

## JOB DESCRIPTION

**SCHOOL:** St Michael's Catholic Academy

**POST TITLE:** Progress Support Assistant Level 3

**GRADE:** H (SCP 14 – 17)

**REPORTS TO:**

**MAIN PURPOSE:** To work under the guidance of teaching/senior staff and within an agreed system of supervision, to implement agreed work programmes with individuals/groups, in or out of the classroom. This could include those requiring detailed and specialist knowledge in particular areas and will involve assisting the teacher in the whole planning cycle and the management/preparation of resources. This may include providing support in addressing the needs of pupils who need particular help in overcoming barriers to learning. Staff may also supervise whole classes occasionally during the short-term absence of teachers during the lesson time. The focus will be to maintain good order and to keep pupils on task and support an orderly environment.

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**TASKS:**

### **SUPPORT FOR THE PUPIL:**

- Use specialist skills/training/experience to support pupils
- Assist with the development and implementation of Individual Education/ Behaviour Plans
- Establish productive working relationships with pupils, acting as a role model and setting high expectations
- Promote the inclusion and acceptance of all pupils within the classroom
- Support pupils consistently whilst recognising and responding to their individual needs
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities
- Promote independence and employ strategies to recognise and reward achievement of self-reliance
- Provide feedback to pupils in relation to progress and achievement

### **SUPPORT FOR THE TEACHER:**

- Work with the teacher to establish an appropriate learning environment
- Work with the teacher e.g. within lessons, on lesson planning, evaluating and adjusting lessons/work plans as appropriate, although primary responsibility remains with the subject teacher (QFT).
- Monitor and evaluate pupils responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives
- Provide objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
- Be responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems/records as requested
- Undertake marking of pupils work and accurately record achievement/progress for supported students, where appropriate.

- Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
- Liaise sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/meetings with parents, or as directed
- Supervise routine tests and invigilate examinations/tests
- Provide general clerical/administrative support e.g. administer coursework, produce worksheets for agreed activities etc

#### **SUPPORT FOR THE CURRICULUM:**

- Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs
- Implement local and national learning strategies e.g. literacy, numeracy, KS3, Early Years and make effective use of opportunities provided by other learning activities to support the development of relevant skills
- Support the use of ICT in learning activities and develop pupils competence and independence in its use
- Help pupils to access learning activities through specialist support
- Determine the need for, prepare and maintain general and specialist equipment and resources

#### **SUPPORT FOR THE SCHOOL:**

- Be aware of and comply with policies and procedures relating to Child Protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
- Attend and participate in regular meetings
- Recognise own strengths and areas of expertise and use these to advise and support others
- Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate
- Supervise pupils on out of school activities as required
- Accompany teaching staff and pupils on visits and trips as required with appropriate responsibility
- Participate in training and other learning activities and performance development as required
- Show a duty of care and take appropriate action to comply with Health & Safety requirements at all time
- Demonstrate and promote commitment to Equal Opportunities and to the elimination of behaviour and practices that could be discriminatory.

**The post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated from time to time.**

#### **Fluency Duty**

Part 7 of the Immigration Act 2016 creates a duty to ensure that all public authority staff working in customer-facing roles speak fluent English to an appropriate standard.

- "The ability to converse at ease with pupils/public/public bodies and provide advice in accurate spoken English is essential for the post."

- “An ability to fulfil all spoken aspects of the role with confidence through the medium of English.”
- “Be able to conduct a conversation and answer questions, for an extended period of time where necessary.”

**PLEASE NOTE THAT SUCCESSFUL APPLICANTS WILL BE REQUIRED TO COMPLY WITH ALL ACADEMY POLICIES, INCLUDING THE NO SMOKING POLICY.**

*THE SUCCESSFUL APPLICANT WILL BE SUBJECT TO RELEVANT VETTING CHECKS, INCLUDING A SATISFACTORY **ENHANCED** DISCLOSURE BEFORE AN OFFER OF APPOINTMENT IS CONFIRMED. FOLLOWING APPOINTMENT THE EMPLOYEE WILL BE SUBJECT TO RE-CHECKING AS REQUIRED FROM TIME TO TIME BY THE AUTHORITY.*

The Academy is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

**ST MICHAEL'S CATHOLIC ACADEMY**

**PERSON SPECIFICATION – PROGRESS SUPPORT ASSISTANT LEVEL 3**

<b>ESSENTIAL</b>				<b>DESIRABLE</b>		
	<b>Criteria No.</b>	<b>ATTRIBUTE</b>	<b>Stage Identified</b>	<b>Criteria No.</b>	<b>ATTRIBUTE</b>	<b>Stage Identified</b>
<b>Qualifications &amp; Education</b>	E1	NVQ Level 3 or equivalent qualification in relevant discipline OR appropriate experience	AF/C			
	E2	Willingness to participate in relevant training and development opportunities	AF/I			
<b>Experience &amp; Knowledge</b>	E3	Recent and relevant experience of working with children/young people	AF/I/R	D1	Awareness of child protection issues	AF/I/R
				D2	Knowledge and / or experience of First Aid.	AF/I/R
				D3	Experience of working in a school environment	AF/I/R
				D4	Knowledge and / or experience in Special Educational Needs strategies	AF/I/R
<b>Skills</b>	E5	Ability to build effective working relationships with all pupils and colleagues	AF/I/R			
	E6	Ability to work successfully as part of a team	AF/I/R			

E7	Ability to promote a positive ethos and role model positive attributes	AF/I/R		
E8	Ability to work with children at all levels regardless of specific individual needs	AF/I/R		
E9	Effective use of ICT to support learning	AF/I/R		
E10	Experience of resources preparation to support learning programmes	AF/I/R		
E11	Excellent communication skills	AF/I/R		
E12	Excellent numeracy and literacy skills	AF/I/R		
E13	Be able to maintain confidentiality	AF/I/R		
E14	Excellent listening skills	AF/I/R		
E15	The ability to manage behaviour of children in a positive and supportive manner	AF/I/R		
E16	General awareness of inclusion, especially within a school setting	AF/I/R		

<b>Personal Attributes</b>	E17	Participate in development and training opportunities	AF/I/R			
	E18	Ability to abide by Academy policies and procedures	AF/I/R			
	E19	An ability to fulfil all spoken aspects of the role with confidence through the medium of English	AF/I/R			
	E20	Ability to liaise sensitively and effectively with parent and carers, recognising their role in pupils learning	AF/I/R			
	E21	Able to improve their own practice through observations, evaluation and discussion with colleagues.	AF/I/R			
	E22	High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic backgrounds; and commitment to raising their educational achievements	AF/I/R			
	E23	A commitment to working as part of the whole school team and supporting the vision and aims of the school	AF/I/R			

<b>Special Requirements</b>	E24	Motivation to work with children	AF/I/R			
	E25	Ability to form and maintain appropriate relationships and personal boundaries with children	AF/I/R			
	E26	Emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline.	AF/I/R			
	E27	Suitability to work with children	AF/I/R/D			

<b>Key – Stage identified</b>	
AF	Application Form
C	Certificates
T	Tests
P	Presentation
I	Interview
R	References
D	CRB Disclosure

Issues arising from references will be taken up at interview, all appointments are subject to satisfactory references.