

Job Description

Post title:	Senior Achievement Support Officer
Reports to:	Head of School
Location of the post:	HCAT Bellfield Primary School
Grade:	7

Main Purpose of the Post

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

Roles and Responsibilities

- 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 and when covering classes for teachers PPA carries out routine administration independently.
- 3 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.
- 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 and then feeds back this information to colleagues.
- 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.
- 13 To cover classes as directed to cover PPA time effectively.
- 14 Maintain first aid currency, undertaking all necessary training.

Support for Teachers

- 15 Creates and maintains a purposeful, orderly and supportive environment.
- 16 Develops displays within and outside the classroom.
- 17 Assists with the planning of learning activities and when covering for PPA plans own learning activities.
- 18 Marks pupils' responses to learning activities and uses the school's tracking data to complete records.
- 19 Analyses the impact of strategies and initiatives and, in consultation with the teacher, adapts them accordingly.
- 20 Provides detailed and regular feedback to teachers on pupils' attainment, progress, behaviour and attitudes to learning.
- 21 Contributes to planning and evaluation of learning and records pupils' progress to be fed back to the teacher.
- 22 Encourages pupils to develop as independent learners with a thirst for learning.
- 23 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

- 24 Undertakes structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses, including 1:1 and group reading, writing, spelling and numeracy interventions as directed, also during after school classes.
- 25 Delivers bespoke intervention and enrichment programmes to own intervention groups and individuals identified by the teacher and feeds back progress to the teacher.
- 26 Supports the use of ICT in learning activities and develop pupils' competence and independence in its use.
- 27 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

- 28 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.
- 29 Awareness of the diverse needs of pupils to ensure equal access to opportunities to learn and develop.
- 30 Supports and challenges high levels of attendance and punctuality.
- 31 Attends training events and / or planning meetings including the participation in performance development as required.

- 32 Contributes to the overall ethos/work/aims of the school.
- 33 Appreciates and supports the role of other professionals.
- 34 Undertakes the supervision of pupils out of lesson times, including before and after school, at lunch times and at break times.
- 35 Leads out of school learning activities.
- 36 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.
- 37 Participates in discussions with parents/carers under the general direction of a teacher.

EYFS specific section for EYFS appointments, in addition to the above:

- 38 Maintain paediatric first aid currency, undertaking all necessary training.
- 39 Maintain records of administered medicine and administer appropriate medication in accordance with the school's policy and as authorised by parents/carers, if directed to undertake this responsibility.
- 40 Maintain and follow all EYFS statutory guidance and school EYFS policies, being instrumental in their updating and development.
- 41 Be involved fully in parental engagement and in activities such as parents as partners, planning relevant activities where needed.
- 42 Ensure planning, observations and profiles are completed to the school's expected standard at all times.
- 43 Attend all EYFS planning and team meetings as directed.
- 44 Be responsible for maintaining the tidiness and health and safety requirements of the EYFS unit (both indoor and outdoor), decluttering and maintaining child friendly spaces at all times.

Responsibility

1. Responsibility for Staff:

none

2. Responsibility for Customers/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.

Decision Making

Contact with children

This post involves contact with children in a school setting and has xxx safeguarding responsibilities.

Contacts and Reason for the Contact:

1. Within the School

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

2. Within the Trust

Other educational support staff across the Trust.

3. With External Bodies to the Academy

Public Services.

Community Representatives.

Local Authority.

Risks to health

Physical demands – low risk

Working conditions – low risk

Emotional demands – medium risk due to occasional rudeness and confrontational behaviour from pupils and very rarely, parents

HCAT are committed to safeguarding and promoting the welfare of our pupils and young people. We have a robust Child Protection Policy and all staff will receive training relevant to their role at induction and throughout employment at the School. We expect all staff and volunteers to share this commitment. This post is exempt from the Rehabilitation of Offenders Act 1974 so is subject to a satisfactory enhanced Disclosure and Barring Service criminal records check for work with children.

HCAT provide front line services, which recognise the need to respond flexibly to changing demands and circumstances. The ability to converse at ease with customers and provide advice in accurate spoken English is essential for the post. Whilst this job outline provides a summary of the post, this may need to be adapted or adjusted to meet changing circumstances. Such changes would be commensurate with the grading of the post and would be subject to consultation. All staff are required to comply with HCAT Policies and Procedures.

HCAT requires a commitment to equity of access and outcomes, this will include due regard to equality, diversity, dignity, respect and human rights and working with others to keep vulnerable people safe from abuse and mistreatment.

HCAT requires that staff offer the best level of service to their customers and behave in a way that gives them confidence. Customers will be treated as individuals, with respect for their diversity, culture and values.

The Health and Safety at Work etc. Act 1974 and associated legislation places responsibilities for health and safety on the school, 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 school's Health and Safety policy.

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) NVQ Level 4 Teaching Assistant Qualification Safeguarding Level 1		Bespoke training relevant to role, including First Aid, Speech and Language	
EXPERIENCE	Experience of working with or caring for children of relevant age Effective use of ICT to support teaching and learning Delivered intervention with positive measurable impact	AF R, I R, I	Assisting teachers in accurately assessing the performance of pupils and providing appropriate feedback to the teacher Experience of assisting in the maintenance of pupils' records Involvement in teaching of phonics in whole class and small group activities Led out of school learning / activities	R, I R, I AF AF

			<p>For EYFS only Experience of positive parent/partner links, ECAT, of being a host setting, policy writing and working alongside multi-agency teams</p> <p>Experience of mentoring and coaching other practitioners</p>	<p>R, I</p> <p>R, I</p>
KNOWLEDGE	<p>A knowledge and commitment to safeguarding and promoting the welfare of children and young people</p> <p>Understanding of child development and how children learn</p> <p>Understanding of National Curriculum and other codes of practice eg SEN, Equalities</p> <p>Sound knowledge of phonics and guided reading within school in order to raise attainment in reading</p> <p>Working knowledge of ICT including use of Ipads, Microsoft Office and email</p> <p>Knowledge of Health and Safety requirements</p> <p>For EYFS only: Full working knowledge of EYFS framework, ages and stages, policies, statutory guidance and legislation</p>	<p>R, I</p> <p>R, I</p> <p>R, I</p> <p>R, I</p> <p>R, I</p> <p>I</p> <p>R, I</p>		

	A sound knowledge of observations and how to use them to assess children's progress	R, I		
SKILLS	Ability to form and maintain appropriate relationships and personal boundaries with children and young people.	R, I	For EYFS only Planning through observation	R, I
	Ability to establish professional, effective working relationships with a range of partners/colleagues and children and young people	R, I		
	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		
	Relates well to children by recognising age / stage of development and individual needs	R, I		
	Ability to interact well using courtesy, tact and diplomacy and negotiation skills Competent ICT skills	R, I		
	Ability to work independently with groups of pupils or individuals	R, I		
	Speaks clearly and accurately using grammatically correct spoken English	I		

	<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>Ability to self-evaluate learning needs and to actively seek learning opportunities</p> <p>Highly competent written skills, including spelling and grammar , including use of ICT</p> <p>For EYFS only Training in relevant strategies, eg bi-lingual, sign language, dyslexia, CACHE</p>	<p>R, I</p> <p>R, I</p> <p>R, I</p> <p>R, I</p> <p>R, I</p>		
PERSONAL QUALITIES	<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>R, I</p> <p>R, I</p> <p>R, I</p> <p>AF</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>AF</p> <p>AF</p>		
OTHER REQUIREMENTS				

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