

## CHILDREN AND LIFELONG LEARNING – HR SERVICES

School				
Job No.	Post Title	Grade	JE Pts	Date
J1915	<b>Pupil Support Assistant</b>	Grade 5	417 NJC	April 2009

### Statement of Purpose

To help children and young people to develop their basic skills and overcome barriers to academic progress.

### Support to Pupils

- To assist in the identification of those children who would benefit most from help with basic skills or academic intervention and, working with others or independently, draw up and implement an action plan for each child or small group of children who need particular support.
- To develop an effective relationship with pupils needing particular support aimed at achieving the goals defined in the action plan.
- To maintain regular contact with families/carers of children in need of extra support, to keep them informed of the child's needs and progress.
- Monitor homework and coursework completion for selected students.
- Remove disruptive pupils from classrooms as required by staff. (Not applicable for this role)
- To contribute to the provision of special programmes for identified pupils.
- To be responsible, under the oversight of the learning support co-ordinator, for drawing up the Individual Education Plans for identified pupils as required.

### Support to Strategic Management

- To liaise with the senior leadership team and the learning support co-ordinator regarding best practice for helping pupils with underdeveloped basic skills.
- To liaise with the teaching staff regarding best practice for helping pupils who are underachieving in identified areas of study.

### Support to School (this list is not exhaustive and should reflect the ethos of the school)

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.
- Comply with 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, support and ensure equal opportunities for all.
- Contribute to the overall ethos/work/aims of the school.
- Attend and participate in meetings as required.
- Participate in training and other learning activities and performance development as required.
- Recognise own strengths and areas of expertise and use these to advise and support others.

**This job description is generic and for the purposes of this post at King Edward VI School, the key focus areas will be:-**

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- Working across all year groups supporting learning and high quality teaching in the classroom.
- To champion SEND throughout all areas of school life and collaborate with Subject Leaders and other colleagues to ensure that there are no barriers to learning for any student in any classroom.
- Developing and delivering individualised programmes and interventions to individual or small groups, such as precision teaching, mentoring and those recommended by EP, SALT etc, and delivering feedback to parents.
- Contributing to the APDR process and Provision Mapping for individual students.
- Contribute to the preparation and delivery of CPD within the Department.

**Note 1:**

*The content of this job description will be reviewed with the post holder on an annual basis in line with the School's performance and development review policy. Any significant change in level of accountability that could result in a change to the grade must be discussed with the post holder and the relevant trade union before submitting for re-evaluation.*

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**Person Specification  
Pupil Support Assistant  
Level 3**

Essential Criteria	Measured By
<p><b>Experience</b></p> <ul style="list-style-type: none"> <li>• Experience of working in an education setting committed to the inclusion agenda.</li> <li>• Experience of working with pupils demonstrating challenging behaviour or dealing with disadvantaged circumstances.</li> <li>• Experience of helping pupils with underdeveloped basic skills.</li> </ul>	AF/I
<p><b>Qualifications/Training</b></p> <ul style="list-style-type: none"> <li>• NVQ Level 3 or equivalent in relevant area.</li> </ul>	I
<p><b>Knowledge/Skills</b></p> <ul style="list-style-type: none"> <li>• Strong numeracy and literacy skills.</li> <li>• Ability to manage own workload and work on own initiative.</li> <li>• Ability to work constructively as part of a team.</li> <li>• Excellent interpersonal skills.</li> <li>• Good ICT and record keeping skills.</li> <li>• Ability to communicate effectively both orally and in writing.</li> <li>• Good organising, planning and prioritising skills.</li> <li>• Methodical with a good attention to detail.</li> <li>• Ability to relate well to children and to adults.</li> <li>• Excellent communication skills.</li> </ul>	AF/I
<p><b>Behavioural Attributes</b></p> <ul style="list-style-type: none"> <li>• Identifies and promotes best practice and encourage the sharing of ideas.</li> <li>• Understands the schools development plan and how it relates to team and individual objectives.</li> <li>• Proactively seek opportunities to increase job knowledge and understanding</li> <li>• Requires minimum supervision</li> <li>• Identifies and overcomes barriers and manage risks</li> <li>• Demonstrates focused implementation of role and responsibilities</li> <li>• Is accountable for own development.</li> <li>• Works with others to resolve differences of opinion and resolve conflict.</li> </ul>	AF/I

AF - Application form

I - Interview

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**Note 1:**

***In addition to the ability to perform the duties of the post, issues relating to safeguarding and promoting the welfare of children will need to be demonstrated these will include:***

- ***Motivation to work with children and young people.***
- ***Ability to form and maintain appropriate relationships and personal boundaries with children and young people.***
- ***Emotional resilience in working with challenging behaviours and***
- ***Attitudes to use of authority and maintaining discipline.***