

**Hull Collaborative Academy Trust**  
**Job Description**

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**Post title**                      **SEN Senior Achievement Support Assistant**

**Reports to**                      **Headteacher**

**Grade**                              **6**

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Main Purpose of the Post

1. To work under the instructions and guidance of the SENCO and EYFS teaching staff within a specialist provision for children with SEND and Communication and Language needs to:
  - Provide effective support for pupils, teachers and the school in order to raise standards of achievement for all pupils, to encourage pupils to become independent learners, to ensure their safety and welfare and support the inclusion of pupils in all aspects of school life.
  - Provide effective support to ASAs working within the provision, to ensure high quality provision for SEND pupils that maximises the attainment and accelerates the progress of individuals and groups of pupils.
  - Working alongside the SENDCo, supervise a small group of children, working in collaboration with 1:1 teaching assistants to develop their speech and language skills to allow improved access to the main classroom environment.

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 those with SEN, communication and language needs, disabilities, personal needs, 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 in the full curriculum while also promoting independent learning skills, self-esteem and social inclusion.

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 pupil 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 care for pupils' health and medical needs, including providing 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.
12. Assists with the planning of learning activities and routine administration.
13. Assists in the monitoring and marking of pupils' responses to learning activities, makes use of the school's tracking data and completes accurate records.
14. Provides detailed and regular feedback to teachers on pupils' attainment, progress, behaviour and attitudes to learning.
15. Contributes to planning and evaluation of learning and assists in the recording of pupils' progress.
16. Encourages pupils to develop as independent learners with a thirst for learning.
17. 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**

18. Undertakes structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses.
19. 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.
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. 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.
23. Awareness of the diverse needs of pupils to ensure equal access to opportunities to learn and develop.
24. Contributes to the overall ethos/work/aims of the school.
25. Works with a range of other professionals, contributing when appropriate.
26. Participates in discussions with parents/carers under the general direction of a teacher.
27. Undertake broadly similar duties, commensurate with the level of the post, as required by the Head Teacher.

### **Additional for Senior Achievement Support Assistant:**

28. Creates and maintains a purposeful, orderly and supportive environment.
29. Develops displays within and outside the provision.
30. Analyses the impact of strategies and initiatives and, in consultation with the teacher or SENCO, adapts them accordingly.
31. Leads student groups including 1:1 and group interventions as directed, also at pupil lunchtimes.
32. Act as a role model and set high expectations of conduct to ensure that good behaviour is maintained, and pupils are kept on task.
33. Ensure inclusion and acceptance of all pupils in the class in order to promote equal opportunities.
34. To keep appropriate records, as agreed with the teachers, to enable objective and accurate feedback.
35. Deal with immediate problems and emergencies in accordance with the school's policies to ensure the health and safety of students, especially within the provision.
36. Deals with incidents and emergencies as a senior member of the ASA team, deciding when it is appropriate to call for support from senior staff or emergency services.

### Responsibility

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

Act as a coach to less experienced ASAs, providing expertise in SEND provision and supporting individual development. Take the lead within the communication hub, supporting other ASA's in their role.

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

Under the direction of the teacher responsibility for an identified group of pupils. When leading the group 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. Updating confidential, secure pupil records.

### Decision Making

1. Makes routine decisions when supporting students in the classroom under the direction of the SENDCo – 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.

### Contacts and Reason for the Contact:

**1. Within School:**

Responsible for pupils in their daily care, colleagues particularly where they are line managing them when working within the provision, within the school, parents and Trustees.

**2. With Any Other Trust Area:**

Educational support staff and educational support services

Other schools and educational establishments

**With External Bodies to the Trust:**

Public Services

Community Representatives

Local Authority

Risks to health

Occasional physical demands if expected to support with challenging pupil behaviour requiring use of Team Teach Techniques.

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 – eg Certificate in Adult Literacy / Numeracy Level 2) NVQ Level 3 Teaching Assistant Qualification Safeguarding Level 1 Specialist training relevant to role e.g. speech and communication	A F A F A F A F	First Aid (Main School) Restorative Practice training Team Teach	A F
EXPERIENCE	Significant experience of working with or caring for children with SEND/ communication/language needs of relevant age Assisting teachers in accurately assessing the performance of pupils and providing appropriate feedback to the teacher Experience of assisting in the maintenance of pupils records Involvement in teaching of small group activities	A F R/I R/I R/I	Led out of school learning/activities Experience of planning sessions to groups of children	R/I R/I

CRITERIA - headings and details for this post	ESSENTIAL	METHOD OF ASSESSMENT*	DESIRABLE	METHOD OF ASSESSMENT*
	<p>Effective use of ICT to support teaching and learning</p> <p>Delivered intervention with positive measurable impact</p>	<p>AF</p> <p>R/I</p>		
KNOWLEDGE	<p>Developed 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 eg SEN, Equalities, working with children with speech and language difficulties</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 strategies to develop learning</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>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>R/I</p>		

CRITERIA - headings and details for this post	ESSENTIAL	METHOD OF ASSESSMENT*	DESIRABLE	METHOD OF ASSESSMENT*
SKILLS CONT ...	<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>Ability to work independently with groups of pupils or individuals</p> <p>Relates well to children by recognising age/stage of development and individual needs</p> <p>Ability to establish professional, effective working relationships with a range of partners/colleagues and children and young people</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>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> <p>R/I</p>		

CRITERIA - headings and details for this post	ESSENTIAL	METHOD OF ASSESSMENT*	DESIRABLE	METHOD OF ASSESSMENT*
	Highly competent written skills, including spelling and grammar	R/I		
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