



## ARCHBISHOP TENISON'S CE HIGH SCHOOL JOB DESCRIPTION

<b>Job Title:</b>	<b>Curriculum Support Assistant – (Level 2) as part of the school's Pupil Support Team</b>
<b>Hours:</b>	<b>25 hours per week term time only to include inset days</b>
<b>Salary:</b>	<b>Grade 3 Point 5 – 7 - £21,408 (pro-rata)</b>
<b>Reports to:</b>	<b>Teacher in charge of the Pupil Support Room</b>
<b>Role Purpose and Role Dimensions:</b>	<p>To work under the direction and guidance of the Teacher in charge of the Pupil Support Room, usually in room F1, supporting access to learning for pupils timetabled there, either for set lessons each week, or for a set day or week as part of a Pastoral Support Programme. These pupils are those who have difficulty accessing the curriculum in their normal lessons and need extra support to be able to do both now and in the future. They may have additional needs, to be met as part of an Individual Education Plan, or they may simply find the expectations and requirements of a secondary school challenging. In either case, a planned and adjusted curriculum is followed in a separate classroom under closer supervision.</p> <p>At times the role may also include some of the following: To withdraw a pupil for a 1:1 lesson or teach small groups as directed. To provide in class support for other pupils as and when needed. Occasional Invigilation duties. Participation in lunchtime and after school clubs as and when required.</p>
<b>Commitment to Diversity:</b>	As a member of Croydon's School Team to take individual and collective professional responsibility for championing the council's diversity agenda and proactively implementing initiatives which secure equality of access and outcomes, continually developing a personal understanding of diversity.
<b>Key External Contacts:</b>	<ul style="list-style-type: none"><li>• Parents and carers under the direction of the Teacher in charge of the Pupil Support Room</li><li>• Outside agencies – (occasionally)</li></ul>
<b>Key Internal Contacts:</b>	Teacher in charge of Pupil Support Room Heads of Year, Form Tutors Subject Teachers of pupils working in the Pupil Support Room SEN Curriculum Leader and Teachers Learning Support Assistants Other members of the Support Staff Pupils and Students

**Key Accountabilities and Result Areas:**

**Support for Pupils**

**Key Elements:**

**This will involve:**

**Core Duties**

Supervising and providing particular support for pupils, including those with special needs, ensuring their safety and access to learning activities

Setting challenging and demanding expectations and promote self-esteem and independence.

Providing feedback to pupils in relation to progress and achievement under guidance of the teacher.

**Additional Duties**

Assisting with the development and implementation of Pastoral Support Programmes and Pupil Passports.

Establishing constructive relationships with pupils and interacting with them according to individual needs.

Promoting the inclusion and acceptance of all pupils.

Encouraging pupils to interact with others and engage in activities led by the teacher.

**Support for the Teacher**

**This will involve:**

**Core Duties**

Using strategies, in liaison with the teacher, to support pupils to achieve learning goals.

Assisting with the planning of learning activities.

Monitoring pupils' responses to learning activities and accurately record achievement/progress as directed.

Providing detailed and regular feedback to teachers on pupils' achievement, progress, problems etc.

Promoting good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encouraging pupils to take responsibility for their own behaviour.

**Additional Duties**

Creating and maintaining a purposeful, orderly and supportive environment, in accordance with lesson plans and assisting with the display of pupils' work.

Establishing constructive relationships with parents and carers

Administering routine tests, invigilating exams and undertaking routine marking of pupils' work

**Support for the Curriculum**

**This will involve:**

**Core Duties**

Undertaking structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses.

Undertaking programmes linked to local and national learning strategies e.g. literacy, numeracy, KS3, early years recording achievement and progress and feeding back to the teacher.

Supporting the use of ICT in learning activities and develop pupils' competence and independence in its use.

**Additional Duties**

Preparing, maintaining and using equipment/resources required to meet the lesson plans/relevant learning activity and assisting pupils in their use.

## **Support for the School**

### **This will involve:**

#### **Core Duties**

Participating in training and other learning activities and performance development as required.

#### **Additional Duties**

Being aware of and complying with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.

Being aware of and supporting difference and ensuring all pupils have equal access to opportunities to learn and develop.

Contributing to the overall ethos/work/aims of the school.

Appreciating and supporting the role of other professionals.

Attending and participating in relevant meetings as required.

Assisting with the supervision of pupils out of lesson times, including before and after school and at lunchtime.

Accompanying teaching staff and pupils on visits, trips and out of school activities as required and taking responsibility for a group under the supervision of the teacher.

## **Person Specification**

### **Job Title:**

**Curriculum Support Assistant – (Level 2)**

### **Essential knowledge:**

GCSEs and higher qualifications in relevant subjects, indicating a good understanding of academic success and how it is achieved.

NVQ 2 for Teaching Assistants or equivalent qualifications or experience which demonstrate the ability to work effectively with pupils in a school setting, e.g experience of coaching, mentoring, youth activities.

Training in relevant learning strategies e.g. literacy or numeracy, or, at least, the capacity to read relevant books and develop ideas in practice.

Understanding of relevant policies/codes of practice and awareness of the implications of legislation relating to schools.

General understanding of the National Curriculum framework and of the principles of good teaching and learning in a school setting.

Basic understanding of child development and learning.

Knowing what it is like to work with young people whose lives are in some way challenging and who need practical encouragement and strong support. This might include training such as that offered for Trauma-Informed Schools.

### **Essential skills and abilities:**

Good numeracy/literacy skills.

Effective use of ICT to support learning.

Use of other equipment and technology, as required.

Ability to evaluate one's own learning needs and a sustained interest in learning new things related to the work being undertaken.

Ability to relate well to children and adults and to show empathy and consideration for others in the course of this work.

Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these.

### **Essential experience:**

Working with, or caring for, children of relevant age.

Previous experience of working in a school setting (desirable).

### **Special conditions:**

Enhanced DBS check and Medical Check