of offences.
9. This school also ensures that they have received appropriate guidance and training in the relevant legislation relating to the employment of ex-offenders, e.g. the Rehabilitation of Offenders Act 1974.
10. At interview, or in a separate discussion, this school ensures that an open and measured discussion takes place on the subject of any offences or other matter that might be relevant to the position. Failure to reveal information that is directly relevant to the position sought could lead to withdrawal of an offer of employment.
11. This school makes every subject of a criminal record check submitted to DBS aware of the existence of the [code of practice](#) and makes a copy available on request.

This school undertakes to discuss any matter revealed on a DBS certificate with the individual seeking the position before withdrawing a conditional offer of employment