School 21 Job Description: Pupil Achievement Coach/Teaching Assistant - Early Years/Primary (SEN: ASD/complex special needs)

Responsible to:	Head of Inclusion
Start date:	ASAP
Salary:	Scale 3, Point 5 - £22,800 (FTE)/£19,555 pro-rated for 41 weeks
Contract:	Term Time (39 weeks) plus 2 additional weeks
Job purpose:	To work with class teachers predominantly in-class to raise the learning and attainment of pupils with students with complex special needs. To promote pupils' independence, self esteem and social inclusion. Give support to pupils, so that they can access the curriculum, take part in learning and experience a sense of achievement.
Responsibilities	**Teaching and Learning** • Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all pupils including, where appropriate, those with special educational needs and disabilities (SEND) • Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities • Support and where appropriate lead interventions. • Use effective behaviour management strategies consistently in line with the school's policy and procedures • Support class teachers with maintaining good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment • Organise and manage teaching space and resources to help maintain a stimulating and safe learning environment

- Observe pupil performance and pass observations on to the class teacher
- Use ICT skills to advance pupils' learning
- Undertake any other relevant duties given by the class teacher / Head of Inclusion.

Planning

- Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role
- Read and understand lesson plans shared prior to lessons, if available
- Prepare the classroom for lessons

Working with colleagues and other relevant professionals

- Communicate effectively with other staff members and pupils, and with parents and carers under the direction of the class teacher
- Communicate their knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision
- With the class teacher, keep other professionals accurately informed of performance and progress or concerns they may have about the pupils they work with
- Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers
- Collaborate and work with colleagues and other relevant professionals within and beyond the school Develop effective professional relationships with colleagues

	Whole-school organisation, strategy and development ● Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's values and vision ● Make a positive contribution to the wider life and ethos of the school ● Attend relevant CPD / training and feedback new ideas. **Health and safety** ● Promote the safety and wellbeing of pupils, and help to safeguard pupils' well-being by following the requirements of Keeping Children Safe in Education and our school's child protection policy ● Look after children who are upset or have had accidents **Personal and professional conduct** ● Uphold public trust in the education profession and maintain high standards of ethics and behaviour, within and outside school ● Have proper and professional regard for the values, policies and practices of the school, and maintain high standards of attendance and punctuality ● Demonstrate positive attitudes, values and behaviours to develop and sustain effective relationships with the school community ● Respect individual differences and cultural diversity
Qualifications & experience	● Level 2 or 3 Certificate in Supporting Teaching and Learning in Schools, Level 3 Diploma in Childcare and Education, or other relevant qualification or willingness to work towards a qualification if not already held. Experience of working with children with ASD or complex special needs is essential.
Knowledge & skills	● Good literacy and numeracy skills ● Good organisational skills

	• Ability to build effective working relationships with pupils and adults • Skills and expertise in understanding the needs of all pupils • Knowledge of how to help adapt and deliver support to meet individual needs • Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils • Excellent verbal communication skills • Active listening skills
Personal qualities	• Enjoyment of working with children • Sensitivity and understanding, to help build good relationships with pupils • A commitment to getting the best outcomes for all pupils and promoting the values of the school • Commitment to maintaining confidentiality at all times • Commitment to safeguarding pupil wellbeing and equality