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**JOB DESCRIPTION**

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| **School:** | **Springwood High School part of West Norfolk Academies Trust** |
| **Job Title:** | **Achievement and Progress Support Assistant (APSA)** |
| **)Grade:** | **Scale C, Pt, 3-4, £9.62-£9.81/hour (£18562-£18933/year FTE based on a 37 hour week) Please note that the salary will be pro rata.** |
| **Hours/weeks:** | **27.5 hours/week, 39 weeks/year (Term time +1)****Temporary, 1 year contract** |
| **Responsible to:** | **SENCO** |
| **Working With:** | **Designated pupil/pupils****SENCO****Year Team****Subject Teachers** |

**Purpose of the Job**

Supporting the needs of named pupil/pupils who require help to overcome barriers to learning. Managing the provision of support for students with special educational needs, contributing to termly and annual reviews. To advocate on behalf of named pupil/ pupils, implementing the strategies and advice included in the pupil’s Education, Health and Care Plan or Learning Profile.

**Responsibilities**

Supporting the Pupil

* Assess the needs of pupil and use detailed knowledge and specialist skills to support pupils’ learning
* Contribute to the planning and preparation of learning activities
* Encourage and promote the inclusion and acceptance of all pupils
* Develop and implement Learning Profiles
* Provide feedback to pupils and parents in relation to progress and achievement
* Undertake comprehensive assessments of pupils to determine those in need of particular assistance
* Promote and safeguard the welfare of all children and young people with whom contact is made in a professional context (within or outside of the Academy)

Supporting the Teacher

* Organise and manage appropriate learning environment and relevant resources
* Work with the Teacher in lesson planning, evaluating and adjusting plans as appropriate to meet the needs of the pupil
* Monitor and evaluate pupils’ responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives
* Provide detailed and regular feedback to the teacher on pupil achievement, progress and other matters, e.g. Learning Profiles
* Contribute to behaviour management within the school and take charge of situations to allow the teacher to continue to work with the rest of the class
* Supporting the role of parents in pupils’ learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement etc.
* Undertake support activities for the teacher as required
* Deliver learning activities to pupils within agreed system of supervision, adjusting activities according to pupil responses/needs

**Job context and flexibility**

Please note that, as the role involves working with students with differing support needs, this job description is not an exhaustive description of the tasks you will be required to perform. In depth information regarding specific students will be provided by your line manager as appropriate.

The duties and responsibilities listed in this job description provide a summary of the main aspects of the role. This is not an exhaustive list and the post holder may be required to carry out other tasks, as deemed appropriate to the grade and nature of the post.

This job description is current at the date indicated below but, in consultation with the post holder, it may be changed by the Headteacher to reflect or anticipate changes in the post commensurate with the grade or job title.

Due to the routine of the school, the workload may not be evenly spread throughout the year. Flexibility of hours, and a flexible attitude and willingness to assist others in the team, when required is necessary.

The post holder will have a shared responsibility for the safeguarding of all children and young people. The post holder has an implicit duty to promote the welfare of all children and young people.

The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment. All staff will be subject to an enhanced DBS (Disclosure and Barring Service) check.

Where the post holder has a budgetary responsibility, it is a requirement of the role to work within the Academy’s financial regulations.

**PERSON SPECIFICATION**

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| **Qualifications** | **Essential** | **Desirable** | **How assessed** |
| Level 2 English | **🗸** |  | Appl/Int |
| Level 2 IT qualification |  | **🗸** |
| Level 2 Maths |  | **🗸** |

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| **Experience** | **Essential** | **Desirable** | **How assessed** |
| Experience of working with young people  | **🗸** |  | Appl/Int/Ref |
| Experience of working with young people with **Attachment Difficulties / Social Emotional Mental Health Needs** |  | **🗸** |
| Experience of working in a team | **🗸** |  |
| Experience of communicating with customers/clients |  | **🗸** |

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| **Skills, Attributes and Knowledge** | **Essential** | **Desirable** | **How assessed** |
| Experience of developing Literacy and Numeracy | **🗸** |  | Appl/Int |
| Demonstrate specific skills and qualities required to support named individual student | **🗸** |  |
| Skills and knowledge to deal with student safety and behaviour | **🗸** |  |
| Ability to work with teacher to plan lessons | **🗸** |  |
| Commitment to continued personal development | **🗸** |  |
| Assimilate information quickly and prepare succinct summaries |  | **🗸** |
| Ability to work effectively under pressure | **🗸** |  |
| Demonstrate a commitment to equal opportunities | **🗸** |  |
| Ability to adapt resources to meet individual student needs | **🗸** |  |
| Ability to focus on standards and the belief that all students can succeed given the right opportunity and support | **🗸** |  |

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| **Personal qualities** | **Essential** | **Desirable** | **How assessed** |
| Ambition for self and others |  |  | Appl/Int/Ref |
| Genuine concern for others  |  |  |
| Decisive, determined and self-confident |  |  |
| Integrity, trustworthy, honest and open |  |  |
| Accessible and approachable |  |  |
| Excellent interpersonal skills |  |  |

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| Appl = Application form | Int = Interview | Ref = Reference |