

# Job Description

**Greensand Support Staff Salary****Scale:** 4-8**Contract type:** Permanent, part time,  
term time**Reporting to:** SENDCO

## Progress and Achievement Coach

PACs work closely with key children in the school across subjects, supporting them in lessons in both their academic studies and with their social skills. They may work with any year groups and generally work with the same children every day although this very much depends on individual children and the strengths of our PACs.

The role may encompass elements of support with communication and interaction, cognition and learning, social and emotional wellbeing and sensory and physical.

Children follow a two week timetable with a wide range of subjects from English, Maths and Science to Drama, Art and Tech. PACs support children across the range of subjects as required by the individual nature of their needs.

PACs receive training in key areas of SEND including ADHD, ASD and sensory needs to name but a few. Other training, linked with the needs of specific children they work with is also provided.

The school follows the advice in the research of 'Making the best use of teaching assistants'. We have a comprehensive handbook that provides further advice and guidance.

## Job Purpose

To support children in the many facets of their learning: academically, personally and socially so that they can achieve their potential.

To work with teachers as part of a professional team to support teaching and learning for all our children.

- Support access to learning for SEND children with a range of needs, ensuring inclusion and encouraging them to become independent learners;
- Work with specific children in classes providing 1:1 up to 1:3 support in a range of subjects within the 11-16 age range.
- Work closely and collaboratively with classroom teachers to provide effective support to children under the leadership and guidance of the SENCO and Assistant SENCO;
- Work collaboratively with the SEND team and the broader staff team for the benefit of the children;
- Make use of resources to deliver and evaluate children's progress;
- Attend training.

## Key Accountabilities

### Support for children:

- Use knowledge and skills, training and experience to support children's learning;
- Establish productive working relationships with children, acting as a role model and setting high expectations;
- Contribute to annual reviews and any additional progress meetings, providing appropriate feedback regarding progress against targets for children with SEND.
- Promote the inclusion and acceptance of all children, in and out of the classroom;
- Support children consistently, whilst recognising and responding to their individual needs;
- Deliver 1:1 sessions as necessary;
- Encourage children to interact and work co-operatively with others and engage all children in learning activities;
- Promote independence and employ strategies to recognise and reward progress and achievement;
- Be able to adapt and respond to the strengths and needs of all children.
- Identify specific areas of difficulty and implement solutions.

### Support for Teachers:

- Assist the teacher in establishing an appropriate learning environment;
- Monitor and evaluate children's responses to learning activities, through observation and evaluation against set targets.
- Provide objective and accurate feedback and reports to the teacher, as required, on children's progress in a lesson or series of lessons;
- Promote positive values, attitudes and good behaviour, dealing promptly with conflict and incidents in line with established policy and encourage children to take responsibility for their own behaviour;
- Administer and assess routine tests and invigilate exams/tests as required;
- Produce worksheets or prepare materials as agreed with the teacher.

### Support for the Curriculum:

- Make effective use of opportunities provided by learning activities to support the development of children's skills;
- Help children to access learning activities.

### Support for the School:

- Comply with policies and procedures relating to Child Protection, Safeguarding, Confidentiality and Data Protection, reporting concerns to an appropriate person;
- Be aware of, and support differences in children, and ensure everyone has equal access to opportunities to learn and develop;
- Contribute to the overall ethos, work and aims of the school;
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support children's achievement and progress;
- Attend and participate in regular meetings, training and other learning activities, as required;
- Recognise own strengths and areas of expertise and use these to advise and support others;
- Assist in the training and development of staff, as appropriate;
- Supervise children on visits, trips and out of school activities, as required.

Other duties and responsibilities:

- Undertake other duties from time to time as requested.

### **Qualifications and Experience:**

Essential

- GCSE or equivalent in Maths and English.

Desirable

- Evidence of further education or training in SEN teaching/support/provision.
- Previous management experience or evidence of team leading.
- Experience of working in with SEND children.
- Good understanding of the SEND Code of Practice 2015.
- Knowledge of strategies to support students with SEND.

### **Personal Qualities:**

Essential

- Excellent organisational skills and the ability to meet deadlines.
- Highly effective communication skills, both written and oral.
- Commitment to raising attainment and aspirations of students.
- Ability to work as a member of a team and to manage others.
- Excellent inter-personal skills.
- Ability to analyse data.
- Ability to write concise reports, drawing together information from a range of sources.
- Confident in using ICT (Word, Excel, SIMS).
- Ability to implement strategies to enhance student learning.
- Ability to provide appropriate support to colleagues.
- To be approachable, an effective listener and a solution-focused thinker.
- The ability to work effectively and sensitively with students and colleagues.
- Have a 'can do' attitude with high expectations of what children and staff can achieve
- To be adaptable, flexible and responsive to change.
- To be enthusiastic, proactive, innovative and have the ability to motivate others.
- To display a professional manner in a range of contexts.