



**JOB DESCRIPTION and PERSON SPECIFICATION**

**Dorchester Primary School**

**POSITION NO:**

**SECTION:**

**GRADE: 3**

**JOB TITLE:**  
Achievement Support Assistant (1:1)

**DATE PREPARED: 05/09/19**

**EVALUATION DATE:**

**JE NUMBER:**

**DIGNITY AT WORK:** To show, at all times, a personal commitment to Looked after Children and treating all customers and colleagues in a fair and respectful way, which gives positive regard to people’s differences and individuality (for example, gender, gender identity, nationality or ethnic origin, disability, religion or belief, sexual orientation, age). Assists in ensuring equal access to services and employment opportunities for everyone in the school

**PURPOSE:**  
To work under the direct instruction of teaching/senior staff, usually in the classroom with the teacher, to support access to learning for pupils and provide general and specific assistance to the teacher in the management of pupils and the classroom.

**PRINCIPAL ACCOUNTABILITIES:**

<b>Support for Pupils</b>	
1.	Attends to the pupils’ personal needs, and implement related personal programmes, including social, health, physical, hygiene, first aid and welfare matters.
2.	Supervises and supports pupils ensuring their safety and access to learning.
3.	Establishes good relationships with pupils, acting as a role model and being aware of and responding appropriately to individual needs.
4.	Promotes the inclusion and acceptance of all pupils
5.	Attends to pupils personal needs including help with social, welfare, care and health matters, including toileting, dressing, feeding, mobility, etc.
6.	Encourages pupils to interact with others and engage in activities led by the teacher.
<b>Support for Teachers</b>	
7.	Prepares classroom as directed for lessons and clear afterwards and assists with the display of pupils’ work.
8.	Be aware of pupil problems/progress/achievements and report to the teacher as agreed.
9.	Supports the teacher in managing pupil behaviour, reporting difficulties as appropriate.
10.	Undertakes pupil record keeping as requested.
11.	Gathers/reports information from/to parents/carers as directed.
12.	Provides clerical/admin support e.g. photocopying, typing, filing etc.
<b>Support for the Curriculum</b>	

13.	Supports pupils to understand instructions.
14.	Supports pupils in respect of local and national learning strategies e.g. literacy, numeracy, KS3, early years, as directed by the teacher.
15.	Supports pupils in using basic ICT as directed.
16.	Prepares and maintains equipment/resources as directed by the teacher and assists pupils in their use.
<b>Support for the School</b>	
17.	Is aware of and complies with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
18.	Is aware of and supports difference and ensure all pupils have equal access to opportunities to learn and develop
19.	Contributes to the overall ethos/work/aims of the school
20.	Appreciates and supports the role of other professionals
21.	Participates in training and other learning activities and performance development as required and attends and participates in relevant meetings as required
22.	Assists with the supervision of pupils out of lesson times, including before and after school and at lunchtime
23.	Accompanies teaching staff and pupils on visits, trips and out of school activities as required and takes responsibility for a group under the supervision of the teacher
24.	To promote and safeguard the welfare of children and young person's in accordance with Safeguarding Children in Education under the provisions of the Education Act 2002 (section 175).

**GENERAL:**

1. The above principal accountabilities are not exhaustive and may vary without changing the character of the job or level of responsibility.
2. The above duties may involve having access to information of a confidential nature, which may be covered by the Data Protection Act. Confidentiality must be maintained at all times.
3. The postholder must be flexible to ensure the operational needs of the Trust are met. This includes the undertaking of duties of a similar nature and responsibility as and when required, throughout the various work places in the Trust.
4. To promote the Trust's Equal Opportunity Employment Policy.
5. The Health and Safety at Work etc. Act (1974) and other associated legislation places responsibilities for Health and Safety on all employees. Therefore, it is the postholder's responsibility to take reasonable care for the Health, Safety and Welfare of him/herself and other employees in accordance with legislation and the Trust's Safety Policy and Programme.
6. Where the postholder is disabled, every effort will be made to supply all the necessary employment aids, equipment or adaptations to enable him/her to perform the full duties of the job. If, however, a certain task proves to be unachievable then job redesign will be given full consideration.

**DIMENSIONS:**

**All sections should be completed – if there aren't any state 'none'**

**1. Responsibility for Staff:** None

**2. Responsibility for Customers/Clients:** The postholder is responsible for working with the named pupil, their parents and other staff members, following agreed plans and protocols.

**3. Responsibility for Budgets:** None

**4. Responsibility for Physical Resources:** The postholder is responsible, along with all other staff, to safeguard and protect the school's resources to the best of their ability and not to misuse or misplace school property.

**WORKING RELATIONSHIPS:**

**All sections should be completed – if there aren't any state 'none'**

**1. Within School:**

All school staff, pupils, parents, governors, the community.

**2. Within HCAT**

Other school based staff.

**3. With External Bodies to the Trust**

Educational support staff, educational support services, and educational establishments, Hull City Council, other public services and community representatives.

**ORGANISATION CHART:**



	<i>Tick relevant level for each category</i>	
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	Not applicable	Low	Moderate	High	Very High	Intense	Supporting Information (if applicable)
<b>PHYSICAL DEMANDS:</b> Physical Effort and/or Strain – (tiredness, aches and pains over and above that normally incurred in a day to day office environment).		X					
<b>WORKING CONDITIONS:</b> Working Conditions – (exposure to objectionable, uncomfortable or noxious conditions over and above that normally incurred in a day to day office environment).		X					
<b>EMOTIONAL DEMANDS:</b> Exposure to objectionable situations over and above that normally incurred in a day to day office environment.			X				

<b>PERSON SPECIFICATION</b>		Tick relevant column		List code/s*
		Essential	Desirable	How identified
<p><b>The information listed as essential (the column that is shaded) is used as part of the job evaluation process. The requirements identified as desirable are used for recruitment purposes only.</b></p> <p><i>*Codes: AF = Application Form, I = Interview, CQ = Certificate of Qualification, R = References (should only be used for posts requiring DBS's), T = Test/Assessment, P = Presentation</i></p>				
1.	<b>Qualifications:</b>			
	GCSE to 5A*-C or equivalent including Maths and English (or successfully gaining such qualifications within 2 years of taking up the post)	X		AF/CQ
	Working towards or willing to embark in qualifications and/or training relating to Teaching Assistants and SEN		X	AF/CQ
	Appropriate first aid training		X	AF/CQ
	Safeguarding Level 1		X	AF/CQ
2.	<b>Relevant Experience:</b>			
	Experience of working with and supporting children in a learning environment		X	AF/R
	Experience of working with and supporting children in a learning environment who have SEN.		X	AF/R
	Experience of establishing constructive relationships and communication with pupils, parents, staff and professionals.		X	AF/R
			X	AF/R
	Experience of providing clerical/admin support to the teacher and assisting in the display of pupils work		X	AF

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	Experience of establishing constructive relationships and communication with pupils, parents and staff, agencies and professionals	X		AF
<b>3.</b>	<b>Skills (including thinking challenge/mental demands):</b>			
	Ability to relate well to children and adults	X		R/I
	Ability to support pupils' learning consistently, whilst recognising and responding to their individual needs.		X	R/I
	To provide information and report on pupils' achievement and progress		X	R/I
	To support the teacher in managing pupils' behaviour constructively	X		
	Good communication skills: a) Numeracy b) Literacy c) Oral	X		R/I
	Basic ICT skills to support the learning of pupils	X		R/I
	Ability to work effectively as part of a team	X		R/I
	Ability to learn new skills and participate in development and training opportunities	X		
	Ability to form and maintain appropriate relationships and personal boundaries with children and young people	X		
<b>4.</b>	<b>Knowledge:</b>			
	Basic knowledge of the role and responsibilities of a teaching assistant.	X		R/I
	Basic understanding of child development and learning processes		X	AF/I
	Knowledge of Restorative Practices		X	R/I
	An awareness of external barriers that affect children's learning	X	X	R/I
<b>5.</b>	<b>Interpersonal/Communication Skills:</b>			
	<b>Verbal Skills</b>			
	Ability to establish professional, effective working relationships with a range of partners/colleagues and children, young people and/or vulnerable adults.	X		R/I
	Ability to self-evaluate your own learning needs and learn new skills.	X		R/I
	Ability to work effectively as part of a team	X		R/I
	<b>Written Skills</b>			
	Excellent written skills required	X		R/I
<b>6.</b>	<b>Other:</b>			
	Flexible approach to working arrangements. The postholder must be flexible to ensure the operational needs of the school are met.	X		AF,R,I

<b>PERSON SPECIFICATION</b>		Tick relevant column		List code/s*
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<p>The requirements listed below are not considered during the job evaluation process, but are essential requirements for the role that will be assessed during the recruitment process.</p>				
<b>7.</b>	<b>Additional Requirements:</b>			
	None		N/A	
<b>8.</b>	<b>Disclosure of Criminal Record:</b>			
	The successful candidate's appointment will be subject to the school obtaining a satisfactory Enhanced and Barring List Disclosure from the Disclosure and Barring Service	<b>X</b>		DBS Disclosure
	If the post-holder requires a DBS disclosure the candidate is required to declare full details of everything on their criminal record.	<b>X</b>		AF(after short listing)
	If the post-holder does not require a DBS disclosure the candidate is required to declare unspent convictions only.		N/A	AF(after short listing)