



ACHIEVEMENT ASSISTANT

CANDIDATE PACK



Central Region
Schools Trust

Founded by the RSA



Waseley Hills
High School



Introduction

Waseley Hills High School is a special place with a real sense of community, togetherness and purpose. The school community is made up of fantastic students, supportive parents and carers, and of course dedicated staff.

Our vision for the school is underpinned by three pillars: *Aspire, Invest and Respect*. By working together, with a common goal of students having the very best education and experience, we believe that our young people can flourish and become the best versions of themselves. We nurture every student's natural curiosity, providing them with life enriching opportunities to develop socially, academically and morally. Students at Waseley develop confidence, resilience, respect for others and a life-long love of learning. Our vision is for students to aspire to great things and become respectful members of the wider community.

Being part of the Central Regions School Trust, we are able to both provide and draw on expertise from within our network to underpin our commitment to provide exceptional quality education for all of our students. We believe that students can achieve brilliant things irrespective of their starting points and we always have the highest expectations of every one of our students. We expect them to always wear their uniform smartly and with pride, to behave well and to model the school values by trying their absolute best in all activities they take part in. We aim to support every student by working in partnership with parents and carers, keeping them informed about the achievements of their children and asking them to keep us informed about what is happening at home.

Through developing a strong partnership between school and home we aim to ensure that students are fully supported to develop in a safe environment. Our vision is that this investment in our young people is what allows them to flourish.

However, we believe that is always further improvements to strive towards. We are committed to developing our practice, in partnership with our community, to ensure that every student can leave school having reached their potential and feeling happy. We value every child and live by the mantra of no child left behind as we support them through their journey at secondary school.

Tom Preston

Tom Preston
Principal





Advert

Achievement Assistant

Contract: Permanent

Hours: 32.5 per week, term time only + 5 INSET days

Salary: £19,329 - £19,635 (actual annual)

Start date: 1st September 2026

Waseley Hills High School is seeking to appoint a motivated and enthusiastic Achievement Assistant who can support our students with SEND. The appointed candidate will work with the SENDCO and the Achievement Assistant Team to help our students who receive additional support in and out of lessons. The successful candidate will have experience of working with students in a variety of settings.

Interested candidates who wish to have an informal conversation about this role are welcome to contact Waseley Hills' Director of SEND & Inclusion at ACraciun@waseleyhills.crst.org.uk.

All support staff are subject to the Conditions of Employment set out in their contract of employment and the National Joint Council for Local Government Services (The Green Book) Document. The Trust and its schools comply with these requirements as a minimum but optionally offer an incredible wellbeing package including free tea and coffee facilities, free eye tests, flu jabs, cycle scheme and a 24/7 employee assistance programme that offers a wide range of free support from emotional to financial and legal.

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. Online checks will be carried out on shortlisted candidates and an enhanced DBS will be required for the successful candidate. All successful candidates will be required to present their birth certificate along with evidence of any name changes.

Please note that applications must be the creation of the candidate applying. While technology, including artificial intelligence, may be used to help the candidate select certain phraseology, if substantial use of AI is used, the application will be disregarded.

The completed form should be submitted by **midnight on Sunday 14th June**.

However, early applications are encouraged as we reserve the right to interview earlier for this post should suitable candidates apply.



Job Description

Main purpose of role

- To support identified students (usually those with SEND or facing other barriers to learning) in reaching appropriate learning and developmental targets.
- To support teachers and other staff with their responsibility for the development and education of children, including those with physical, emotional and educational needs, and those with specific learning needs by utilising detailed knowledge and specialist skills.
- To work under the guidance of the Director of SEND and Inclusion, to implement agreed work programmes with individuals and groups, in or out of the classroom. This could include those requiring detailed and specialist knowledge in specific areas and may involve assisting the teacher in the management/preparation of resources for specific students.
- To undertake occasional 'Learning Supervision', for homework and coursework catch-up with the primary focus whilst undertaking such supervision duties will be to maintain good behaviour, keep students on task, respond to questions and generally assist students in undertaking their learning.
- To support students at pre and after-school learning groups.

Duties and responsibilities

Specific Duties

Under the direction of the Director of SEND and Inclusion, the Achievement Assistant will:

- Use specialist (curricular/learning/behavioural management) skills/training/experience to support students in accessing learning, including facilitating group learning and intervention sessions.
- Assist with the development and implementation of student passports and individual provision plans where appropriate.
- Establish productive working relationships with students, acting as a role model as a key worker and setting high expectations.
- Promote the inclusion and acceptance of all students within the classroom.
- Support students consistently whilst recognising and responding to their individual needs.
- Encourage students to interact and work co-operatively with others and engage all students in activities.
- Determine the need for, prepare and maintain general and specialist equipment and resources.
- Plan for and deliver learning opportunities, review work, and assess progress of specific learning for groups of students and/or individuals to meet their current needs.
- Monitor, record and make assessments about individual progress with pre and post intervention questionnaires.



Other Duties


- Be aware of and comply with policies and procedures relating to child protection (Safeguarding), health, safety and security, confidentiality, and data protection, reporting all concerns to an appropriate senior leader or DSL.
- To maintain personal and professional development to meet the changing demands of the job, participate in appropriate training activities and encourage and support staff in their development and training.
- Be aware of and support difference and diverse needs and ensure all students have equal access to opportunities to learn and develop.
- Contribute to the overall aims/work/ethos of the school.
- Establish positive relationships and communicate with other agencies/professionals, in liaison with the learning support team, to support achievement and progress of students.
- Attend and participate in regular meetings.
- Participate in training and other learning activities as required.
- Recognise own strengths and areas of expertise and use these to advise and support others.
- Provide appropriate guidance and supervision and assist in training and self development as appropriate.
- Supervise students on visits, trips and out of school activities as required.
- To undertake such other duties, training and/or hours of work as may be reasonably required, and which are consistent with the general level of responsibility of this post.
- Any other duties commensurate with the grade to ensure the smooth running of the school.
- To undertake health and safety duties commensurate with the post and/or as detailed in the Directorate's Health & Safety Policy.
- To attend school training days as required.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Staff will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. This job description will be reviewed annually and the Principal reserves the right to alter the content of this job description, after consultation with the post-holder, to reflect changes to the job or services provided, without altering the general character or level of responsibility.



Person Specification

We are seeking to appoint someone who is able to demonstrate the following qualities and experience. Please note that if you are shortlisted any relevant issues arising from your references will be taken up at interview.

Criteria	Essential	Desirable	Method of Assessment
 <p>Experience</p>	<ul style="list-style-type: none"> • Experience of supporting children in a classroom environment, including those with special educational needs • Experience of using Information Technology to support students in the classroom 	<ul style="list-style-type: none"> • Experience in secondary school education 11-18 year olds. 	<p>Application form, references and interview. In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:</p> <ul style="list-style-type: none"> • Motivation to work with children and young people. • Ability to form and maintain appropriate relationships and personal boundaries with children and young people. • Emotional resilience in working with challenging behaviours and • Attitudes to use of authority and maintaining discipline.




Skills and Abilities

Ability to:

- use language and other communication skills that students can understand and relate to.
- establish positive relationships with students and parents/carers and empathise with their needs.
- demonstrate active listening skills.
- implement agreed behaviour management strategies consistently and effectively.
- provide levels of individual attention, reassurance and help with learning tasks as appropriate to students' needs, encouraging the student to stay on task.
- monitor the students' response to the learning activities and, where appropriate, modify or adapt the activities as agreed with the teacher to achieve the intended learning outcomes.
- carry out and report on systematic observations of students' knowledge, understanding and skills.
- assist in the recording of lessons and assessment as required by the teacher.
- offer constructive feedback to students to reinforce self-esteem.
- work effectively and supportively as a member of the school team.
- work within and apply all school policies e.g. behaviour management, child protection, Health & Safety, Equal Opportunities, Disability Discrimination Act, SEND Code of Practice

Application form, references and interview.



 <p>Personal Qualities</p>	<ul style="list-style-type: none"> • Willingness to participate in further training and developmental opportunities offered by the school. • Ability to relate to and promote the ethos of the Trust. • Excellent attendance and punctuality. • Reliable. • Believes in and maintains high standards. • Team player. 		<p>Application form, references and interview.</p>
 <p>Education and qualifications</p>	<ul style="list-style-type: none"> • GCSE (or equivalent) pass at grade C or above in English/literacy and Maths/numeracy. • Awareness of GDPR and confidentiality. 	<ul style="list-style-type: none"> • NVQ Level 2 for Teaching Assistants or equivalent. • First Aid qualification. 	<p>Application form.</p>

Central Region Schools Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. As part of our stringent recruitment process, all applicants undergo thorough child protection screening, encompassing checks with previous employers and an enhanced DBS disclosure, in strict alignment with the 'Keeping Children Safe in Education' guidelines, which also includes an online search for all shortlisted candidates. At Central Region Schools Trust, we stand as proud advocates for diversity and inclusivity across all our schools, serving as an equal-opportunities employer and we encourage applications from individuals of all backgrounds and communities.

Need more advice?
Please see our website
www.waseleyhillsschool.org.uk



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