



## Your Academy...Your Future

<b>Post Title</b>	Academic Support Assistant
<b>Purpose</b>	To support and assist teachers as part of a professional team to contribute to raising standards of pupils' achievement and to undertake a range of learning activities under the professional direction and supervision of qualified teachers and / or senior colleagues, in line with the Academy's policies and procedures.
<b>Responsible to</b>	SENCo
<b>Responsible for</b>	Specialist support to students with special needs.
<b>Contract Type</b>	Permanent
<b>School Type</b>	The Academy is a publicly funded independent secondary school for pupils aged 11 to 16.
<b>Grade</b>	Band D SCP 5-6
<b>Disclosure Level</b>	Enhanced
<b>Expectations</b>	<p><b><u>There is an expectation that all adults who work at Castle View Enterprise Academy will:</u></b></p> <ul style="list-style-type: none"> <li>• Create opportunities to support the Academy vision.</li> <li>• Have respect and care for students and all other adults.</li> <li>• Set the highest possible standards through the way in which we behave, talk to each other and strive for excellence in all that we do.</li> <li>• Support the Academy uniform policy for students and echo this through professional and business-like mode of dress.</li> <li>• Contribute to the Academy enrichment programme.</li> </ul>

**Duties & Responsibilities**

**Support for the Teacher**

- Raising awareness to teaching staff of the strengths and problems of individual pupils.
- Assisting teaching staff in the monitoring, recording and evaluation of student's progress, including providing feedback on observations undertaken.
- Assisting in the assessment of individual pupils.
- Liaising with the SENCO and teaching staff, to identify the needs of the pupils.
- Assisting in the preparation and review of IEP's including co-ordinating relevant information for IEP's.
- Setting up and using equipment as required to maintain pupils' needs and support their participation in learning tasks and activities.
- Providing support to teachers in developing effective approaches to manage behaviour and discipline problems.
- Raising the awareness of school staff to pressures on pupils which may result in behavioural problems.
- Assisting in the setting of behaviour targets.
- Assisting in compiling and maintaining pupils' records.
- Assisting in the review of the statement.
- Carrying out appropriate schemes of work and programmes set by the teaching staff for pupils and to assist in the preparation of learning materials for this purpose.
- Managing the planning and programming of specific educational activities for the pupils.
- Assisting with the literacy hour and daily mathematics lessons.
- Assisting in the preparation of work and other activities for pupils in accordance with objectives set by teaching staff.

**Support for the Student**

- Using specialist knowledge to support pupils.
- Working with pupils on individual targets set by a member of the teaching staff.
- Supporting all pupils included in a mainstream setting, support base, home base, special school, or any other learning environment as appropriate.
- Supporting the reintegration of pupils in mainstream schools to access the curriculum either on an individual basis or as a member of a small group.
- Assisting in the provision of activities for the fullest development of the pupils which may involve work outside the school base and in the local community.
- Under the direction of teaching staff or senior colleagues, working independently with individual pupils or groups of pupils if this is necessary.
- Undertaking duties in connection with personal hygiene and welfare of pupils as directed by the teaching staff.

	<ul style="list-style-type: none"> <li>• Applying considerable knowledge and understanding of the curriculum, age range, or SEN as determined by the SEN Code of Practice or the particular needs of the school pupils.</li> </ul> <p><b><u>Support for the Academy</u></b></p> <ul style="list-style-type: none"> <li>• Participating in meetings to review pupil progress and reporting to the meeting as required, on involvement with pupils.</li> <li>• Liaising with educational and health specialists, and outside agencies as required.</li> <li>• Assisting the school in promoting, developing and enhancing the five strands of Every Child Matters.</li> <li>• Contributing to the whole School's Self Evaluation process.</li> </ul>
<p><b>General Requirements</b></p>	<ul style="list-style-type: none"> <li>• Attending and participating in training and development activities as required.</li> <li>• Participating in schemes of assessment, professional development and review.</li> <li>• Assisting teaching staff or senior colleagues in escorting pupils home as and when required, as directed by the teaching staff.</li> <li>• Attending meetings, liaising and communicating with colleagues in the school, outside agencies and other relevant bodies.</li> <li>• Being an effective role model for the standards of behaviour expected of pupils.</li> <li>• Having due regard to confidentiality, child protection procedures, health and safety, other statutory requirements and the policies of the governing body and the local education authority.</li> </ul>
<p><b>Professional Values &amp; Practises</b></p>	<ul style="list-style-type: none"> <li>• Having high expectations of all pupils; respecting their social, cultural, linguistic, religious and ethnic backgrounds; and being committed to raising their educational achievement.</li> <li>• Treating pupils consistently with respect and consideration, and being concerned with their development as learners.</li> <li>• In line with the school's policy and procedures, using behaviour management strategies which contribute to a purposeful learning environment.</li> <li>• Working collaboratively with colleagues as part of a professional team; and carrying out roles effectively, knowing when to seek help and advice from colleagues.</li> <li>• Reflecting upon and seeking to improve personal practice.</li> <li>• Working within schools policies and procedures and being aware of legislation relevant to personal role and responsibility in the school.</li> <li>• Recognising equal opportunities issues as they arise in the schools and responding effectively, following schools</li> </ul>

	<p>policies and procedures.</p> <ul style="list-style-type: none"><li>• Building and maintaining successful relationships with pupils, parents/carers and staff.</li></ul>
<b>Specific Duties</b>	<ul style="list-style-type: none"><li>• Lunch / Break and before school supervision.</li><li>• Exam Invigilation</li><li>• Taking the lead role in holiday/summer school activities with students on a flexible basis.</li><li>• Acting as a mentor for small groups of vulnerable students.</li><li>• Carrying out literacy and numeracy intervention programmes with vulnerable students.</li></ul>
<b>Additional Duties</b>	<ul style="list-style-type: none"><li>• Carry out other reasonable tasks from time to time as directed by the Principal.</li></ul>

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## Person Specification

<b>You should be able to demonstrate that you meet the following essential criteria.</b>	<b>E = Essential D = Desirable</b>
<b>Qualifications</b>	
A teaching assistant qualification at NVQ Level 3 relevant to the Key Stage or it's equivalent	<b>D</b>
A valid First Aid Certificate	<b>D</b>
Good numeracy/literacy skills.	<b>D</b>
<b>Experience</b>	
Experience of working in a school environment.	<b>E</b>
Experience of planning and evaluating learning activities.	<b>E</b>
Involved in planning programmes of learning for individuals, groups and whole class.	<b>E</b>
<b>Skills, Knowledge and Aptitude</b>	
An ability to relate well with children and adults.	<b>E</b>
An ability to work independently with individual children, small groups of children and whole class.	<b>E</b>
An ability to use initiative when required.	<b>E</b>
An ability to work as a member of a team.	<b>E</b>
A willingness to work co-operatively with a wide range of professionals.	<b>E</b>
Good communications skills, both written and verbal.	<b>E</b>
Use ICT effectively to support teaching and learning.	<b>E</b>
An ability to work within the LEA and the Academy's policies and procedures.	<b>D</b>
A working knowledge of foundation national curriculum key stages and government strategies.	<b>D</b>
<b>Personal Requirements</b>	
Sensitive to the needs of children and their parents/carers.	<b>E</b>
An ability to work as part of a team.	<b>E</b>
A calm and positive approach.	<b>E</b>
Committed to professional development.	<b>E</b>