



ACHIEVEMENT ASSISTANT IPSLEY C of E MIDDLE SCHOOL

Contract: 32.5hr post, permanent, term time only plus 5 additional days

Salary: Scale 3, SCP 5-6 (£18,729 to £19,026)

Location: Ipsley C of E Middle School, Redditch, B98 0UB

Start date: As soon as possible

Closing date: Monday 6th January at 09.00am



Central Region
Schools Trust

Founded by the RSA

ADVERT

Governors are looking for a highly motivated individual to join our excellent SEN Department in the role of Achievement Assistant.

Ipsley C of E Middle School takes pride in delivering quality teaching and learning which enables all pupils to learn. As a team, we are committed to supporting pupils with a range of additional needs and disabilities so that they can become happy, prosperous and successful members of our community.

The role would be suited to those seeking a career in education and is a great opportunity to gain experience of working with young people in a school community. The role will involve supporting pupils with SEN and other developmental needs in securing the best possible outcomes. The role will involve supporting pupils in lessons, small group work, and leading specific SEN interventions. This post offers a great opportunity for personal and professional development at an exciting time within the school's journey to outstanding. Possession of (or willingness to work towards) a Level 3 qualification in Supporting Teaching and Learning in Schools is essential.

For details on how to apply please visit www.ipsleyschool.org.uk.

CV's will not be considered.

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. The successful candidate is required to undergo an Enhanced DBS check with Children's barred list. All shortlisted candidates will be subject to an online check.

Job Description

Job Title: Achievement Assistant

Reporting to: SENDCo

Location: Ipsley C of E Middle School

Main purpose of the post

- To support the teachers, departments and other staff with their responsibility for the development and education of children, including those with special physical, emotional and educational needs and those with specific learning needs by utilising detailed knowledge and specialist skills
- To work under the guidance of teaching/senior staff, to implement agreed work programmes with individuals and 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 management/preparation of resources
- To undertake occasional "Learning Supervision", i.e. supervise whole classes occasionally during the short-term absence of teachers. The primary focus whilst undertaking cover duties will be to maintain good order and to keep pupils on task. Learning Supervisors will need to respond to questions and generally assist pupils to undertake set activities
- To support students at pre and after-school learning groups

Specific duties

Under the direction of the SEN leadership team, the Achievement Assistant will:

- Use specialist (curricular/learning/behavioural management) skills/training/experience to support students, including facilitating group learning sessions
- Assist with the development and implementation of student profiles where appropriate
- Establish productive working relationships with students, 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 students to interact and work co-operatively with others and engage all students in activities
- Monitor, record and make basic assessments about individual progress

Specific duties

Under the direction of the SEN leadership team, the Achievement Assistant will:

- To maintain personal and professional development to meet the changing demands of the job, participate in appropriate training activities and encourage and support staff in their development and training
- To undertake such other duties, training and/or hours of work as may be reasonably required and which are consistent with the general level of responsibility of this job
- Any other duties commensurate with the grade in order to ensure the smooth running of the school
- To undertake health and safety duties commensurate with the post and/or as detailed in the Directorate's Health & Safety Policy
- To attend school training days as required

Notes

- The Governing Body reserves the right to alter the content of this Job Description, after consultation, to reflect changes to the job or services provided, without altering the general character or level of responsibility.
- The duties described in the Job Description must be carried out in a manner which promotes equality of opportunity, dignity and due respect for all employees and service users and is consistent with the Academies Equal Opportunities Policy.

Person Specification

Criteria	Essential	Desirable
Experience	<ul style="list-style-type: none"> Experience of working with young children (KS2/KS3) in a school setting 	<ul style="list-style-type: none"> Leading intervention(s) for small groups of students outside the classroom around literacy (preferably phonics) and numeracy

Criteria	Essential	Desirable
Skills and attributes	<ul style="list-style-type: none"> Help professional staff to achieve their objectives Assist children in an individual basis, in a small group and whole class work Explain tasks simply and clearly and foster independence Supervise children and adhere to defined behaviour management policies Accept and respond to authority and supervision Liaise and communicate effectively with others Demonstrate good organisational skills Reflect on and develop professional practice Monitor, record and make assessments about individual progress 	<ul style="list-style-type: none"> Demonstrate specialist skills in support students with specific special educational needs Identify gaps in their own experience that they need help in filling

Criteria	Essential	Desirable
Knowledge & understanding	<ul style="list-style-type: none"> The needs of young children Child development and the ways in which children learn The ways that special educational needs and disabilities can impact students' learning The roles played by various adults in a child's education Behaviour management strategies Equal opportunities Safeguarding 	<ul style="list-style-type: none"> Phonics

Criteria	Essential	Desirable
Education and qualifications	<ul style="list-style-type: none"> GCSE English & Maths (Grade A-C) or equivalent School-based experience and/or evidence of relevant study 	<ul style="list-style-type: none"> A relevant qualification in Childcare and/or Education

Need more advice?

Please see our website
(Central Region Schools Trust
- Founded by the RSA)

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. The successful candidate is required to undergo an Enhanced DBS check with Children's barred list.

Central Regions Schools Trust – Social Justice through Exceptional Schools’.



**Central Region
Schools Trust**

Founded by the RSA

Central Region Schools Trust
B.06 Assay Studios
141–143 Newhall Street
Birmingham, B3 1SF

centralregionschoolstrust.co.uk