

## 21 Appendix C

### Hull Collaborative Academy Trust

#### Job Description

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|                         |                                      |
|-------------------------|--------------------------------------|
| <b>Post title</b>       | <b>Achievement Support Assistant</b> |
| <b>Reports to</b>       | <b>Headteacher</b>                   |
| <b>Grade</b>            | <b>4</b>                             |
| <b>Location of post</b> | <b>HCAT – Malton Primary Academy</b> |

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#### 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

#### 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 records pupils' progress to be fed back to the teacher
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.

### Responsibility

#### **1. Responsibility for Staff:**

None

#### **2. Responsibility for Stakeholders/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

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. Decides when to ask for support from other teachers or senior staff.
3. Plans own workload in liaison with the teacher 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 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 – e.g. Certificate in Adult Literacy / Numeracy Level 2)<br>NVQ Level 2 Teaching Assistant Qualification<br>Safeguarding Level 1<br>The post holder must have or be willing to undertake a relevant first aid qualification/certificate and carry out basic first aid as and when required eg Paediatric First Aid<br>Bespoke training relevant to role | A F<br><br>A F<br><br>A F<br><br>A F<br><br>AF |   |                           |
| EXPERIENCE                                    | Experience of working with or caring for children of relevant age<br>Effective use of ICT to support teaching and learning<br>Delivered intervention with positive measurable impact  | A F<br><br>R/I<br><br>R/I                      | Assisting teachers in accurately assessing the performance of pupils and providing appropriate feedback to the teacher<br><br>Experience of assisting in the maintenance of pupils records<br><br>Led out of school learning/activities | R/I<br><br>R/I<br><br>A/F |

| CRITERIA - headings and details for this post | ESSENTIAL  | METHOD OF ASSESSMENT*                                  | DESIRABLE  | METHOD OF ASSESSMENT* |
|---|--|--|--|-----------------------|
| KNOWLEDGE                                     | <p>Understanding of child development and how children learn</p> <p>A knowledge and commitment to safeguarding and promoting the welfare of children and young people</p> <p>Understanding of National Curriculum, EYFS Guidance and other codes of practice e.g. SEN, Equalities</p> <p>Working knowledge of ICT including use of IPad, Microsoft Office and email</p> <p>Knowledge of Health and Safety requirements</p> | <p>R/I</p> <p>R/I</p> <p>R/I</p> <p>R/I</p> <p>R/I</p> | <p>Sound knowledge of phonics and guided reading within school in order to raise attainment in reading</p> | <p>R/I</p>            |
| SKILLS  | <p>Ability to be flexible to adapt to changing workload demands and new school challenges</p> <p>Motivation to work with children and young people</p> <p>Competent ICT skills</p> <p>Ability to form and maintain appropriate relationships and personal boundaries with children and young people.</p> <p>Relates well to children by recognising age/stage of development and individual needs.</p>                     | <p>R/I</p> <p>R/I</p> <p>R/I</p> <p>R/I</p>            |  |                       |

| CRITERIA - headings and details for this post | ESSENTIAL  | METHOD OF ASSESSMENT*   | DESIRABLE | METHOD OF ASSESSMENT* |
|---|--|---|-----------|-----------------------|
| SKILLS CONT ...                               | <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>Highly competent written skills, including spelling and grammar , including use of ICT</p> | <p>R/I</p> <p>R/I</p> <p>R/I</p> <p>R/I</p> <p>R/I</p> <p>A/F</p> |           |                       |
| 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>R/I</p> <p>R/I</p> <p>R/I</p>                                  |           |                       |

| CRITERIA - headings and details for this post | ESSENTIAL  | METHOD OF ASSESSMENT*  | DESIRABLE | METHOD OF ASSESSMENT* |
|---|--|------------------------|-----------|-----------------------|
|   | Engage in additional training and development including being proactive in identifying own development needs<br><br>Self-motivation and personal drive to complete tasks to the required time scales and quality standards<br><br>Strives for excellence and ways to improve their own performance and the performance of the school | AF<br><br>AF<br><br>AF |           |                       |

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