

Job Description

Post title **Senior Achievement Support Assistant**

Reports to **Assistant Headteacher**

Grade **6**

Location of post **HCAT Thoresby Primary School**

Main Purpose of the Post

1. To work under the instructions and guidance of teaching staff within and outside the classroom to:
 - Provide effective support as required
 - Working independently and with others 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
 - Supervise whole classes during the short term, occasional, planned or un-planned absence of class teachers delivering prepared lessons.
 - Cover the duties of any absent ASAs

Main Duties and Responsibilities

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. Supervises and provides particular support for individuals and groups of pupils, including e.g. those with SEN, disabilities, personal needs, EAL ensuring their safety and access to learning activities
3. Assists with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes
4. Supports children's growth and intellectual development
5. Establishes constructive relationships with pupils and interacts with them according to individual needs by coaching, mentoring and modelling an enthusiasm for improving personal performance
6. Promotes the inclusion, engagement and participation of all pupils
7. Support pupils in their learning and development e.g. through the acquisition of cognitive and learning skills by speaking clearly and eloquently and answering questions.
8. Sets challenging and demanding expectations and promotes self-esteem and independence

9. Provide feedback to pupils in relation to progress towards academic, social, behavioural and learning to learn skills
10. To liaise closely with appropriate staff in relation to safeguarding, behaviour and wellbeing issues
11. To provide a first aid service as necessary to pupils as required, ensure the first aid kit is up to date and undertake all necessary first aid training.

Support for Teachers

12. Creates and maintains a purposeful, orderly and supportive environment
13. Develops displays within and outside the classroom
14. Assists with the planning of learning activities and routine administration.
15. Assists in the monitoring and marking of pupils' responses to learning activities, makes use of the school's tracking data and completes accurate records
16. Provides detailed and regular feedback to teachers on pupils' attainment, progress, behaviour and attitudes to learning
17. Contributes to planning and evaluation of learning and assists in the recording of pupils' progress
18. Encourages pupils to develop as independent learners with a thirst for learning
19. 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

20. Undertakes structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses
21. 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.
22. Supports the use of ICT in learning activities and develop pupils' competence and independence in its use.
23. 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

24. 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.
25. Awareness of the diverse needs of pupils to ensure equal access to opportunities to learn and develop.
26. Supports and challenges high levels of attendance and punctuality
27. Contributes to the overall ethos/work/aims of the school.
28. Works with a range of other professionals, contributing when appropriate.
29. Leads and supervises activities for pupils out of lesson times, including before and after school, at lunch times and at break times. Covering for the absence of ASA colleagues when required.

30. 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.
31. Participates in discussions with parents/carers under the general direction of a teacher.
32. Undertake broadly similar duties, commensurate with the level of the post, as required by the Head Teacher.

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.

Cover Supervisor additional section, in addition to the above:

33. Supervise whole classes during the short term (< 4 days), occasional, planned or unplanned absence of class teachers delivering prepared lessons/activities. Occasional need to plan lessons/activities.
34. Analyses the impact of strategies and initiatives and, in consultation with the teacher, adapts them accordingly.
35. Supervise whole classes during the short term (< 4 days), occasional, planned or unplanned absence of class teachers. Takes responsibility for the safe running of class activities, leading the team and ensuring safe working practice. Directs the work of other adults in the classroom in the absence of the teacher in line with allocated responsibilities for various staff and volunteers in the team.
36. Leads student groups including 1:1 and group reading interventions as directed, also during breakfast club and at pupil lunchtimes.
37. Act as a role model and set high expectations of conduct to ensure that good behaviour is maintained and pupils are kept on task
38. Ensure that when covering lessons, as best as is possible, learning objectives set by teachers are achieved
39. Ensure inclusion and acceptance of all pupils in the class in order to promote equal opportunities.
40. To keep appropriate records in the absence of the teacher, as agreed with the teachers, to enable objective and accurate feedback.
41. Deal with immediate problems and emergencies in accordance with the school's policies to ensure the health and safety of students, especially when covering classes.
42. Deals with incidents and emergencies as a senior member of the ASA team, deciding when it is appropriate to call for support from senior staff or emergency services.

Responsibility

1. Responsibility for Staff:

Classroom staff when covering in the absence of the teacher.

2. Responsibility for Stakeholders/Clients:

Under the direction of the teacher responsibility for an identified group of pupils. When covering the class will lead the class team as the most senior person to ensure safe working and appropriate response to incidents and emergencies, calling for assistance if needed.

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.

Decision Making

1. Makes routine decisions when supporting students in the classroom under the direction of the teacher – makes assessments of pupil progress and recommends when pupils are ready to move to the next stage of learning materials/activities, makes recommendation to assist with planning when required.
2. When covering classes in the absence of the teacher, decides how best to deal with behaviour problems, ensures appropriate grouping of pupils working on learning activities, allocates other support staff to work with pupils and groups as necessary responding to incidents or issues on the day appropriately.
3. Decides when to ask for support from other teachers or senior staff.
4. Plans for cover sessions in liaison with the teacher as agreed and prepares learning objectives in line with curriculum to meet the learning needs of pupils for their age/stage.

Contacts and Reason for the Contact:

1. Within Service Area/Section:

Responsible for pupils in their daily care, colleagues particularly where they are line managing them during cover duties, 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

Public Services

Community Representatives

Local Authority

Risks to health

Low physical demands

Normal working conditions with some occasional rudeness and confrontational behaviour from pupils and very rarely parents.

Moderate emotional demands like occasional support for vulnerable students at risk; regular support for students with additional needs when they may put emotional demands on the post holder.

Person Specification

The person specification should be agreed in advance of the advert being placed and should specify criteria that will be used to decide the best candidate for the post. The selection process should be designed to test all of the requirements including questions, tests, presentation etc.

CRITERIA - headings and details for this post	ESSENTIAL	METHOD OF ASSESSMENT*	DESIRABLE	METHOD OF ASSESSMENT*
QUALIFICATIONS	GCSE English and maths Grade A-C (or equivalent – eg Certificate in Adult Literacy / Numeracy Level 2)	A F	First Aid (Main School) / Paediatric First Aid (EYFS)	A F
	NVQ Level 3 Teaching Assistant Qualification (or equivalent)	A F	Restorative Practice training	A F
	Safeguarding Level 1	A F	Further qualifications that may enhance the role	A F
	Bespoke training relevant to role	A F		
EXPERIENCE	Experience of working with or caring for children of relevant age	A F	Led out of school learning/activities	R/I
	Experience of working with pupils with additional and complex needs.	R/I	Experience of planning sessions to whole-classes and groups of children	R/I
	Experience of implementing EHCP targets and gathering evidence against them.	R/I	Experience of working with pupils with Communication and Interaction difficulties.	R/I
	Assisting teachers in accurately assessing the performance of pupils and providing appropriate feedback to the teacher	R/I	Experiencing of using PECS or other communication programmes	A F, R/I
	Experience of assisting in the maintenance of pupil records	R/I	Experience of managing ASAs and deploying them effectively	A F, R/I

CRITERIA - headings and details for this post	ESSENTIAL	METHOD OF ASSESSMENT*	DESIRABLE	METHOD OF ASSESSMENT*
	Effective use of ICT to support teaching and learning	A F R/I		
	Delivered intervention with positive measurable impact	R/I		
KNOWLEDGE	Understanding of child development and how children learn	R/I	Sound knowledge of phonics and guided reading within school in order to raise attainment in reading	R/I
	A knowledge and commitment to safeguarding and promoting the welfare of children and young people	R/I	Knowledge of catering for pupils with no, or limited, speech.	A F, R/I
	Understanding of National Curriculum, EYFS Guidance and other codes of practice eg SEN, Equalities	R/I	Knowledge of a range of strategies to support pupils in accessing the curriculum.	R/I
	Working knowledge of ICT including use of IPad, Microsoft Office and email Knowledge of Health and Safety requirements	R/I		
SKILLS	Ability to be flexible to adapt to changing workload demands and new school challenges	R/I		
	Motivation to work with children and young people	R/I		
	Competent ICT skills	R/I		

CRITERIA - headings and details for this post	ESSENTIAL	METHOD OF ASSESSMENT*	DESIRABLE	METHOD OF ASSESSMENT*
SKILLS CONT ...	<p>Ability to form and maintain appropriate relationships and personal boundaries with children and young people.</p> <p>Ability to work independently with groups of pupils or individuals</p> <p>Relates well to children by recognising age/stage of development and individual needs</p> <p>Ability to interact well using courtesy, tact and diplomacy and negotiation skills</p> <p>Ability to establish professional, effective working relationships with a range of partners/colleagues and children and young people</p> <p>Speaks clearly and accurately using grammatically correct spoken English</p> <p>Ability to work constructively and proactively as part of a team, understands classroom roles and working within this position as part of a team</p> <p>Effective communication skills to model good practice for pupils and stakeholders</p>	<p>R/I</p> <p>R/I</p> <p>R/I</p> <p>R/I</p> <p>R/I</p> <p>R/I</p> <p>R/I</p>		
SKILLS CONT...				

CRITERIA - headings and details for this post	ESSENTIAL	METHOD OF ASSESSMENT*	DESIRABLE	METHOD OF ASSESSMENT*
	Highly competent written skills, including spelling and grammar , including use of ICT	R/I		
OTHER REQUIREMENTS AND BEHAVIOUS	<p>Maintains high levels of confidentiality at all times</p> <p>Makes a commitment to the wider life of the school</p> <p>Ability to present a smart professional image in line with the Dress Code of the School</p> <p>Engage in additional training and development including being proactive in identifying own development needs</p> <p>Self-motivation and personal drive to complete tasks to the required time scales and quality standards</p> <p>Strives for excellence and ways to improve their own performance and the performance of the school</p>	<p>R/I</p> <p>R/I</p> <p>R/I</p> <p>A F, R/I</p> <p>R/I</p> <p>R/I</p>		

*Key: AF=application form; I=interview; T=test; P = presentation; R = references