



Your Academy...Your Future

Post Title	Academic Support Assistant
Purpose	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.
Responsible to	SENCo
Responsible for	Specialist support to students with special needs.
Contract Type	Permanent
School Type	The Academy is a publicly funded independent secondary school for pupils aged 11 to 16.
Grade	Band D SCP 15 - 17
Disclosure Level	Enhanced
Expectations	<p><u>There is an expectation that all adults who work at Castle View Enterprise Academy will:</u></p> <ul style="list-style-type: none"> • Create opportunities to support the Academy vision. • Have respect and care for students and all other adults. • 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. • Support the Academy uniform policy for students and echo this through professional and business-like mode of dress. • Contribute to the Academy enrichment programme.

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

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

Person Specification

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