



JOB DESCRIPTION and PERSON SPECIFICATION

Bellfield Primary School

POSITION NO:

SECTION:

GRADE: 4

JOB TITLE:
Achievement Support Assistant

DATE PREPARED: 21/09/20

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 instruction/guidance of teaching/senior staff to undertake work/care/support programmes, to enable access to learning for pupils in line with the national curriculum, codes of practice and school policies and procedures. To assist the teacher in the management of pupils and the classroom. Work may be carried out in the classroom or outside the main teaching area.

PRINCIPAL ACCOUNTABILITIES:

Support for Pupils	
1.	To promote and safeguard the welfare of children, young people and/or vulnerable adults at all times.
2.	Assists with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes.
3.	Establishes constructive relationships with pupils and interacts with them according 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.
7.	Sets challenging and demanding expectations and promotes self-esteem and independence
8.	Provide feedback to pupils in relation to progress and achievement under guidance of the teacher
Support for Teachers	
9.	Creates and maintains a purposeful, orderly and supportive environment, in accordance with lesson plans and assists with the display of pupils’ work.

10.	Uses strategies, in liaison with the teacher, to support pupils to achieve learning goals
11.	Assists with the planning of learning activities
12.	Monitors pupils' responses to learning activities and accurately records achievement/progress as directed
13.	Provides detailed and regular feedback to teachers on pupils achievement, progress, problems etc.
14.	Promotes good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
15.	Participates in discussions with parents/carers under the general direction of a teacher
16.	Administers routine tests and invigilates exams and undertake routine marking of pupils' work
17.	Provides clerical/admin. support e.g. photocopying, typing, filing, money, administer coursework etc.
	Support for the Curriculum
18.	Undertakes structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses
19.	Undertakes programmes linked to local and national learning strategies e.g. literacy, numeracy, KS1/2, early years recording achievement and progress and feeding back to the teacher
20.	Supports the use of ICT in learning activities and develop pupils' competence and independence in its use
21.	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
22.	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
23.	Is aware of and supports difference and ensure all pupils have equal access to opportunities to learn and develop
24.	Contributes to the overall ethos/work/aims of the school
25.	Appreciates and supports the role of other professionals
26.	Participates in training and other learning activities and performance development as required and attends and participates in relevant meetings as required
27.	Assists with the supervision of pupils out of lesson times, including before and after school and at lunchtime
28.	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
29.	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 employers 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 Health and Safety policy adopted by the school.
GENERAL:	
The above principal accountabilities are not exhaustive and may vary without changing the character of the job or level of responsibility. The post-holder must be flexible to ensure the operational needs of the academy 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 school. 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.	

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.

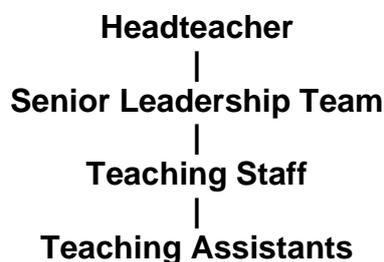
WORKING RELATIONSHIPS:

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:

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

PERSON SPECIFICATION		Tick relevant column		List code/s*
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. *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		Essential	Desirable	How identified
1.	Qualifications:			
	NVQ 2 for Teaching Assistants or equivalent (or equivalent experience)	X		AF/CQ
	GCSE A-C in English and Maths (or equivalent)	X		
	Appropriate first aid training		X	AF/CQ
	Safeguarding Level 1		X	AF/CQ
	Team Teach training or similar		X	
2.	Relevant Experience:			
	Experience of working within a primary school setting	X		AF/R
	Experience of working with and supporting children in a learning environment who have SEN.	X		AF/R
	Experience of delivering sign-supported programmes e.g. Makaton		X	AF/R
	Experience of delivering speech and language programmes		X	AF/R

PERSON SPECIFICATION		Tick relevant column	List code/s*	
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	Experience of working with pupils with social and emotional mental health		X	AF/R/I
	Experience of assisting with the planning and implementing of learning activities which are appropriate to the needs of the pupils		X	AF/R
	Experience of providing clerical/admin support to the teacher and assisting in the display of pupils work		X	AF
	Experience of establishing constructive relationships and communication with pupils, parents and staff, agencies and professionals	X		AF
	Experience of working with children who present with behavioural needs		X	
3.	Skills (including thinking challenge/mental demands):			
	Motivation to work with children, young people and/or vulnerable adults.	X		R/I
	Ability to form and maintain appropriate relationships and personal boundaries with children and young people and/or vulnerable adults.	X		R/I
	Ability to establish good professional relationships and effective working relationships with a range of partners/colleagues and pupils at a variety of levels.	X		R/I
	Good communication skills: a) Numeracy b) Literacy c) Oral	X		R/I
	Good ICT skills and ability to use them effectively to support the learning of pupils.	X		R/I
	Ability to support pupils learning consistently whilst recognising and responding to their individual needs.		X	R/I
4.	Knowledge:			
	A knowledge and commitment to safeguarding and promoting the welfare of children and young people	X		R/I
	Knowledge of Autistic Spectrum Disorder and associated traits		X	AF/I
	Knowledge of the role and responsibilities of a Teaching Assistant.	X		R/I
	General knowledge of the national curriculum and basic learning strategies which support the development of pupil's skills.	X		R/I
	Knowledge of relevant policies/codes of practice/legislation		X	R/I
	Knowledge of Child Protection procedures and issues		X	R/I
	Awareness of Health and Safety issues		X	R/I
	Knowledge of developing and implementing IEP's (Individual Education Plans).		X	R/I

PERSON SPECIFICATION		Tick relevant column		List code/s*
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		5.	Interpersonal/Communication Skills:	
	Verbal Skills			
	Ability to establish professional, effective working relationships with a range of partners/colleagues and children, young people and/or vulnerable adults.	X		R/I
	Basic understanding of child development and learning processes.	X		R/I
	Ability to self-evaluate your own learning needs and learn new skills.	X		R/I
	Ability to relate well to children and adults	X		R/I
	Ability to work effectively as part of a team	X		R/I
	Written Skills			
	Excellent written skills required	X		R/I
6.	Other:			
	Flexible approach to working arrangements. The postholder must be flexible to ensure the operational needs of the school are met.	X		AF,R,I
<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>				
7.	Additional Requirements:			
	None		N/A	
8.	Disclosure of Criminal Record:			
	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	X		DBS Disclosure
	If the post-holder requires a DBS disclosure the candidate is required to declare full details of everything on their criminal record.	X		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)