

## Job Description

- POST:** Classroom Support - Scale 1
- RESPONSIBLE TO:** Responsible to the Class Teacher, Assistant Headteachers, Deputy Headteacher and Headteacher.
- SALARY:** Support Staff NJC Pay scale 1, point 3, the full-time salary is £24,796 (£12.85) and your pro-rata annual salary is £17,448 per annum plus Local Government Pension Scheme.
- LOCATION:** Windmill Primary School
- WORKING PATTERN:** 30 hours per week, Monday to Friday, term time plus one week (39 weeks)
- DISCLOSURE LEVEL:** Enhanced
- KEY RELATIONSHIPS:** Work under the instruction/guidance of teaching/senior staff and within an agreed system of supervision, to support pupils and teachers, in or out of the classroom.

### **RESPONSIBLE FOR: Support for pupils**

- Use initiative and direction to support teaching and learning
- Assist with programs of intervention for pupils with gaps in their learning or with Special Education Needs and Disabilities.
- Establish and maintain positive and productive working relationships with pupils, acting as a role model and setting high expectations
- Promote the inclusion and acceptance of all pupils within the classroom
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities
- Promote independence and employ strategies to recognise and reward achievement of self-reliance
- Give encouragement and advice to learners, correcting misconceptions if possible
- Provide verbal feedback to pupils regarding their achievement and progress.
- Support pupils in use of technology

### **Support for the teachers**

- Provide verbal feedback to the teacher on pupil achievement, progress and other matters
- Assist with the keeping and updating of records as agreed with the teacher. Assist the teacher with assessment activities

- Promote positive values, attitudes and good behaviour, supporting in incidents of conflict in line with established policy and encourage pupils to take responsibility for their own behaviour.
- Provide clerical/administrative support, photocopying, displays and gathering of resources
- Support pupils in use of technology

### **Support for the school**

- Be aware of and comply with policies and procedures relating to safeguarding/child protection, health, safety and security, confidentiality and data protection, reporting all concerns about child safety and well-being to an appropriate person
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/works/aims of the school
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
- Attend and participate in scheduled meetings
- Participate in training and other learning activities as required
- When on playground duty at morning playtime or lunchtime, promote pupils' enjoyment of those times by leading and encouraging play activities
- Assist with supervision of pupils on visits, trips and out of school activities as required
- Assist with Health & Safety events, including personal care in some cases
- Assist with cleaning small areas in some cases

### **Safeguarding Children**

The trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks.

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment. The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

The person undertaking this role is expected to work within the policies, ethos and aims of the Trust and to carry out such other duties as may reasonably be assigned by the Line Manager. The post holder will be expected to have an agreed flexible working pattern to ensure that all relevant functions are fulfilled through direct dialogue with employees, contractors and community members.

### **English Duty -**

This role is covered under part 7 of the Immigration Act 2016 and therefore the ability to speak fluent spoken English is an essential requirement for this role.

## Person Specification

### Our Values and Vision

These are our values. They can be thought of as our ‘non-negotiables’ - beliefs, expectations and standards that underpin how we work with the young people in our care, and the community we serve. We believe that if we work in the context of these values, students will achieve more than they ever thought possible. They are also values that have evolved following a sustained period of success for our school.

### Our Young People

We value three main types of achievement for our young people, and the vision for our school is that we ensure our students are empowered to achieve to a consistently outstanding level.

**Achievement - Academic:** We believe all young people have the potential to achieve great things. Intelligence can be developed regardless of emotional and social background, given appropriate teaching and bespoke, individualised support.

Young people should be encouraged to develop autonomy and meta-cognitive control (‘knowing what to do when they don’t know what to do’) in their learning and to gain inspiration from learning. They should be equipped with a crucial sense of possibility based on a well-developed self-awareness and ambition - ambition not only for themselves but for the communities in which they live and work.

**Achievement - ‘letting your light shine’:** All young people achieve things they can be proud of every day in addition to academic success and outside our school’s planned curriculum. We have a vital role in ensuring individuals develop their own talents and interests and have a responsibility to instil in them a sense of pride in who they are and what they achieve. We must recognise and celebrate these achievements.

**Achievement - relationships (Starfish Principle):** Excellent relationships for learning are a prerequisite for all other achievements. Relationships that result in mutual respect between young people and all other members of our school community will ensure learning can be fun in a disciplined and caring environment where the highest expectations are the norm.

### Our Staff

Our Values extend to how we challenge, support and work with each other. All staff (support and teaching) play a crucial role in the education of young people. We all understand how our work has a direct influence on the life chances of the young people in our care. In the same way that we all have a duty of care to them, we have a duty of care to each other and have regard for each other’s professional and personal wellbeing.

The Trust Board sees all members of the Trust’s staff community as learners. They are empowered to make decisions, be creative and to lead. Mutual respect pervades all relationships working together to enhance professional learning and practice and collaboration; collegiality and a sense of team identifies how all staff work together. Staff co-operate with each other and are not in competition with each other - they are part of a team that ensures the academies throughout the Trust strengthen their positions among the best academies in the country.

	Essential	Desirable
<b>Qualifications</b>		<ul style="list-style-type: none"> <li>• Relevant Level 2/3 Teaching Assistant qualification (or equivalent experience)</li> <li>• GCSE (or equivalent) in English and Maths</li> </ul>
<b>Experience, Skills and knowledge</b>	<ul style="list-style-type: none"> <li>• Experience of working with individuals or small groups of children</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of supporting teaching and learning in a primary setting</li> <li>• Experience of supporting behaviour and engagement</li> <li>• Experience of working collaboratively with teachers and staff</li> </ul>
<b>Personal Qualities</b>		<ul style="list-style-type: none"> <li>• Supportive and encouraging towards pupils and colleagues</li> <li>• Reliable and consistent in attendance and approach</li> <li>• Organised and efficient in completing tasks</li> <li>• Flexible in responding to classroom needs</li> <li>• Positive and optimistic attitude</li> <li>• Willingness to take initiative when appropriate</li> <li>• Commitment to contributing to a team ethos</li> <li>• Professional integrity and discretion</li> </ul>
<b>Other</b>	<ul style="list-style-type: none"> <li>• Commitment to safeguarding and promoting the welfare of children and young people</li> <li>• Willingness to undergo appropriate checks, including enhanced DBS Checks</li> <li>• Motivation to work with children and young people</li> <li>• Ability to form and maintain appropriate relationships and personal boundaries with children and young people</li> </ul>	

I agree to the details outlined in this job description.

Printed name:

Signature:

Date: