

St James' C of E (VC) Junior School**JOB SPECIFICATION**

Title of Job: Academic Assistant

Section: Schools

Qualified: Scale 3

Last Revised: 23/01/15

Unqualified: Scale 2

JOB DESCRIPTION

PERSON REPORTS TO: Member of school management or Inclusion and Safeguarding Co-ordinator, with work directed by teachers.

STAFF SUPERVISED: None

PURPOSE OF JOB:

- To support the education and welfare of pupils as directed by managers and class teachers, having due regard to the school's aims, objectives, schemes of work and policies, and relevant national requirements.
- To share in the corporate responsibility for the well being and discipline of all pupils.
- To provide day-to-day support for pupils, teachers, the curriculum and the school.
- To support a range of different ability groups including more-able, less able and children with SEND or EAL.

EQUAL OPPORTUNITIES:

The Council has a strong commitment to achieving equality of opportunity in both services to the community and the employment of people and expects all employees to understand and promote its policies in their work.

DUTIES AND RESPONSIBILITIES

1. To explain the learning objectives and the task to achieve them, taking account pupils' differing needs. Ensuring that new ideas are explained in ways that make them relevant and meaningful
2. To model good standards of English, communication and numeracy, including modelling high standards of grammar (spoken and written).
3. To assist pupils on arrival and departure from school and to supervise pupils during break times.
4. To assist in planning, monitoring and recording the progress of individual pupils in accordance with school procedures and reporting to class teachers including:
 - i. modifying published materials to meet pupils needs, prior attainment and styles of learning and teaching;
 - ii. use the differentiated success criteria to enable all pupils to make good progress;
 - iii. encourage pupils to persevere to solve problems through the application of well-rehearsed strategies;
 - iv. encourage pupils to judge the success of their work (self assessment) and to

- set targets for improvements;
 - v. encourage pupils to ask questions and answer them accurately and encourage them to find out for themselves or from each other;
 - vi. develops activities that are stimulating and challenging.
5. To give oral and written feedback to pupils on their attainment in order to promote further progress.
 6. To work with teachers to identify and respond appropriately to pupils' individual needs, assisting pupils in areas of specific difficulty.
 7. To assist the teacher in setting appropriate learning and behaviour expectations of pupils and supporting pupils appropriately to achieve these including educational visits.
 8. To contribute to a productive climate for learning in which pupils feel valued and secure including helping promote and reinforce pupils' self-esteem, encouraging inclusion of pupils with special educational needs and disabilities.
 9. To help create and maintain a purposeful, orderly and supportive environment for pupils' learning, ensuring that pupils are able to use equipment and materials provided safely and appropriately and take responsibility for ensuring that aspects of the classroom environment are lively and stimulating creating an appropriate setting for learning.
 10. To present agreed learning tasks in a clear and stimulating manner to help maintain pupils' interest and motivation; to work with pupils individually and collectively by contributing to decisions about the most appropriate learning goals/targets and strategies.
 11. To provide information that supports the preparation and review of Individual Education Plans (IEPs) and Education Health Care (EHC) plans and to action appropriate tasks related to these.
 12. To use a range of supporting techniques, including computers and other resources, considering, in consultation with the teacher, when and how to deploy them.
 13. To work with other professionals, such as speech therapists and occupational therapists, as necessary to assist in meeting particular pupil's needs e.g. physical development, speech/language development and, after appropriate training, assist with medical needs identified in an approved care plan. The scope of these duties are that which would generally be carried out by a parent. This excludes the medical procedures spelt out in point 22.
 14. After adequate training, to carry out welfare duties in relation to the physical and care needs of the pupils, including dressing, feeding and toileting if appropriate, whilst encouraging independence wherever possible. This excludes the medical procedures spelt out in point 22 of this job description.
 15. To produce and maintain classroom resources, records displays and classroom layout in consultation with the teacher including contributing to planning, undertaking photocopying, registration and other tasks to support learning and teaching.

16. To help train pupils in the individual and collaborative study skills necessary for learning.
17. To work alongside other adults, including teachers, trainee teachers, and other support staff.
18. To maintain confidentiality at all times with regard to both supported pupils and the wider school.
19. To take part in in-service training, relevant appraisal arrangements and other meetings, as directed in normal contracted working hours; to be conversant with school policies and procedures.
20. Other appropriate duties relevant to the purpose of the post and within the grading and competency of the post holder, as reasonably required by the teacher/head teacher.

22. To undertake the SEN tasks of tube feeding, urinary catheterisation, suction and postural drainage, nebulised medication, rectal medication and replacement of tracheostomy tubes based on pupil need.
23. To be proactive regarding the safeguarding of pupils, reporting concerns regarding safeguarding of pupils and the health, safety and wellbeing of the school community, to senior and delegated staff and maintain confidentiality.
24. To liaise with other members of the inclusion team to develop and modify approaches or develop specific materials for individual pupils with SEN, EAL or disabilities.

With regard to task number 22, an additional payment will be made to all staff who carry this out. These tasks will be voluntary for staff in post as at 31st July 2002, who at that time were not required to carry out the duties specified.

Person Specification for the post of Academic Assistant

<u>Factor</u>	<u>Requirement</u>
1. Education, Training and Qualification:	<ol style="list-style-type: none"> 1. GCE (or equivalent) English A-C grade GCE (or equivalent) maths A-C grade Competent oracy, pronunciation, grammar and verbal reasoning skills, assessed through the application, assessment and interview process. 2. If recruiting to a qualified post: C & G or CLPE or other equivalent qualification.
2. Experience:	<ol style="list-style-type: none"> 1. Experience of working in a primary school or with children including parental experience. 2. Able to demonstrate experience of dealing sympathetically and constructively with other adults.
3. Knowledge and Understanding:	<ol style="list-style-type: none"> 1. Demonstrate an understanding of the place of the school in educating primary pupils and in promoting the spiritual, moral, social and cultural development of pupils from a multicultural community. 2. Demonstrate an understanding of the role of the teacher and their own role in relation to supporting the needs of pupils, teachers, and other support staff. 3. Demonstrate knowledge and understanding of literacy and Numeracy.
Point 4, 5 and 6 under Knowledge and Understanding are only required if recruiting to a qualified position	<ol style="list-style-type: none"> 4. Demonstrate ability to use knowledge and understanding to support pupils and to assess their progress in literacy and numeracy in particular. 5. Demonstrate awareness of how pupils learn and the factors that affect their progress.

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6. Demonstrate an understanding of the different approaches needed to support the learning of various groups of pupils, including bilingual English learners and pupils with special educational needs and disabilities.
4. Commitment to and understanding of:
 1. Equal Opportunities and safeguarding practice in a school environment.
 2. The promotion of parental involvement in the school in order to raise achievement and attainment.