



MEADOWHEAD SCHOOL ACADEMY TRUST

JOB DESCRIPTION

	<p>This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment</p>
POST TITLE	Engagement Centre Support Assistant
GRADE	Grade 5 scp 15 – 20
HOURS	37 hours, 40 weeks per year
RESPONSIBLE TO	Student Engagement Manager
PURPOSE OF JOB	Working within an agreed framework of supervision to complement the professional work of teachers by taking responsibility for agreed learning activities, including planning, preparation and delivery. These activities can be for individuals/groups or whole classes including monitoring and assessment, recording and reporting on pupil achievement, progress and development
RELEVANT QUALIFICATIONS	<p>Meet higher level teaching assistant standards or equivalent qualification or experience</p> <p>Excellent numeracy/literacy skills – equivalent to NVQ level 2 in English and Maths</p> <p>Specialist skills/training in curriculum or learning area e.g. bi-lingual, sign language, etc</p>

JOB DESCRIPTION FOR POST OF:
Engagement Centre Support Assistant

SPECIFIC DUTIES AND RESPONSIBILITIES

The post holder must at all times carry out his/her duties and responsibilities within the spirit of School policies and within the framework of legislation applicable to Academies and Trusts.

The post-holder will be expected to maintain the professional standards of Meadowhead School and the standards of behaviour, attitude and effort as outlined in the Meadowhead Code of Conduct as issued to students and staff.

MAIN DUTIES AND RESPONSIBILITIES

Support for the students

- To jointly assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning.
- Establish productive working relationships with pupils, acting as a role model and setting high expectations.
- Develop and implement Personal Learning Plans.
- Promote the inclusion and acceptance of all pupils within the classroom.
- Support pupils consistently whilst recognising and responding to their individual needs.
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities.
- Promote independence and employ strategies to recognise and reward achievement of self-reliance.
- Provide feedback to pupils in relation to progress and achievement.
- Provide supervisory support to students during their lunch and break times

Support for the Teacher

- Organise and manage appropriate learning environment and resources.
- Within an agreed system of supervision, plan and deliver activities to assist students' personal development
- Assist teachers to deliver an agreed curriculum which meets the needs of all students.
- Provide objective and accurate feedback and reports as required on pupil

achievement, progress and other matters, ensuring the availability of appropriate evidence.

- Record progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment.
- Work within an established discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence.
- Supporting the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement etc.
- Administer and invigilate exams/tests.
- Production of resources, plans etc.

Support for the Curriculum

- Deliver learning activities to pupils adjusting activities according to pupil responses/needs.
- Deliver local and national learning strategies e.g. literacy, numeracy, and make effective use of opportunities provided by other learning activities to support the development of pupils' skills.
- Use ICT effectively to support learning activities and develop pupils' competence and independence in its use.
- Select and prepare resources necessary to lead learning activities, taking account of pupils' interests and language and cultural backgrounds.
- Offer opportunities to learn outside of the classroom to develop social and life skills.

Support for the school

- Comply with and assist with the policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop
- Contribute to the overall ethos and aims of the school
- Establish constructive relationships with other agencies and professionals to support achievement and progress of students
- Attend and participate in team meetings to review and plan provision for students.
- Conduct home visits to support home school partnership working.
- Participate in training as required

- Recognise own strengths and areas of expertise and use these to advise and support others

General Duties

- To be willing to undertake training and professional development as required of the post
- Any other duties and responsibilities that do not change the character and purpose of this post as may be required by the Headteacher.

Team Responsibilities

All education support staff at Meadowhead School are considered part of the overall support team and may be required to assist colleagues in other areas from time to time.

To undertake any other duties and responsibilities, which do not change the character and purpose of the post, as may be determined after negotiations between management, the post-holder and the appropriate trade union. Suggestions to amend/update this job description, which will lead to an improvement in the school's and/or the department's performance will always be welcome.

**Person Specification for post of:
Engagement Centre Support Assistant**

Minimum Essential	Method of Assessment
Skills /Knowledge	
Full working knowledge of relevant policies/codes of practice/ legislation	Application Form, Interview
Working knowledge and experience of implementing national foundation stage and KS3/4 curriculum and other relevant learning programmes/strategies	Interview
Good understanding of child development and learning processes	Interview
Understanding of statutory frameworks relating to teaching	Interview
Ability to organise, lead and motivate a team	Interview
Constantly improve own practice/knowledge through self-evaluation and learning from others	Interview
Ability to relate well to children and adults	Interview
Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these	Interview
Can use ICT effectively to support learning	Interview
Has sound speaking and listening skills to extend language in discussion	Interview
Can plan, implement and evaluate learning activities	Interview
Can undertake pupil assessment	Interview
Has a caring positive attitude towards pupils welfare	Interview

Has an awareness of pupils with special educational needs	Interview
Can maintain trust and confidentiality where appropriate	Interview
Can assist the school in forming a partnership with parents	Application Form, Interview
Has practical and organisational skills to prepare and manage educational resources	Application Form, Interview
Can complete and maintain pupils records	Interview
Experience, qualifications, and training (if any)	
Meet Higher Level Teaching Assistant standards or equivalent qualifications or experience	Application Form
Training in the relevant strategies e.g. literacy	Application Form
Excellent numeracy/literacy skills – equivalent to NVQ Level 2 in English and Maths	Application Form
Experience working with children of relevant age in a learning environment	Application Form, Interview
Specialist skills/training in curriculum or learning area e.g. bilingual, sign language, ICT	Application Form, Interview
Work related circumstances	
Can allocate some contractual time to after school staff meetings when appropriate	Application Form, Interview
Can allocate some contractual time to the whole of, or part of, staff training days when appropriate	Application Form, Interview
Can maintain personal presentation that sets high standards for the pupils	Application Form, Interview