

Hull Collaborative Academy Trust Job Description

Post title **Senior Achievement Support Officer**

Reports to **SENDCo / Assistant Headteacher**

Grade **7**

Main Purpose of the Post

To work under the instructions and guidance of teaching staff within and outside the classroom to:

- Provide effective support as required.
- 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. Supports teaching staff with routine administration and when covering classes for teachers carries out routine administration independently.
3. 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.
4. Assists with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes.
5. Supports children's growth and intellectual development.
6. Establishes constructive relationships with pupils and interacts with them according to individual needs.
7. Promotes the inclusion, engagement and participation of all pupils.
8. Support pupils in their learning and development e.g., through the acquisition of cognitive and learning skills by speaking clearly and eloquently.
9. Sets challenging and demanding expectations and promotes self-esteem and independence.
10. Provide feedback to pupils in relation to progress towards academic, social, behavioural and learning to learn skills and then feeds back this information to colleagues.
11. Provide support via coaching and mentoring and modelling an enthusiasm for improving personal performance.
12. To liaise closely with appropriate staff in relation to safeguarding, behaviour and wellbeing issues.

13. To cover classes as directed to cover PPA time effectively.
14. Maintain first aid currency, undertaking all necessary training.

Support for Teachers

15. Creates and maintains a purposeful, orderly and supportive environment.
16. Develops displays within and outside the classroom.
17. Assists with the planning of learning activities and when covering plans own learning activities.
18. Marks pupils' responses to learning activities and uses the school's tracking data to complete records.
19. Analyses the impact of strategies and initiatives and, in consultation with the teacher, adapts them accordingly.
20. Provides detailed and regular feedback to teachers on pupils' attainment, progress, behaviour and attitudes to learning.
21. Contributes to planning and evaluation of learning and records pupils' progress to be fed back to the teacher.
22. Encourages pupils to develop as independent learners with a thirst for learning.
23. 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

24. Undertakes structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses, including 1:1 and group reading, writing, spelling and numeracy interventions as directed, also during after school classes.
25. Delivers bespoke intervention and enrichment programmes to won intervention groups and individuals identified by the teacher and feeds back progress to the teacher.
26. Supports the use of ICT in learning activities and develop pupils' competence and independence in its use.
27. 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

28. 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.
29. Awareness of the diverse needs of pupils to ensure equal access to opportunities to learn and develop.
30. Supports and challenges high levels of attendance and punctuality.
31. Attends training events and / or planning meetings including the participation in performance development as required.
32. Contributes to the overall ethos/work/aims of the school.
33. Appreciates and supports the role of other professionals.
34. Undertakes the supervision of pupils out of lesson times, including before and after school, at lunch times and at break times.
35. Leads out of school learning activities.

36. 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.
37. Participates in discussions with parents/carers under the general direction of a 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.

EYFS Specific Section for EYFS appointments, in addition to the above:

38. Maintain paediatric first aid currency, undertaking all necessary training.
39. Maintain records of administered medicine and administer appropriate medication in accordance with the school's policy and as authorised by parents/carers, if directed to undertake this responsibility.
40. Maintain and follow all EYFS statutory guidance and school EYFS policies, being instrumental in their updating and development.
41. Be involved fully in parental engagement and in activities such as parents as partners, planning relevant activities where needed.
42. Ensure planning, observations and profiles are completed to the school's expected standard at all times.
43. Attend all EYFS planning and team meetings as directed.
44. Be responsible for maintaining the tidiness and healthy and safety requirements of the EYFS unit (both indoor and outdoor), decluttering and maintaining child friendly spaces at all times.

Responsibility

1. Responsibility for Staff:

Classroom staff when covering in the absence of the teacher.

2. Responsibility for Stakeholders/Clients:

Under the direction of the teacher responsibility for an identified group of pupils. When covering the class will lead the class team as the most senior person to ensure safe working and appropriate response to incidents and emergencies, calling for assistance if needed.

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. When covering classes in the absence of the teacher, decides how best to deal with behaviour problems, ensures appropriate grouping of pupils working on learning activities, allocates other support staff to work with pupils and groups as necessary responding to incidents or issues on the day appropriately.
3. Decides when to ask for support from other teachers or senior staff.
4. Plans for cover sessions in liaison with the teacher as agreed 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 particularly where they are line managing them during cover duties, 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

Responsible for engaging in training.

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).	AF	First Aid (Main School) / Paediatric First Aid (EYFS).	AF
	NVQ Level 4 Teaching Assistant Qualification (or equivalent).	AF	Restorative Practice training.	AF
	Safeguarding Level 1.	AF	Further qualifications that may enhance the role.	AF
	Bespoke training relevant to role.	AF		
EXPERIENCE	Experience of working with or caring for children of relevant age.	AF	Assisting teachers in accurately assessing the performance of pupils and providing appropriate feedback to the teacher.	R/I
	Effective use of ICT to support teaching and learning.	R/I	Experience of assisting in the maintenance of pupils' records.	R/I
	Delivered intervention with positive measurable impact.	R/I	Involvement in teaching of phonics in whole class and small group activities.	AF
			Led out of school learning / activities.	AF
			(For EYFS only) Experience of positive parent/partner links, ECAT,	R/I

CRITERIA - headings and details for this post	ESSENTIAL	METHOD OF ASSESSMENT*	DESIRABLE	METHOD OF ASSESSMENT*
			<p>of being a host setting, policy writing and working alongside multi-agency teams.</p> <p>(For EYFS only) Experience of mentoring and coaching other practitioners.</p>	R/I
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 and other codes of practice e.g., SEN, Equalities.</p> <p>Sound knowledge of phonics and guided reading within school in order to raise attainment in reading.</p> <p>Working knowledge of ICT including use of IPad, Microsoft Office and email</p> <p>Knowledge of Health and Safety requirements</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>I</p>		

CRITERIA - headings and details for this post	ESSENTIAL	METHOD OF ASSESSMENT*	DESIRABLE	METHOD OF ASSESSMENT*
	<p>(For EYFS only) Full working knowledge of EYFS framework, ages and stages, policies, statutory guidance and legislation.</p> <p>(For EYFS only) A sound knowledge of observations and how to use them to assess children's progress.</p>	<p>R/I</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>(For EYFS only) Training in relevant strategies, e.g., bi-lingual, sign language, dyslexia, CACHE.</p> <p>Ability to work independently with groups of pupils or individuals.</p>	<p>R/I</p> <p>R/I</p> <p>R/I</p> <p>R/I</p> <p>R/I</p> <p>R/I</p>	(For EYFS only) Planning through observation.	R/I

CRITERIA - headings and details for this post	ESSENTIAL	METHOD OF ASSESSMENT*	DESIRABLE	METHOD OF ASSESSMENT*
	<p>Highly competent written skills, including spelling and grammar, including the use of ICT.</p> <p>Relates well to children by recognising age / stage of development and individual needs.</p> <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>AF</p> <p>R/I</p> <p>R/I</p> <p>R/I</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*
	Ability to self-evaluate learning needs and to actively seek learning opportunities.			
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>Engage in additional training and development including being proactive in identifying own development needs.</p> <p>Self-motivation and personal drive to complete tasks to the required time scales and quality standards.</p> <p>Strives for excellence and ways to improve their own performance and the performance of the school.</p>	<p>R/I</p> <p>R/I</p> <p>R/I</p> <p>AF</p> <p>AF</p> <p>AF</p>		

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